



## Information about the course

**Degree:** Bachelor of Sciences of Physical Activity and Sport

**Faculty:** Faculty of Physical Activity and Sport Sciences

**Code:** 280410 **Name:** Social Morality and Professional Deontology

**Credits:** 6,00 ECTS **Year:** 4 **Semester:** 1

**Module:** 3) Specific Obligatory Formation Module.

**Subject Matter:** Teaching of Physical Education and Sports. **Type:** Obligatoria

**Branch of knowledge:** Health Sciences

**Department:** Basic Sciences and Cross-disciplinary Subjects

**Type of learning:** Classroom-based learning

**Language/-s in which it is given:** Spanish

### Teachers:

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284D	<u>Monica Aroca Bernabeu</u> ( <b>Profesor responsable</b> )	monica.aroca@ucv.es



## Module organization

### 3) Specific Obligatory Formation Module.

Subject Matter	ECTS	Subject	ECTS	Year/semester
Physical activity and physical exercise for health and with special populations.	12	Physical Activity and Health	6	3/1
		Prescription and Programmes for Healthy Lifestyles	6	4/1
Physical exercise, fitness and sports physical training.	18	Evaluation of Biological Condition	6	3/1
		Planning and Methodology of Training in PA	6	3/2
		Prevention and Rehabilitation of Injuries in PA	6	4/1
Teaching of Physical Education and Sports.	18	Design, Evaluation and Intervention in Educational Programmes	6	4/1
		Didactics and Methodology of Sports and Physical Activity	6	3/1
		Social Morality and Professional Deontology	6	4/1
Sports organization and management.	12	Sports Marketing	6	3/2
		Sports Training Planning and Organisation	6	3/1



## Learning outcomes

Al finalizar la asignatura, el estudiante deberá demostrar haber adquirido los siguientes resultados de aprendizaje:

R10 - Develop methodologically relevant topics that address ethical considerations and discernment within social and professional contexts.

Learning outcomes of the specified title

### Type of AR: Habilidades o Destrezas

- Apply the principles derived from the concept of integral ecology in your proposals or actions, whatever the scope and area of knowledge and the contexts in which they are proposed.
- Develop theoretical-practical responses based on the sincere search for the full truth and the integration of all dimensions of the human being when faced with the great questions of life.
- Know, prepare and know how to apply the ethical-deontological, structural-organizational conditions, professional performance and the regulations of professional practice of Graduates in Physical Activity and Sports Sciences, in any professional sector of physical activity and sport (teaching formal and informal physical-sports; physical and sports training; physical exercise for health; as well as being able to develop multidisciplinary work
- Respect and put into practice the ethical principles and action proposals derived from the objectives for sustainable development, transferring them to all academic and professional activities.
- Understand, know how to explain and disseminate the functions, responsibilities and importance of a good professional Graduate in Physical Activity and Sports Sciences as well as analyze, understand, identify and reflect critically and autonomously on their identity, training and professional performance to achieve the purposes and benefits of physical activity and sport in an adequate, safe, healthy and efficient manner in all physical-sports services offered and provided and in any professional sector of physical activity and sport.

### Type of AR: Competencias

- Know and know how to apply ethical and deontological principles and social justice in professional performance and involvement, as well as have habits of scientific and professional rigor and a constant attitude of service to citizens in the exercise of their professional practice with which improvement, excellence, quality and efficiency are intended.



## R11 - Solve practical cases using moral virtues and principles.

Learning outcomes of the specified title

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## R12 - Engage in critical dialogue with various moral theories and sports ethical codes.

