

## MODULE OUTLINE DYPO72

### 1. GENERAL INFORMATION

<b>SCHOOL</b>	SCHOOL OF SOCIAL SCIENCES		
<b>PROGRAM COURSE</b>	PUBLIC HEALTH AND POLICIES (DYPO)		
<b>LEVEL OF STUDY</b>	POSTGRADUATE		
<b>MODULE CODE</b>	DYPO72	<b>SEMESTER OF STUDY</b>	3rd
<b>MODULE TITLE</b>	Public health law, Patients' rights and Bioethics		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>in case credits are awarded for separate components/parts of the course, e.g. in lectures, laboratory exercises, etc. If credits are awarded for the entire course, give the weekly teaching hours and the total credits</i>		<b>HOURS</b>	<b>CREDIS</b>
Weekly teaching hours 21-23 hours x 13 weeks		<b>280-300</b>	<b>10 ECTS</b>
<b>COURSE TYPE</b> Compulsory, Optional, Optional mandatory	Optional		
<b>PREREQUISITE MODULES:</b>	None		
<b>LANGUAGE OF INSTRUCTION AND EXAMS</b>	Greek		
<b>THE MODULE IS OFFERED TO ERASMUS STUDENTS</b>	No		
<b>MODULE WEBSITE (URL)</b>	<a href="https://www.eap.gr/en/dypo/dypo_them/#dypo72">https://www.eap.gr/en/dypo/dypo_them/#dypo72</a> Each module has its own space in the Learning Management System of EAP ( <a href="https://courses.eap.gr/login/index.php">https://courses.eap.gr/login/index.php</a> ), with controlled access (use of code) for students and teaching staff.		

### 2. LEARNING OUTCOMES

<p><b>Learning Outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate (certain) level, which students will acquire upon successful completion of the course, are described in detail. It is necessary to consult:</i></p>		
<p>With the successful completion of the module, students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the conceptual framework of health law</li> <li>• Recognize bioethical issues</li> <li>• Know the rights of a user of healthcare services within a healthcare system</li> <li>• Comprehend fundamental ethical problems</li> <li>• Understand the basic principles and rules of medical ethics</li> </ul>		
<p><b>General Competences</b></p> <p><i>Taking into consideration the general competences that students/graduates must acquire (as those are described in the Diploma Supplement and are mentioned below), at which of the following does the course attendance aim?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><i>Search for, analysis and synthesis of data and information by the use of appropriate technologies,</i></p> <p><i>Adapting to new situations</i></p> <p><i>Decision-making</i></p> <p><i>Individual/Independent work</i></p> <p><i>Group/Team work</i></p> <p><i>Working in an international environment</i></p> </td> <td style="width: 50%; vertical-align: top;"> <p><i>Project planning and management</i></p> <p><i>Respect for diversity and multiculturalism</i></p> <p><i>Environmental awareness</i></p> <p><i>Social, professional and ethical responsibility and sensitivity to gender issues</i></p> <p><i>Critical thinking</i></p> <p><i>Development of free, creative and inductive thinking</i></p> <p style="text-align: center;">.....</p> </td> </tr> </table>	<p><i>Search for, analysis and synthesis of data and information by the use of appropriate technologies,</i></p> <p><i>Adapting to new situations</i></p> <p><i>Decision-making</i></p> <p><i>Individual/Independent work</i></p> <p><i>Group/Team work</i></p> <p><i>Working in an international environment</i></p>	<p><i>Project planning and management</i></p> <p><i>Respect for diversity and multiculturalism</i></p> <p><i>Environmental awareness</i></p> <p><i>Social, professional and ethical responsibility and sensitivity to gender issues</i></p> <p><i>Critical thinking</i></p> <p><i>Development of free, creative and inductive thinking</i></p> <p style="text-align: center;">.....</p>
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<i>Working in an interdisciplinary environment (Other.....citizenship, spiritual freedom, social Introduction of innovative research awareness, altruism etc.) .....</i>
<ul style="list-style-type: none"> <li>• Search for, analysis and synthesis of data and information by the use of appropriate technologies</li> <li>• Adapting to new situations</li> <li>• Decision – making</li> <li>• Group / team work</li> <li>• Working in an interdisciplinary environment</li> <li>• Project planning and management</li> <li>• Critical thinking</li> <li>• Development of free, creative and inductive thinking</li> <li>• Working in an interdisciplinary environment</li> <li>• Introduction of innovative research</li> <li>• Respect for diversity and multiculturalism</li> </ul>

### 3. MODULE CONTENT

<p>The aim of the module is to familiarize the student with the concept of public health law and rights, the concepts of bioethics, the ethical dilemmas encountered in clinical practice, and the equal access to healthcare while respecting human rights. The goals of the module include providing knowledge regarding the basic elements of legislation related to healthcare professions, encompassing the concepts of professional rights, patient rights, medical and nursing liability, and their application in clinical practice. Additionally, issues related to biomedical ethics will be analyzed, along with matters concerning the rights of healthcare service users, as well as civil and criminal liabilities arising from the practice of the medical profession. The scientific subjects of the module are:</p> <ul style="list-style-type: none"> <li>• The conceptual formation of public health law and the rights of users of public health services.</li> <li>• Rules of primary and secondary prevention law.</li> <li>• Definition of bioethics, the theoretical framework of ethics, and Medical Ethics.</li> </ul>
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### 4. TEACHING METHODS--ASSESSMENT

