



## Information about the subject

**Degree:** Bachelor of Science Degree in Nursing

**Faculty:** Faculty of Medicine and Health Sciences

**Code:** 1211102 **Name:** Anthropology

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

**Module:** Holistic education

**Subject Matter:** Antropology **Type:** Basic Formation

**Field of knowledge:** Arts and humanities

**Department:** Theology, Social Doctrine of the Church and Deontology or Professional Ethics

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

**Languages in which it is taught:** Spanish

### Lecturer/-s:

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## Module organization

### Holistic education

Subject Matter	ECTS	Subject	ECTS	Year/semester
Ethics	6,00	Social Deontology Morality	6,00	2/2
Philosophy	6,00	Science, Reason and Faith	6,00	2/1
Antropology	6,00	Anthropology	6,00	1/1

## Recommended knowledge

Prerequisites: not established

### OVERARCHING OBJECTIVES

- 1.To integrate the knowledge acquired for the future exercise of their profession within a humanist vision attentive to the common good.
- 2.To value adequately the person and the factors that constitute his nature: physical, psychic, rational and spiritual.
- 3.Identify the place of affections and emotions in the person.
- 4.Recognize the social character of the person and the primacy of love in human relationships.
- 5.Understand the dynamics of freedom and its implications: moral responsibility.
- 6.Acquire the basic notions of physical anthropology and the processes of hominization and humanization.
- 7.Identify adequately the existential questions: yearnings, limits and transcendence.
- 8.Understand man as a transformer of the world and revise the notion of progress.



## 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 To acquire a synthetic understanding of the central aspects of anthropological thought and comprehend the interactive behavior of individuals based on gender, group, or community within their social and multicultural context.
- R2 To describe the characteristics of different forms of knowledge (technical, scientific, philosophical, theological) that allow for a broad and integrated view of the human being without reductionism, being capable of integrating the contributions of knowledge from each of them.
- R3 To differentiate the essential human capacities inherent to individuals (intelligence, will, affectivity) that enable their self-development, understanding that the absence of these capacities does not change the concept of personhood.
- R4 To identify in Anthropology and the prevailing Ethics in the field of Health Sciences, the principles and characteristics that underpin the dignity, freedom of self-determination, sociability, and openness to transcendence of individuals.
- R5 To be able to produce analytical and synthetic works with anthropological arguments regarding existential realities of the individual and the limits of life, using academic texts, audiovisual materials, press media, or the Internet as sources.
- R6 To acquire the ability to engage in critical dialogue on anthropological topics while respecting the opinions of others and demonstrating scientific rigor.
- R7 To analyze and critically incorporate the most relevant issues of present society that affect healthcare and health, and develop professional practice with respect for patient autonomy, beliefs, and culture.
- R8 To be capable of situating the nature, object, and subject of study within the field of anthropology.



## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

BASIC		Weighting			
		1	2	3	4
CB1	Students have demonstrated possession and understanding of knowledge in an area of study that is at the core of general secondary education, and is often at a level that, while supported by advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.		X		
CB2	Students are able to apply their knowledge to their work or vocation in a professional way and possess the skills usually demonstrated by developing and defending arguments and solving problems within their area of study.		X		
CB3	Students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include reflection on relevant social, scientific or ethical issues.		X		
CB4	That students can convey information, ideas, problems and solutions to both specialized and non-specialized audiences.		X		
CB5	Students have developed those learning skills necessary to undertake further study with a high degree of autonomy.		X		
GENERAL		Weighting			
		1	2	3	4
4	To understand the interactive behaviour of the person regarding gender, group or community within a social and multicultural context.			X	
7	To understand people without prejudices, taking into account their physical, psychological, and social aspects, as independent and autonomous individuals, ensuring respect for their opinions, beliefs or values, always guaranteeing their right to privacy through professional confidentiality and secrecy.			X	



## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R7, R8	55,00%	Theoretical written exams
R5, R6	40,00%	Practical tests and works
R3, R8	5,00%	Attendance and active participation

### Observations

#### GENERAL EVALUATION CRITERIA

##### FIRST REGISTRATION

The written test has a percentage of 55% of the course, to average with the rest of the assessment tools it will be essential to pass the test (2.75 points minimum).

If the student does not pass, the published grade will be the exam grade only.

Detail of the different assessment tools:

1.- Written test with a total value of 5.5 points.

- With 20 multiple choice questions with 4 alternative answers and a single valid option. Each incorrect answer will be discounted following the Excel formula  $n - 1 / 3$ . This tool will amount up to 4 points

- With 1 essay question. With this instrument you can obtain up to a value of 1 point of the total grade of the subject.

2.- Individual work (via UCVnet platform): it consists of reflection on text / s proposed by the lecturer. This section can be assessed through written questions on the same day as the written test (this tool will amount up to 2 points)

3.- Group work: it may consist of work carried out in class time, on texts, articles or documentaries proposed by the lecturer. This tool will amount up to 2 points of the total.

4.- Attendance and participation. The student will have an individual portfolio. This tool will amount up to 0.5 points of the total grade.

