Information about the subject

Degree: Bachelor of Science Degree in Nursing

Faculty: Faculty of Medicine and Health Sciences

Code: 1210104 **Name:** Anthropology

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

Module: COMPREHENSIVE COURSES (18 ECTS)

Subject Matter: ANTROPOLOGÍA **Type:** Compulsory

Department: Nursing

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

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Module organization

COMPREHENSIVE COURSES (18 ECTS)

Subject Matter	ECTS	Subject	ECTS	Year/semester
ÉTICA	6,00	Social Deontology Morality	6,00	2/2
FILOSOFÍA	6,00	Science, Reason and Faith	6,00	2/1
ANTROPOLOGÍA	6,00	Anthropology	6,00	1/1

Recommended knowledge

An adequate command of Spanish is required to enable oral and written comprehension of the content, as well as correct expression in the preparation of assignments and participation in the various learning activities.

It is also advisable to have the capacity for reflection and reasoning, allowing for the critical analysis of the topics addressed, the ability to support one's own ideas with sound arguments, and active participation in classroom activities.

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

R1   R40.1. Sintetizar los aspectos antropológicos para prestar cuidados integrales, garantizando el derecho a la dignidad, privacidad, intimidad, confidencialidad y capacidad de decisión del paciente y familia, individualizando el soporte asistencial considerando la edad, el género, las diferencias culturales, el grupo étnico, las creencias y valores.

R2   R7. Elaborar respuestas teórico-prácticas basadas en la búsqueda sincera de la verdad plena y la integración de todas las dimensiones del ser humano ante las grandes cuestiones de la vida.

R3   R72. Diferenciar las capacidades humanas esenciales propias de la persona (inteligencia, voluntad, afectividad) que posibilitan el autodesarrollo de esta, comprendiendo que la ausencia de ellas no cambia el concepto de ser persona.

R4   R73. Describir las características de las diferentes formas del saber (técnica, ciencia, filosofía, teología) que permiten una visión amplia e integrada del ser humano, respetando siempre la autonomía del paciente, fundamentada en la sacralidad de la vida humana.

R5   R74. Desarrollar argumentos desde la perspectiva antropológica sobre las realidades existenciales de la persona y los límites de la vida, empleando como fuentes textos académicos, materiales audiovisuales, medios de comunicación o recursos digitales disponibles.

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	55,00%	Written exams
R2, R3, R5	40,00%	Practical tests and assignments
R1, R2, R3, R4, R5	5,00%	Attendance and participation

Observations

GENERAL CRITERIA FOR MODULE ASSESSMENT

Continuous assessment will be based on activities proposed either in class or on the virtual learning platform. The written exam will account for 55% of the overall grade for the module. In order to average this mark with the other assessment components, it is essential to pass the written exam (2.75 points). If the exam is not passed, the published mark will correspond solely to the weighted exam result.

ASSESSMENT CRITERIA FOR FIRST ENROLMENT

Details of the different assessment components:

·Written exam, with a total value of up to 5.5 points towards the final module grade: a) Consisting of 20 multiple-choice questions with four possible answers and only one correct option. Incorrect answers will result in deductions according to an Excel-based formula. This component will contribute up to 4.5 points to the total grade. b) One (or two) short-answer/essay questions. This component will contribute up to 1 point to the total grade.

·Individual/Group assignments: These may consist of written reflections on readings proposed by the lecturer, as well as in-class activities/seminars on selected texts and articles linked to the topics covered throughout the module. This component will contribute up to 4 points to the total grade. This component may also be assessed through specific questions included in the written exam.

·Attendance and participation: This may be assessed through the preparation by the student of a personal portfolio/reflection on the module, or on a specific topic within it for deeper exploration. This component will contribute up to 0.5 points to the total grade.

Note: a) Spelling mistakes, grammatical errors, or the use of informal language (such as WhatsApp style) in assignments, exams, or other assessment components will result in a 10% deduction from the grade awarded for that exercise. This measure will apply across all assessment components. b) Detection of plagiarism or AI-generated text in any submitted work will result in a mark of 0 for that assignment. c) Grades obtained will only be valid for one academic year. Therefore, if the module is failed, no grades from any assessment components will be carried over

