

## COURSE OUTLINE APPLIED ETHICS IN SPORTS

### 1. GENERAL

<b>SCHOOL</b>	PHYSICAL EDUCATION, SPORT SCIENCE AND OCCUPATIONAL THERAPY		
<b>DEPARTMENT</b>	PHYSICAL EDUCATION AND SPORT SCIENCE		
<b>LEVEL OF STUDIES</b>	ISCED level 6 – Bachelor's or equivalent level		
<b>COURSE CODE</b>	C006	<b>SEMESTER</b>	3 <sup>RD</sup> or 4 <sup>TH</sup>
<b>COURSE TITLE</b>	APPLIED ETHICS IN SPORTS		
<b>TEACHING ACTIVITIES</b> <i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>		<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>
		2	3
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
<b>COURSE TYPE</b> <i>Background, General Knowledge, Scientific Area, Skill Development</i>	GENERAL KNOWLEDGE		
<b>PREREQUISITES:</b>	None		
<b>TEACHING &amp; EXAMINATION LANGUAGE:</b>	Greek English for Erasmus students		
<b>COURSE OFFERED TO ERASMUS STUDENTS:</b>	YES		
<b>COURSE URL:</b>	<a href="https://eclass.duth.gr/courses/xxxxxxx">https://eclass.duth.gr/courses/xxxxxxx</a>		

### 2. LEARNING OUTCOMES

<b>Learning Outcomes</b> <i>Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.</i>	
<p><i>Upon successful completion of the course, participants will be able to :</i></p> <ul style="list-style-type: none"> <li><i>• Understand the concepts of applied ethics, business ethics, bioethics, respect and protection of fundamental human rights, ethical culture, social responsibility</i></li> <li><i>• Identify ethical issues in physical education &amp; sport</i></li> <li><i>• Understand ethical issues in sports business - Business ethics</i></li> <li><i>• Understand how ethical dilemmas arise in sport, such as drug abuse, corruption, conflicts of interest, gender equality, fair play, bioethical dilemmas, etc.</i></li> </ul>	
<b>General Skills</b> <i>Name the desirable general skills upon successful completion of the module</i>	
<i>Search, analysis and synthesis of data and information, ICT Use Adaptation to new situations Decision making Autonomous work Teamwork Working in an international environment</i>	<i>Project design and management Equity and Inclusion Respect for the natural environment Sustainability Demonstration of social, professional and moral responsibility and sensitivity to gender issues Critical thinking</i>

<i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Promoting free, creative and inductive reasoning</i>
<ul style="list-style-type: none"> <li>• <i>Search, analysis and synthesis of data and information, ICT use</i></li> <li>• <i>Decision making</i></li> <li>• <i>Teamwork</i></li> <li>• <i>Sustainability</i></li> <li>• <i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i></li> <li>• <i>Critical thinking</i></li> <li>• <i>Promoting free, creative and inductive reasoning</i></li> </ul>	

### 3. COURSE CONTENT

<ol style="list-style-type: none"> <li>1. <i>Fundamental human rights</i></li> <li>2. <i>General principles: the Olympic Charter and the UNESCO International Charter on Physical Education and Sport</i></li> <li>3. <i>Codes of Conduct - Practical issues</i></li> <li>4. <i>The concepts of corruption and conflicts of interest in sports organizations</i></li> <li>5. <i>Ethical issues in sport related to gender equality</i></li> <li>6. <i>Ethical issues in sport relating to fair play, equality in society, the environment (green sports)</i></li> <li>7. <i>Doping/anti-doping in sport</i></li> <li>8. <i>Ethical precautions in sport/private sport</i></li> <li>9. <i>Business ethics and ethics</i></li> <li>10. <i>Bioethical considerations in the field of sport</i></li> <li>11. <i>Ethical considerations related to new technologies and the digital age in sport</i></li> <li>12. <i>Sports journalism, sports marketing and their role in shaping sports ethics and ethics</i></li> <li>13. <i>Perceived ethics: the sports consumer</i></li> </ol>
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### 4. LEARNING & TEACHING METHODS - EVALUATION

<b>TEACHING METHOD</b> <i>Face to face, Distance learning, etc.</i>	Face to face	
<b>USE OF INFORMATION &amp; COMMUNICATIONS TECHNOLOGY (ICT)</b> <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Use of ICT in teaching and communication with students: <ul style="list-style-type: none"> <li>• Digital slides</li> <li>• Videos</li> <li>• MS Teams/e-class, webmail</li> </ul>	
<b>TEACHING ORGANIZATION</b> <i>The ways and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research &amp; analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i>	<b>Activity</b>	<b>Workload/semester</b>
	Teaching	26
	Team project	15
	Test	14
	Exams	20
		<b>75</b>