<b>MODES OF DELIVERY</b> <i>Face-to-face, in-class lecturing, distance teaching and distance learning etc.</i>	Distance education with three Group Counseling Meetings (OSS) during the academic semester, held on weekends.	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b> <i>Use of ICT in teaching, Laboratory Education, Communication with students</i>	<p>We use :</p> <p>Remote meetings tools (cisco webex), Presentation software (e.g. power point),</p> <p>Additionally, the students use office automation tools, web browsers and e-reader for digital books.</p>	
<b>MODULE DESIGN</b> <i>Description of teaching techniques, practices and methods: Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, Internship, Art Workshop, Interactive teaching, Educational</i>	<b>Activity</b>	<b>Annual Workload</b>
	3 OSS (x 4 hours)	12
	2 tutorial exercises (2 x 30 hours)	60

<i>visits, projects, Essay writing, Artistic creativity, etc</i>  <i>The study hours for each learning activity as well as the hours of selfdirected study are given following the principles of the ECTS.</i>	1 semester assignment	55
	Examination	4
	Individual study (21-23 hours x 13 weeks)	149-169
	<b>Total module workload (hours)</b>	<b>280-300</b>
<p align="center"><b>STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS</b></p> <p align="center"><i>Detailed description of the evaluation procedures.</i></p> <p><i>Language of evaluation, assessment methods, formative or summative (conclusive), multiple choice tests, short- answer questions, open-ended questions, problem solving, written work, essay/report, oral exam, presentation, laboratory work, other.....etc.</i></p> <p><i>Specifically defined evaluation criteria are stated, as well as if and where they are accessible by the students</i></p>	<p>Completion of written assignments during the academic semester which constitute a 40 percent of each student's grade, if a pass is obtained in the final or repetitive examination. Final exam grades constitute a 60 percent of the students' final course grade. For further information go to the <a href="#">EAP Study Guide</a>.</p>	

## 5. SUGGESTED BIBLIOGRAPHY

<p><b>- Suggested bibliography:</b></p> <p>Paparrigopoulou - Pechlivanidis, P. (2017). Public Health Law, 2nd edition, 2017, Nomiki Vivliothiki (in Greek)</p> <p>Kanellopoulou - Boti, M., Panagopoulou - Koutnatsi, F. (2017). Medical Liability and Bioethics, 2014, Paschalidis Publishing (in Greek)</p> <p>Anthopoulos Ch. (2021). Pandemic and the Right to Health, "Aristovoulos Manesis" Group, Sakoula Publications, <a href="https://www.constitutionalism.gr/2020-04-26-anthopoulos-pandimia-dikaioma-ygeias/">https://www.constitutionalism.gr/2020-04-26-anthopoulos-pandimia-dikaioma-ygeias/</a></p> <p>Anthopoulos Ch., (1993). The Protection of Health as a Fundamental Social Right, To Syntagma (The Constitution), Issue 4, pp. 741 - 783.</p> <p>Anthopoulos, Ch. (2020). Pandemic, Right to Health, and Duty of Solidarity, in: Administrative Law Newspaper, Issue 1/2020, pp. 28-34.</p> <p>Anthopoulos Ch. (2021). The Right to Vaccination, "Aristovoulos Manesis", Sakoula Publications, <a href="https://www.constitutionalism.gr/to-kathikon-tou-emvoliasmou/?hilite=%CE%91%CE%BD%CE%B8%CF%8C%CF%80%CE%BF%CF%85%CE%BB%CE%BF%CF%82">https://www.constitutionalism.gr/to-kathikon-tou-emvoliasmou/?hilite=%CE%91%CE%BD%CE%B8%CF%8C%CF%80%CE%BF%CF%85%CE%BB%CE%BF%CF%82</a></p> <p>Anthopoulos Ch. (2021). Vaccine: The Limits of Non-Mandatoriness, "Aristovoulos Manesis", Sakoula Publications, <a href="https://www.constitutionalism.gr/%ce%b5%ce%bc%ce%b2%cf%8c%ce%bb%ce%b9%ce%bf-%cf%84%ce%b1-%cf%8c%cf%81%ce%b9%ce%b1-%cf%84%ce%b7%cf%82-%ce%bc%ce%b7-%cf%85%cf%80%ce%bf%cf%87%cf%81%ce%b5%cf%89%cf%84%ce%b9%ce%ba%cf%8c%cf%84%ce%b7%cf%84/">https://www.constitutionalism.gr/%ce%b5%ce%bc%ce%b2%cf%8c%ce%bb%ce%b9%ce%bf-%cf%84%ce%b1-%cf%8c%cf%81%ce%b9%ce%b1-%cf%84%ce%b7%cf%82-%ce%bc%ce%b7-%cf%85%cf%80%ce%bf%cf%87%cf%81%ce%b5%cf%89%cf%84%ce%b9%ce%ba%cf%8c%cf%84%ce%b7%cf%84/</a></p> <p><b>-Related scientific Journals:</b></p> <p>European Journal of Health Law</p> <p>Public Health Law Research</p> <p>American Journal of Law and Medicine</p>
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