



Information about the subject

Degree: Bachelor of Science Degree in Physiotherapy

Faculty: Faculty of Medicine and Health Sciences

Code: 240211 **Name:** Science, Reason and Faith

Credits: 6,00 **ECTS Year:** 2 **Semester:** 1

Module: MODULE 5: UNIVERSITY-SPECIFIC

Subject Matter: Social Sciences **Type:** Compulsory

Field of knowledge: Health Sciences

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

MODULE 5: UNIVERSITY-SPECIFIC

Subject Matter	ECTS	Subject	ECTS	Year/semester
Social Sciences	6,00	Science, Reason and Faith	6,00	2/1
Health Research and Documentation	6,00	Health Research and Documentation	6,00	3/2
Training in complementary techniques	6,00	Radiology	6,00	2/2
Training in physiotherapeutic techniques	30,00	Geriatric Physiotherapy	6,00	4/1
		Manual Therapy	6,00	3/2
		Paediatric Physiotherapy	6,00	3/2
		Preventive and Evolutionary Physiotherapy	6,00	3/2
		Special Procedures in Physiotherapy	6,00	3/2

Recommended knowledge

No knowledge required



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 Adequately assesses the person and the factors that constitute his or her nature: physical, psychic, rational and spiritual.
- R2 The student recognizes the social character of the person and the primacy of love in human relations, valuing the foundations of action in solidarity.
- R3 Understands the dynamics of freedom and its implications: moral responsibility
- R4 Acquires the basic notions of science and the processes of hominization and humanization.
- R5 Reflects on and give reason to existential questions: desires, limits and transcendence.
- R6 Identifies the place of affections and emotions in the person.
- R7 The student sharpens the sense of faith in order to establish a fruitful dialogue with today's thinking and culture regarding the human condition and its fundamental problems.
- R8 The student is able to deepen the reasons for their hope.
- R9 The student demonstrates to be receptive to all those theories and thoughts that do not convince the student, being respectful to those who hold or have held them.
- R10 The student is able to explain the complexity of justice, the common good and the configuration of political society and the State.



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 demonstrate knowledge and understanding 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 know how 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	Students can convey information, ideas, problems and solutions to both specialized and non-specialized audiences.				X
CB5	Students develop those learning skills necessary to undertake further studies with a high degree of autonomy.				X
SPECIFIC		Weighting			
		1	2	3	4
CE8	The psychological and social factors that influence the health/disease status of the individual, family and community.				X
CE24	Students identify factors involved in the problems of social inequality and the health needs of different social groups.				X
CE25	The ethical, legal and professional conditions that make up the practice of Physiotherapy.	X			



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TRANSVERSAL		Weighting			
		1	2	3	4
CT1	Decision-making			X	
CT2	Problem solving.				X
CT3	Capacity for organization and planning.				X
CT4	Analysis and synthesis capacity.				X
CT5	Oral and written communication in the native language.				X
CT6	Information management capacity.				X
CT7	Computer skills related to the field of study.			X	
CT8	Knowledge of a foreign language.			X	



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	Yes	No
ns.	X	
		X
		X
ship		X
	X	
es and customs		X
al issues.		X



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	30,00%	OPEN QUESTIONS: Written exam in which theoretical knowledge and the student's ability to relate, integrate and express it coherently in written language are evaluated. It allows the following generic or transversal skills to be assessed: 4 Capacity for analysis and synthesis. 3 Capacity for organisation and planning. 5 Oral and written communication in the native language. 8 Knowledge of a foreign language. 2 Problem-solving 19 Autonomous learning.
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	30,00%	TEST TYPE: Multiple choice test with one correct answer out of five possible ones. It allows the student to know in greater detail the contents acquired by him/her. It allows the following generic or transversal competences to be assessed: 2 Problem solving 1 Decision making 13 Critical thinking
R5, R7, R8, R9	20,00%	PRACTICES: Oral test in which the student is asked to solve practical exercises, clinical cases or problems about the knowledge of the different subjects. It assesses the following generic or transversal competences: 4 Analysis and synthesis capacity. 3 Capacity for organisation and planning. 7 IT Knowledge. 6 Information management skills. 2 Problem-solving 1 Decision-making. 13 Critical thinking. 19 Self-directed learning.



R5, R7, R8, R9	10,00%	WORKS: The student, individually or in a group, elaborates a revision or research topic and presents it, in writing, for the evaluation by the teacher. The following generic or transversal competences are valued: 4 Capacity for analysis and synthesis. 3 Capacity for organisation and planning. 7 Computer skills. 6 Information management skills. 10 Teamwork. 14 Working in an international context. 11 Interpersonal skills. 13 Critical thinking. 19 Autonomous learning. 18 Creativity. 21 Leadership. 20 Initiative and entrepreneurship. 16 Motivation for Quality. 70 Maintaining an attitude of learning and improvement. 72 Knowing one's own skills and limitations.
R5, R7, R8, R9	0,00%	PRESENTATION: The student develops, through an oral presentation, supported or not by audiovisual means, a subject or work commissioned by the teacher. This is the method of evaluation of the Final Degree's Project. At the end of the presentation, the teacher or the audience can ask questions.
R5, R7, R8, R9	10,00%	ATTENDANCE AND PARTICIPATION IN CLASS: The teacher evaluates the participation, involvement and progression of the student's acquisition of knowledge and skills during the theoretical and practical classes. It will not exceed 5% of the final grade.