to the second enrolment or subsequent attempts.
ASSESSMENT CRITERIA FOR SECOND AND SUBSEQUENT ENROLMENTS
   ·Objective exam with the same structure as in the first enrolment. Passing this exam (2.75 points) is essential to average it with the other assessment components. If the exam is not passed, the published grade will correspond solely to the weighted exam result.
   ·Submission of individual assignments: Proposed by the lecturer, worth up to 4 points, to be submitted on the date and in the format indicated by the lecturer. This component may also be assessed through specific questions included in the written exam.
   ·Attendance and participation: 1) Attendance at scheduled tutorials with the lecturer. 2) Preparation of a personal reflection/portfolio on the entire content of the module, or on a specific section for deeper exploration. This component will contribute up to 0.5 points to the total grade.
MOBILITY STUDENTS: ERASMUS/MUNDUS/SICUE students enrolled in Nursing degree modules at UCV must inform the lecturer responsible for the module of their mobility status.
AWARDING OF "MATRÍCULA DE HONOR" (DISTINCTION): In accordance with the UCV regulations on module assessment and grading, the distinction of "Matrícula de Honor" may only be awarded to students who achieve a grade equal to or higher than 9.0 and who demonstrate excellence in all competencies and learning outcomes, showing a clear interest in the subject, actively participating in teaching sessions, attending personal tutorials, and completing additional tasks to broaden or deepen their knowledge of the topics. The number of distinctions awarded may not exceed 5% of the students enrolled in the group for the academic year, unless fewer than 20 students are enrolled, in which case only one "Matrícula de Honor" may be awarded. Exceptionally, distinctions may be awarded across different groups of the same module globally. However, the total number awarded will remain the same as if they were allocated per group, but they may be distributed across all students according to a common criterion, regardless of group affiliation. The criteria for awarding the "Matrícula de Honor" will be determined by the lecturer responsible for the module, as detailed in the "Observations" section of the assessment system in the module guide.
SINGLE EVALUATION: According to article 10 of the current assessment regulations, in the event that it is impossible for students enrolled in a face-to-face degree to attend, they may opt for 'single assessment'. This is an extraordinary and exceptional assessment system available to those students who, in a justified and accredited manner, are unable to undergo the continuous assessment system and request it within the first month of each semester, using the means provided for this purpose. This is not a single test but a set of as many tests and/or assessment activities as are necessary to demonstrate and measure each and every one of the learning outcomes defined for the subject. These tests may be requested throughout the course of the subject and/or, in any case, at the end of the course on the official assessment dates. They may also include the presentation of additional tasks that supplement, as far as possible, the training activities carried out in the classroom and that enable the learning (whether conceptual, as skills or procedures or of a competency nature) established for the subject to be acquired. In the second call, students who have taken the single assessment will have the same conditions as in the first call and may choose to keep the grades corresponding to the learning outcomes passed in it by taking or submitting only the assessment tests of those ARs that remain. The Dean's Office of the

Faculty, having heard the lecturers of the subject and the Department's management, will expressly decide on the admission of the student's request for a single assessment.

USE OF ARTIFICIAL INTELLIGENCE: 1) Even with AI available, the teacher maintains a central and irreplaceable role in the educational process. The educational relationship is based on human encounter, intellectual example and personal mentoring, aspects that no machine can replace. 2) Students must maintain standards of originality in their work. AI assistance is allowed to generate drafts or correct style, but the student must be the author of all assessable work: selecting, editing and contributing their own knowledge and critical thinking. All work produced with AI support must include a note indicating which AI tools have been used and how they have contributed to the work (e.g. 'This report has been written by 'F' with assistance from tool "X" in grammatical correction and suggested structure'). By way of example, AI will be allowed for: a) Generating outlines or concept maps to support study. b) Receiving feedback on the clarity or coherence of one's own text. c) Improving the writing of written documents, as long as the original content is the student's own. The use of AI will not be permitted to: a) Record or transcribe, in whole or in part, any activity carried out in the classroom, in order to obtain summaries or notes made by AI. b) Formulate hypotheses, objectives or conclusions of assignments. c) Generate AI avatars as a form of presentation of video/audio work. d) Present AI-generated work as one's own.

AI, however advanced, has fundamental limitations. It lacks moral awareness, empathy, truly human judgement and deep understanding of cultural context andpersonal. It should be used to enhance creativity and intelligence, not to supplant them. Technology will always be at the service of human beings, respecting their intrinsic value.

MENTION OF DISTINCTION:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1   Presentation, explanation, and demonstration of content by the lecturer, and active listening, elaboration, and formulation of questions that organise the information received

M3   Personalised attention and small-group work. Period of instruction and/or guidance provided by a tutor in order to review and discuss the materials and topics presented in classes, seminars, readings, assignments, etc

M4   Set of oral and/or written tests used in the initial, formative, or summative assessment of the student

M5   Student study: Individual preparation of reading materials, essays, problem-solving activities, seminars, assignments, reports, etc., to be presented or submitted in lectures, practical classes, and/or small-groups. Work carried out on the university platform (https://campusvirtual.ucv.es/)

M6   Group preparation of reading materials, essays, problem-solving activities, assignments, reports, etc., to be presented or submitted in lectures, practical classes, seminars, and/or small-groups. Work carried out on the university platform (https://campusvirtual.ucv.es/)

M7   Group work sessions supervised by the lecturer. Case studies, diagnostic analyses, problem-solving activites, fieldwork, computer lab activities, visits, data searches, online libraries, Internet, etc. Meaningful knowledge construction through student interaction and activity.