Learning outcomes of the specified title

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**R13 - Apply historical ethical proposals and attitudes to modern societal aspects.**

Learning outcomes of the specified title

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**R6 - Identify specific elements of social morality proposed by the Church alongside diverse moral perspectives.**

Learning outcomes of the specified title

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**R7 - Relate subject themes to conceptual cores in other areas related to Physical Education and Sports Sciences.**

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**R8 - Familiarize with basic doctrinal and documentary sources of Social Morality for each thematic core, including ethical and professional deontology texts.**

Learning outcomes of the specified title

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**R9 - Analyze specialized texts critically in relation to Social Morality and Deontology themes.**

Learning outcomes of the specified title

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Universidad  
**Católica de  
Valencia**  
San Vicente Mártir

# Guía Docente

280410 - Social Morality and Professional Deontology - Year 2025/2026





## Assessment system

### Modalidad presencial

Assessed learning outcomes	Granted percentage	Assessment tool
R6, R7, R8, R9, R10, R11, R12, R13	50,00%	Written and/or practical tests.
R6, R7, R8, R9, R10, R11, R12, R13	40,00%	Individual or Group Work / Project.
R6, R7, R8, R9, R10, R11, R12, R13	10,00%	Exercises and Practices in the Classroom.

### Observations

- Written and/or practical tests (50%): Consists of a final exam of the subject and consists of three short questions and one essay question.
  - In the individual or group work/project (40%), two tasks will be carried out:
    - 1.Group work and presentation on the document "Giving the best of oneself"
    - 2.Group work on the code of ethics and its relationship with the ISD
  - In the classroom exercises and practicals (10%), analysis of films, news and texts will be carried out.
  - Attendance will be compulsory when certain group work is scheduled in the timetable
  - The student may keep the assessment instruments passed during the 3 years following the first enrolment.
  - A minimum of 45% in all items is required to pass the course. If this requirement is not met, the student will be graded with a maximum of 4.5.
  - This subject can be applied for a single assessment by submitting an application to the secretary's office with the appropriate evidence and justifications for the application. This is essential for the application to be assessed by the subject's teaching staff.
- The detailed explanation (procedure of the tasks) as well as the evaluation instruments (cards or rubrics) of each section will be published on the platform of each group at the student's disposal.



## Use of Artificial Intelligence Tools in the CAFD Degree Program

Use of Artificial Intelligence tools in the CAFD degree program In the Bachelor's Degree in Physical Activity and Sports Sciences (CAFD), the use of Artificial Intelligence (AI) tools is permitted in a complementary and responsible manner, as long as it contributes to active learning, the development of critical thinking, and the improvement of students' professional skills. Under no circumstances should AI replace personal effort, direct practice, or independent reflection, which are fundamental pillars of this degree program.

### Permitted Uses of AI:

- Obtaining alternative explanations of theoretical or methodological concepts.
- Generating outlines, concept maps, or summaries to support study.
- Simulating interviews, questionnaires, or training sessions as part of methodological or research practices.
- Receiving feedback on report writing, provided that the original content is the student's own.
- Supporting the search for bibliography or scientific references, always contrasting with reliable and real academic sources, and respecting the CAFD regulations for the presentation of university work.

### Prohibited Uses of AI:

- Writing complete sections of academic papers, classroom exercises and practices, internship reports, journals, or portfolios, as well as the Final Degree Project.
- Formulating hypotheses, objectives, or conclusions for academic work.
- Replacing qualitative or quantitative data analysis with automated tools without human validation.
- Creating videos, presentations, or avatars with AI as a substitute for the student's oral or practical presentation.
- Obtaining automatic answers to tests, rubrics, or assessable activities through the use of AI.

### Citation and Attribution Guidelines:

- Any use of AI tools must be explicitly acknowledged in the submitted document (e.g., in a footnote or appendix).
- The name of the tool, the purpose of use (e.g., grammatical review, organization of ideas, interview simulation), and where it was used in the work must be indicated.
- Responsible use of AI will be evaluated within the framework of originality, academic honesty, and digital competence.

### Additional recommendations:

Students are encouraged to combine the use of AI with traditional methods (manual problem solving, practical session design, direct observation, etc.) to ensure the comprehensive development of their skills.



If there are any doubts about the permitted use of AI in a specific activity, students should consult the faculty responsible for the course.