##### SECOND ENROLLMENT AND SUBSEQUENT EVALUATION CRITERIA

1. Objective proof of identical structure as in first registration. It will be essential to pass this written test (2.75 points), to average with the rest of the evaluation tools. If the students does not pass, the published grade will be only the exam grade.

2. Individual work (may be done through a training platform): it may consist of reflection on texts proposed by the lecturer that the student will upload onto the platform. This section may be assessed through written questions on the same day as the written test (this tool will amount up to 2



points)

3. Presentation of individual work: proposed by the lecturer . Up to 2 points, which must be submitted within a deadline.

4. Attendance and Participation: meetings programmed by the lecturer (up to 0.5 points of the total grade)

#### SPELLING MISTAKES

And grammatical inconsistencies, or sms language that appear in works, exams or other assessment tools, will mean the loss of 10% of the grade awarded to the activity. This will apply to all evaluation instruments.

MOBILITY STUDENTS: ERASMUS / MUNDUS / SICUE students must inform the lecturer about to the professor their mobility situation.

#### MENTION OF DISTINCTION:

According to Article 22 of the Regulations governing the Evaluation and Qualification of UCV Courses, the mention of "Distinction of Honor" may be awarded by the professor responsible for the course to students who have obtained, at least, the qualification of 9 over 10 ("Sobresaliente"). The number of "Distinction of Honor" mentions that may be awarded may not exceed five percent of the number of students included in the same official record , unless this number is lower than 20, in which case only one "Distinction of Honor" may be awarded.

## Learning activities

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

- |    |   |
|----|---|
| M1 | Exposition of contents by the teacher, analysis of competencies, explanation and demonstration of abilities, skills and knowledge in the classroom.   |
| M2 | Group work sessions supervised by the teacher. Case study, diagnostic analysis, problems, field study, computer room, visits, data search, libraries, network, Internet, etc. Significant construction of knowledge through student interaction and activity.   |
| M6 | Personalized attention and in small groups. Period of instruction and/or orientation carried out by a tutor with the objective of reviewing and discussing the materials and topics presented in the classes, seminars, readings, completion of assignments, etc.   |
| M7 | Set of oral and/or written tests used in the initial, formative or summative evaluation of the student.   |
| M8 | Student study: Individual preparation of readings, essays, problem solving, seminars, papers, memoirs, etc. To expose or deliver in the theoretical classes, practical classes and/or small group tutorials. Work done on the university platform ( <a href="http://www.plataforma.ucv.es">www.plataforma.ucv.es</a> ). |



- M9 Group preparation of readings, essays, problem solving, papers, memoirs, etc. To present or deliver in the theoretical classes, practical classes, seminars and/or small group tutorials. Work done on the university platform ([www.plataforma.ucv.es](http://www.plataforma.ucv.es)).
- M11 An oral presentation through an argumentative and dialogic discourse of information, ideas, problems, and solutions to specialised and non-specialized audience.

## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
In-campus interactive lecture M1, M2, M6	R1, R2, R3, R4, R7, R8	28,00	1,12
Practice Classes M2, M6, M9	R3, R5	16,00	0,64
Exhibition of group works M6, M7, M9, M11	R5, R6	8,00	0,32
Tutorial M6	R3	4,00	0,16
Evaluation M7	R1, R2, R3, R4, R5, R6, R7, R8	4,00	0,16
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Student's self-employment M8	R1, R2, R3, R4, R7, R8	60,00	2,40
Group work M9	R5, R6	30,00	1,20
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
BLOCK I: FUNDAMENTAL CONCEPTS OF THE SCIENCES OF THE HUMAN SCIENCES	Anthropology of health. Concepts of health and disease in scientific medicine.
BLOCK II: CONCEPTIONS OF THE HUMAN BEING AND ITS RELATIONSHIP WITH ITS NATURAL AND SOCIO-CULTURAL ENVIRONMENT	Origin of man, hominization and humanization. The man transforming the world: Climate Change. Social character of the person. Notions of Humanism and Transhumanism.
BLOCK III: FACTORS THAT CONSTITUTE THE IDENTITY OF THE HUMAN BEING	Person and factors that constitute its nature. Affections and emotions. Freedom and its implications. Existential issues: desires, limits and transcendence.
BLOCK IV: SPECIFIC DEGREE	Anthropology of pain and suffering anthropology of death.





## Temporary organization of learning:

Block of content	Number of sessions	Hours
BLOCK I: FUNDAMENTAL CONCEPTS OF THE SCIENCES OF THE HUMAN SCIENCES	4,00	8,00
BLOCK II: CONCEPTIONS OF THE HUMAN BEING AND ITS RELATIONSHIP WITH ITS NATURAL AND SOCIO-CULTURAL ENVIRONMENT	11,00	22,00
BLOCK III: FACTORS THAT CONSTITUTE THE IDENTITY OF THE HUMAN BEING	11,00	22,00
BLOCK IV: SPECIFIC DEGREE	4,00	8,00