<p>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</p>	
<p><b>STUDENT EVALUATION</b></p> <p>Description of the evaluation process</p> <p>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</p> <p>Please indicate all relevant information about the course assessment and how students are informed</p>	<ul style="list-style-type: none"> <li>• Project 1 35%</li> <li>• Project 2 15%</li> <li>• Test 20%</li> <li>• Written exams 30%</li> </ul>

## 5. SUGGESTED BIBLIOGRAPHY

1. Addolorato, S., García-Fernández, J., Gallardo, L., García-Unanue, J. (2020) An Overview of the Origins and Effectiveness of Commercial Fitness Equipment and Sectoral Corporate Settings: A Critical Review of Literature. *Applied Sciences*, 10(4), 1534.
2. Alexandris K., Kenanidis T., Balaska P., Ntoli A. (2020) The Impact of the Economic Crisis on the Private Fitness Sector in Greece. In: Scheerder J., Vehmas H., Helsén K. (eds) *The Rise and Size of the Fitness Industry in Europe*. Palgrave Macmillan, Cham.
3. American College of Sports Medicine, (2020), retrieved on 20-11-2020 from: [https://www.acsm.org/?gclid=CjwKCAiAnvj9BRA4EiwAuUMDf4YVTo91RvKbeadKT3TB55ZRz4hcHZwOCEELC5otYCNQ9boznpYYxBoCvFEQAvD\\_BwE](https://www.acsm.org/?gclid=CjwKCAiAnvj9BRA4EiwAuUMDf4YVTo91RvKbeadKT3TB55ZRz4hcHZwOCEELC5otYCNQ9boznpYYxBoCvFEQAvD_BwE)
4. Bates, M., Spezzano, M.J. & Danhoff, G. (2024). *Fitness Management*. Konstantaras
5. Paschalidou, K., Tsitskari, E., Alexandris, K., Karagiorgos, T., & Filippou, D. (2024). *Conceptualizing*

*ethics positions of health and fitness managers: an empirical investigation in Greece. Retos: nuevas tendencias en educación física, deporte y recreación, (51), 398-407.*

6. Paschalidou, K., Tsitskari, E., Alexandris, K., Karagiorgos, T., & Filippou, D. (2023). *Segmenting Fitness Center Customers: Leveraging Perceived Ethicality for Enhanced Loyalty, Trust, and Word-of-Mouth Communication. Sustainability, 15(22), 16131.*
7. Tsitskari, E., & Batrakoulis, A. (2022). *Investigating the marketing strategies of the health and fitness sector in Greece; the managers' perspective. Retos: nuevas tendencias en educación física, deporte y recreación, (43), 264-273.*
8. Tsitskari E., Tzetzis G. & Batrakoulis A. (2021). *The Fitness Sector in Greece: Business Models and Marketing Perspectives. In Jerónimo García-Fernández & Pablo Gálvez-Ruiz, Editors. The Global Private Health & Fitness Business: A Marketing Perspective. Emerald Publishing*
9. Tsitskari E., Tzetzis G. & Konsoulas D. (2017). *Perceived Service Quality and Loyalty of Fitness Centers' Customers: Segmenting Members Through Their Exercise Motives, Services Marketing Quarterly, 38(4), 253-268, 10.1080/15332969.2017.1366211*
10. Tsitskari, E., Antoniadis, Ch. & Costa, G. (2014). *Investigating the relationship among service quality, customer satisfaction and psychological commitment in Cyprian fitness centers. Journal of Physical Education and Sport, 14(4), 514 – 520*
11. Τσιτότσου, Ρ. (2020). *Sports Marketing. Paschalidis*

## ANNEX OF THE COURSE OUTLINE

### Alternative ways of examining a course in emergency situations

<b>Teacher (full name):</b>	Efi Tsitskari
<b>Contact details:</b>	etsitska@phyed.duth.gr
<b>Supervisors:</b>	Yes
<b>Evaluation methods:</b>	project 1 35% project 2 15% Test 20% Written exams 30%
<b>Implementation Instructions:</b>	The two individual papers will be on the analysis of ethics and ethics issues through real case studies. In this context, students will have to resort to a literature search to make concepts understandable and argue accordingly The written examination will take the form of questions answered through multiple choice, true-false and open-ended judgment questions