## Actividades formativas

The methodologies to be used so that the students reach the expected learning outcomes will be the following:

- M2 Resolution of problems and cases.
- M3 Discussion in small groups.
- M5 Presentation of content by the teacher.
- M7 Group dynamics and activities.

### IN-CLASS TRAINING ACTIVITIES

ACTIVITY	RELATIONSHIP WITH THE COURSE LEARNING OUTCOMES	METHODOLOGY	HOURS	ECTS
<b>THEORETICAL CLASS:</b> Presentation of contents by the teacher. Competency analysis. Demonstration of capabilities, skills and knowledge in the classroom.	R6, R7, R8, R9, R10, R11, R12, R13	Presentation of content by the teacher.	24,00	0,96
<b>PRACTICAL CLASS / SEMINAR:</b> Group dynamics and activities. Resolution of problems and cases. Practical laboratories. Data search, computer classroom, library, etc. Meaningful construction of knowledge through student interaction and activity.	R6, R7, R8, R9, R10, R11, R12, R13	Resolution of problems and cases. Discussion in small groups. Group dynamics and activities.	17,00	0,68



EVALUATION: Set of oral and/or written tests used in the evaluation of the student, including the oral presentation of the final degree project.	R6, R7, R8, R9, R10, R11, R12, R13	Resolution of problems and cases.	2,00	0,08
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TUTORING: Supervision of learning, evolution. Discussion in small groups. Resolution of problems and cases. Presentation of results before the teacher. Presentation of diagrams and indexes of the proposed works.	R6, R7, R8, R9, R10, R11, R12, R13	Resolution of problems and cases. Discussion in small groups. Group dynamics and activities.	7,00	0,28
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<b>TOTAL</b>			<b>50,00</b>	<b>2,00</b>
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#### TRAINING ACTIVITIES OF AUTONOMOUS WORK

ACTIVITY	RELATIONSHIP WITH THE COURSE LEARNING OUTCOMES	METHODOLOGY	HOURS	ECTS
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GROUP WORK: Problem solving. Preparation of exercises, memoirs, to present or deliver in classes and/or in tutoring.	R6, R7, R8, R9, R10, R11, R12, R13	Resolution of problems and cases. Discussion in small groups. Group dynamics and activities.	35,00	1,40
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SELF-EMPLOYED WORK: Study, Individual preparation of exercises, assignments, reports, to present or deliver in classes and/or in tutoring. Activities in platform or other virtual spaces.	R6, R7, R8, R9, R10, R11, R12, R13	Resolution of problems and cases.	65,00	2,60
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<b>TOTAL</b>			<b>100,00</b>	<b>4,00</b>
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## Description of contents

Descripción de contenidos necesarios para la adquisición de los resultados de aprendizaje.

### Theoretical content:

Block of content	Contents
1. Mission of the Church and Social Doctrine: God's plan of love for humanity. Social Morality: History and Concept. -Historical evolution of the SDC. Towards a definition of Social Morality as ISD.	Mission of the Church and Social Doctrine: God's plan of love for humanity. Social Morality: History and Concept. -Historical evolution of the SDC. Towards a definition of Social Morality as ISD.
2. The human person, Imago Dei, the centre of the DSI. Society. Human rights. Natural Law	The human person, Imago Dei, the centre of the DSI. Society. Human rights. Natural Law
3. Principles of the ISD. -Introduction to the principles of the ISD. -Subsidiarity. -Participation. -Solidarity. -Common good. -Universal destination of goods.	Principles of the ISD. -Introduction to the principles of the ISD. -Subsidiarity. -Participation. -Solidarity. -Common good. -Universal destination of goods.
4. Labour and economic life.	Labour and economic life.
5. The political community.	The political community.
6. International order and social peace.	International order and social peace.
7. Deontology: concept.	Deontology: concept.
8. Ethics and sport - Conceptions of sport. The rationale for fair play. -Ethics of competition. -Virtues applied to sport. -Genetic doping, history and fair/unfair arguments about the improvement and enhancement of the human species.	Ethics and sport - Conceptions of sport. The rationale for fair play. -Ethics of competition. -Virtues applied to sport. -Genetic doping, history and fair/unfair arguments about the improvement and enhancement of the human species.