## References

### Basic bibliography

1. BENAVENT M. A., *Fundamentos de Enfermería*. Valencia, DAE, 2009.
  2. GEVAERT, J. *El problema del hombre, introducción a la antropología filosófica*. Salamanca, Ediciones Sígueme, 2008.
  3. LAIN ENTRALGO, P. *Antropología médica*. Barcelona, Salvat, 1984.
  4. ORTIZ, E., PRATS, J.I. & AROLAS, G. *La persona completa. Aproximación desde la antropología, la psicología y la biología*. Valencia, Edicep, 2004.
  5. POLO, L. *Antropología Trascendental*. Pamplona, EUNSA 1999.
  6. RODRIGUEZ VALLS, F. *Orígenes del hombre. La dignidad del ser humano*. Madrid, Biblioteca Nueva, 2017.
  7. RUIZ DE LA PEÑA, J.L. *Imagen de Dios. Antropología Teológica fundamental*. Santander, Sal Terrae, 1988
  8. SANMARTÍN, J. *La Antropología, ciencia humana, ciencia crítica*. Barcelona, Montesinos, 2000.
  9. YEPES STORK, R. & ARANGUREN ECHEVARRÍA, J. *Fundamentos de Antropología*. Pamplona, EUNSA, 2006.
  10. AYLLÓN, JR. *Antropología paso a paso*. Madrid, Ediciones Palabra, 2013
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3. LOPEZ MORATALLA, N. *La dinámica de la evolución humana. Más con menos*. Pamplona, EUNSA, 2007.
4. MALATERRE, J. y SALANOVA, J., (directores) «La odisea de la especie I», Divisa Home Video. Documental 2003.

### Social and cultural anthropology

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2. GEERTZ, G. *La interpretación de las culturas*. Barcelona, Gedisa 1992.
3. JALIF DE BERTRANOU, C. A. (1992). «Conflicto y discurso sobre el hombre americano. La polémica Las Casas-Sepúlveda.» En Cuadernos Americanos, p.p. 21-41.

### Existential issues

1. FRANKL, V. *El hombre en busca de sentido*. Barcelona, Herder, 1996.
2. TORRALBA ROSELLÓ, F. *¿Qué es la dignidad humana?* Barcelona, Herder. 2005.

### Meaning of life and happiness

1. MARÍAS, J., *La felicidad humana*. Madrid, Alianza, 1987.
2. ROJAS, E., *Una teoría de la felicidad*. Madrid, Dossat, 1985
3. GARCÍA-MORATO, J.R. *Creer, sentir, amar. Afectividad y corporalidad*. Navarra, EUNSA,



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Suffering, pain and death

- 1.FRANKL, V. *El hombre doliente*. Barcelona, Herder, 1987
- 2.LEWIS, C. S. *El problema del dolor*. Madrid, Rialp, 1994
- 3.LEWIS, C. S. *Una Pena en Observación*. Barcelona, Anagrama, 1994.
- 4.VILAR, J. *Antropología del dolor. Sombras que son luz*. Pamplona, EUNSA, 1998.
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- 6.TORRALBA ROSELLÓ, F. *Antropología del cuidar*. Madrid, Institut Borja de Bioética, 1998.
- 7.JUAN PABLO II, *Salvifici Doloris. El sufrimiento humano*. Madrid, San Pablo, 1994.

The question of human longings and the afterlife

- 1.KÜBLER- ROSS, E., *La muerte, un amanecer*. Barcelona, Ed. Luciérnaga, 2008.

The question of God

- 1.SPAEMANN, R. *La diceria inmortal*. Siena, Cantagalli, 2008.
- 2.STEINER, G., *Presencias reales*. Barcelona, Destino, 1993.
- 3.FRANKL, V., *La presencia ignorada de Dios: logoterapia y demás conceptos*. Barcelona, Herder, 1979.
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Philosophical Anthropology

- 1.ARENDT, H. *La condición humana*. Barcelona, Paidós, 2005.
- 2.GONZÁLEZ, A. M. *Naturaleza y Dignidad*. Pamplona, EUNSA, 1996.
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- 9.VICENTE ARREGUI, J. y CHOZA, J. *Filosofía del hombre. Una antropología de la identidad*. Madrid, RIALP, 1992.
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Anthropogenic factors in the transformation of the world and environmental degradation.

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- 3.Yale School of Forestry & Environmental Studies "Toward a New Consciousness: Values to Sustain Human and Natural Communities". Conference Aspen, CO, 11–14 October 2007.



## Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

**Situation 1: Teaching without limited capacity** (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

**Situation 2: Teaching with limited capacity** (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

### 1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☐ Kaltura



## **Situation 3: Confinement due to a new State of Alarm.**

In this case, the following changes are made:

### **1. Educational Activities of Onsite Work:**

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒ Microsoft Teams

☐ Kaltura

Explanation about the practical sessions:

The practical sessions, projects and group work will be adapted to online methodology in case of lockdown.



## 2. System for Assessing the Acquisition of the competences and Assessment System

### ONSITE WORK

#### Regarding the Assessment Tools:

☐

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☒

The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used
Written exam	55%	Written exam with 30 test	Microsoft Teams

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

#### Comments to the Assessment System:

\* The oral exam that can be carried out in specific situations and in certain circumstances in which this type of test is considered adequate