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Participatory lecture Presentation, explanation, and demonstration of content by the lecturer, along with active listening, and the development and formulation of questions that organise the information received. M1	R1, R3, R4	28,00	1,12
Practical classes Group work sessions supervised by the lecturer. Case studies, diagnostic analyses, problem-solving activities, fieldwork, computer lab activities, visits, data searches, libraries, online resources, Internet, etc. Meaningful knowledge construction through student interaction and activity M6	R1, R2, R3, R4, R5	16,00	0,64
Support sessions Personalised and small-group mentoring. Period of instruction and/or guidance provided by a tutor with the aim of reviewing and discussing the materials and topics presented in classes, seminars, readings, assignments, etc M3	R1, R3	4,00	0,16
Assessment Set of oral and/or written tests used in the initial, formative, or summative evaluation of the student M4	R1, R2, R3, R4	4,00	0,16
Work Presentation Oral presentation through an argumentative and dialogic discourse of information, ideas, problems, and solutions to both specialised and non-specialised audiences M5, M6, M7	R1, R2, R5	8,00	0,32
TOTAL		**60,00**	**2,40**

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Independent work Individual preparation of reading materials, essays, problem-solving activities, seminars, assignments, reports, etc., to be presented or submitted in lectures, practical classes, and/or small-group sessions. Work carried out on the university platform (www.plataforma.ucv.es). M5, M7	R2, R5	60,00	2,40
Group work Group preparation of reading materials, essays, problem-solving activities, assignments, reports, etc., to be presented or submitted in lectures, practical classes, seminars, and/or small-group tutorials. Work carried out on the university platform (www.plataforma.ucv.es) M6, M7	R1, R2, R5	30,00	1,20
TOTAL		**90,00**	**3,60**

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
BLOCK I: PHILOSOPHICAL ANTHROPOLOGY FOR NURSING	- What is anthropology? Towards a definition of philosophical anthropology. - The anthropological method: ontologically grounded personalism. - Anthropology and nursing: wisdom versus science, art versus technique, cure or care? - The anthropological problem: the search for meaning and the experience of mystery. - The human being as incarnated spirit: subject and object of anthropology. - Great anthropological paradigms of Western culture: Greco-Roman, Judeo-Christian, modern, paradigmatic crisis. - Critique of anthropological reductionisms: materialism, spiritualism, immanentism, determinism, rationalism, scientism. - Man's place in the cosmos: simple rational animal? - Generating versus reproducing. - Tendencies, drives and instincts. - Consciousness and self-consciousness. - Intelligence and the search for truth. - Will and responsibility. - Freedom as choice and self-determination. - Dignity and human rights.
BLOCK II: THE HUMAN BEING AS A PERSON	- From 'what' to 'who'. - Individual substance of a rational nature. - Human nature. - Reason in the strict sense and in the broad sense. - Soul, body and spirit: substantial unity and insufficiency of anthropological dualism. - Corporeality as a manifestation of the person. - Male person and female person: equality in difference. - The meaning of human sexuality. - Interiority and intimacy: the sense of modesty. - The heart and affectivity. - The psychic dimension: emotions, feelings, passions. - Is every human being a person? - On the possibility of the existence of potential human beings. - Phases of human life and the case of the embryo. - Transhumanism: enhancement or therapy? - Quality of life versus sacredness of life.

BLOCK III: ANTHROPOLOGY OF DEPENDENCE	- The relational dimension of the person: being with others and for others. - From 'I' to 'you'. - Alterity, face and gaze. - The fundamental forms of intersubjectivity. - Love as development of the person and self-giving. - The power of the word. - Bonds: the family as a scaffolding of personal identity. - Punctual and structural happiness: vocation of life in community.
BLOCK IV: ANTHROPOLOGY OF VULNERABILITY	- The limits of human life: birth and death. - Failure and evil: meaning and transcendence. - Illness as an anthropological metaphor. - Suffering as an epiphany of vulnerability. - Death and hope: accompaniment at the end of life.

Temporary organization of learning:

Block of content	Number of sessions	Hours
BLOCK I: PHILOSOPHICAL ANTHROPOLOGY FOR NURSING	11,00	22,00
BLOCK II: THE HUMAN BEING AS A PERSON	11,00	22,00
BLOCK III: ANTHROPOLOGY OF DEPENDENCE	4,00	8,00
BLOCK IV: ANTHROPOLOGY OF VULNERABILITY	4,00	8,00

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