9. Professional Associations and Codes of Ethics Code of Fair Play. Code of ethics of the profession. World Anti-Doping Code.

Professional Associations and Codes of Ethics Code of Fair Play. Code of ethics of the profession. World Anti-Doping Code.

### Temporary organization of learning:

Block of content	Sessions	Hours
1. Mission of the Church and Social Doctrine: God's plan of love for humanity. Social Morality: History and Concept. -Historical evolution of the SDC. Towards a definition of Social Morality as ISD.	3	6,00
2. The human person, Imago Dei, the centre of the DSI. Society. Human rights. Natural Law	2	4,00
3. Principles of the ISD. -Introduction to the principles of the ISD. -Subsidiarity. -Participation. -Solidarity. -Common good. -Universal destination of goods.	2	4,00
4. Labour and economic life.	3	6,00
5. The political community.	2	4,00
6. International order and social peace.	1	2,00
7. Deontology: concept.	1	2,00
8. Ethics and sport - Conceptions of sport. The rationale for fair play. -Ethics of competition. -Virtues applied to sport. -Genetic doping, history and fair/unfair arguments about the improvement and enhancement of the human species.	3	6,00
9. Professional Associations and Codes of Ethics Code of Fair Play. Code of ethics of the profession. World Anti-Doping Code.	8	16,00



## References

### BASIC REFERENCES:

- Escudero, E. (2015). *Síntesis de la Doctrina Social de la Iglesia*. Ediciones Siquem. Mislata (Valencia).
- Gutiérrez García, J. L. (1993). *Introducción a la Doctrina Social de la Iglesia*. Parte General. Editorial Estudio Teológico de San Idelfonso de Toledo: Toledo.
- PONTIFICIO CONSEJO "JUSTICIA Y PAZ". (2005). *Compendio de la Doctrina Social de la Iglesia*. Editorial BAC-Planeta: Madrid.
- DICASTERIO PARA LOS LAICOS (2018). *Dar lo mejor de uno mismo*. Disponible en [www.vaticano.va](http://www.vaticano.va).
- Aparisi, A. & López, J. (2003). *Concepto y fundamento de la deontología*. En *Ética de las profesiones jurídicas: estudios sobre deontología*, Vol. 1. Edita UCAM: Murcia. ? Códigos Deontológicos de cada profesión. Se recuperan de la web de cada Colegio Profesional.
- Pérez Triviño, J.L. (2012). *Ética del deporte*. Bilbao: Desclée de Brouwer .
- Pisk, J. (2010). *The Role of Cardinal Virtues in Sport en Philosophic Reflections in Sport*, Hosta, M. (Ed), SPOLINT e-books, Slovenia, pp. 6-19.
- Sandel, M. (2007). *Contra la perfección. La ética en la era de la ingeniería genética*. Barcelona: Marbot.
- Sebastián, Raúl (2012). *Internalismo ético en el deporte: el pensamiento de Robert Louis Simon*. SCIO 8, 141-161.

### COMPLEMENTARY REFERENCES:

- Guerrero, F. (2009) *Mensaje social de la Iglesia*. Editorial Ciudad Nueva: Madrid
- Sorge, B. (2007) *Introducción a la Doctrina Social de la Iglesia*. EDICEP: Valencia.
- Wojtyla, K. (1997). *Mi Visión Del Hombre*. Ed. Palabra: Madrid.
- Aggerholm, K. (2016). *On practising in sports: towards an ascetological understanding of sports*.
- Gutierrez Sanmartín, M. (2004). *El valor del deporte en la educación integral del ser humano*. Revista de Educación, núm. 335, pp. 105-126.
- Torres, C. (2016). El verdadero valor del deporte. En C. R. Torres, & C. Tamburrini, Columna deportiva. Artículos sobre deporte, ética y sociedad (págs. 128-131). New York: SUNY Brockport eBooks.