

A rigorous ethical approach to normativity: Insight into physiotherapy practice for disabled and enabled patients

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A rigorous ethical approach to normativity: insight into physiotherapy practice for disabled and enabled patients. Philosophy and physiotherapy are too often considered as distinct and divergent disciplines whereas they both seek to investigate and solve the question of “what could be the best way for human beings to live?”. By studying direct links to practical examples in which an ethical approach to norms is required (assessments, manipulations...), we will show the importance of relating the bases of ethics to a physiotherapy setting. On a large scale, the relevance to physiotherapy is that the insight it provides can benefit professional and patient coherent reasoning and health caring with respect to individual abilities and situations. Such an approach helps focus on

the patient as a human being, able to propose or expect a personal response to his disabilities and-or- enabilities, and invites new challenges to normalizing assumptions. A different practice could thus be redesigned, which could raise the credibility of the profession as a whole; since this fight to keep a rigorous human touch can offer truly augmented human capabilities to live a full life.

Biography

Martine Same began her career as a Teacher of French Language and Literature in England and of English Language in grammar schools in Haute-Savoie (France). She then followed studies in Physiotherapy, and specialized in re-education (rehabilitation). She worked 20 years in the Paris region, both as a Physiotherapist and as a Teacher of Physiotherapy. She still teaches Physiotherapy and has been appointed as Director of the Collection Philosophy, Ethics and Health (Connaissances et Savoirs editions) in 2016. Since gaining Doctorates in Educational Science and Philosophy, she has spent several years researching and joining discussions on ethics with health professionals and philosophers, concerning the theme of what philosophy can bring to the world of functional re-education and rehabilitation. Over the last ten years she has taught, and drawn attention to, the relevance and importance of this approach, especially through the publication of her thesis in Practical Philosophy and through the writing of articles and books on the subject.

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