Observations

-Criterio de evaluación: Para superar esta asignatura será imprescindible obtener calificación igual o superior a 5 (50%) en todos los ítems.

-Criterio de concesión de las Matrículas de Honor: La Matrícula de Honor se otorgará a los estudiantes que hayan obtenido una calificación igual o superior a 9'0. El número de distinciones concedidas no podrá superar el 5% de los alumnos matriculados en una materia en el correspondiente curso académico a menos que la inscripción sea inferior a 20, en cuyo caso sólo una distinción puede ser concedida (Real Decreto 1125/2003).



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 | Master class Problem solving Exposition of contents by the teacher. Explanation of knowledge and skills |
| M4 | Personalized attention. Period of instruction and/or guidance by a tutor with the aim of analyzing with the student their work, activities and their evolution in learning the subjects. |
| M5 | Set of tests carried out to know the degree of acquisition of knowledge and skills of the student. |
| M6 | Problem solving and case studies Written work Online activity in the e-learning platform Personal study. Search of information and documentation. |
| M11 | Oral presentation |
| M12 | Group work: Group work sessions supervised by the teacher. Knowledge construction through student interaction and activity. |
| M14 | Group work to search, discuss and filter information about the subjects |
| M15 | Seminar, supervised monographic sessions with shared participation |
| M16 | Student's study: Individual preparation of readings, essays, problem solving, seminars. |



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical lessons M1, M5, M6, M11, M12, M14, M16	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	45,00	1,80
Seminar M12, M14	R5, R7, R8, R9	5,00	0,20
Office Hours M15	R5, R7, R8, R9	8,00	0,32
Assessment M16	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	2,00	0,08
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Autonomous work M4, M5, M6, M11, M16	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	70,00	2,80
Group work M11, M12, M14	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	20,00	0,80
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
SCIENCE AND RELIGION. SCIENTIFIC KNOWLEDGE AND RELIGIOUS KNOWLEDGE. RELATIONSHIPS BETWEEN SCIENCE AND RELIGION	<ul style="list-style-type: none">-Science, Reason, Religion and Faith.-Philosophy of science. Philosophy of Religion.-Similarities and differences Science and Religion.-Relationships between Science and Religion.
SCIENTIFIC MATERIALISM	<ul style="list-style-type: none">-Materialism. Scientific materialism.-Consequences materialism.-Criticism of materialism.
HISTORY OF THE SCIENCE-FAITH RELATIONSHIP	<ul style="list-style-type: none">-Ancient and Middle Ages.-Birth of Modern Science.-Galileo.-Cosmology. Cosmologies. The origin of the universe.-Darwin and the theory of evolution.-The origin of life and of the human being.-Contemporary scientists and the question about God.
SCIENCE AND ETHICS	<ul style="list-style-type: none">-Ethics. Ethical. Science objective.-Influence of ethics in science.-Influence of science on ethics.
SCIENCE, RELIGION AND THE ENVIRONMENT	<ul style="list-style-type: none">-Laudato si.
CHRISTIANITY AND THE HISTORY OF RELIGIONS	<ul style="list-style-type: none">-History and reflection from a selection of monotheistic and polytheistic religions



Temporary organization of learning:

Block of content	Number of sessions	Hours
SCIENCE AND RELIGION. SCIENTIFIC KNOWLEDGE AND RELIGIOUS KNOWLEDGE. RELATIONSHIPS BETWEEN SCIENCE AND RELIGION	6,00	12,00
SCIENTIFIC MATERIALISM	2,00	4,00
HISTORY OF THE SCIENCE-FAITH RELATIONSHIP	12,00	24,00
SCIENCE AND ETHICS	3,00	6,00
SCIENCE, RELIGION AND THE ENVIRONMENT	3,00	6,00
CHRISTIANITY AND THE HISTORY OF RELIGIONS	4,00	8,00

References

- Artigas, M. (1983). Ciencia, razón y fe. EUNSA: Pamplona (Navarra).
- Artigas, M. (2004). Las fronteras del evolucionismo. EUNSA: Pamplona (Navarra).
- Documentos Concilio Vaticano II. (1965). Constitución pastoral Gaudium et spes.
- Escudero, E. (2002). Creer es razonable: fenomenología y filosofía de la religión. Ediciones Siquem: Valencia.
- S. Juan Pablo II. (1995). Carta encíclica Evangelium vitae.
- S. Juan Pablo II. (1998). Carta encíclica Fides et ratio.
- Francisco, (2013). Carta encíclica Lumen Fidei.
- Francisco. (2015). Carta encíclica Laudato si.
- Ratzinger, J. (2001). Fe y ciencia. Un diálogo necesario. Sal Terrae: Maliaño (Cantabria).
- Udías, A. (2010). Ciencia y religión. Dos visiones del mundo. Sal Terrae: Maliaño (Cantabria).



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:



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

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

Comments to the Assessment System: