



Information about the subject

Degree: Bachelor of Science Degree in Physiotherapy

Faculty: Faculty of Medicine and Health Sciences

Code: 241103 **Name:** Anthropology

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

Module: MODULE 1: BASIC FORMATION

Subject Matter: Applied psychosocial sciences **Type:** Basic Formation

Field of knowledge: Health Sciences

Department: Philosophy, Letters and Humanities

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

241A	Miriam Martínez Mares (Profesor responsable)	miriam.mmares@ucv.es
241Q	Miriam Martínez Mares (Profesor responsable)	miriam.mmares@ucv.es



Module organization

MODULE 1: BASIC FORMATION

Subject Matter	ECTS	Subject	ECTS	Year/semester
Anatomy	18,00	Anatomy I	6,00	1/1
		Anatomy II	6,00	1/2
		Cellular and Molecular Biology	6,00	1/1
Physiology	18,00	Biomechanics and Applied Physics	6,00	2/1
		Physiology I	6,00	1/2
		Physiology II	6,00	2/1
Applied psychosocial sciences	12,00	Anthropology	6,00	1/2
		Psychology	6,00	1/2
Statistics	6,00	Biostatistics	6,00	1/1
Modern Language	6,00	English	6,00	1/1

Recommended knowledge

Not applicable



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 Identifies the model of care required by the patient.
- R2 Knows the ethical implications derived from the clinical interview.
- R3 Searches for bibliographic information from different sources and know how to analyze it with a critical and constructive spirit.
- R4 Critically analyses the work.
- R5 The student is able to write a comprehensible and organized text on various aspects of the psychological sciences.
- R6 Acquires a synthetic vision of some central aspects of anthropological thought.
- R7 Describes with ease the characteristics of the different forms of knowledge (technical, scientific, philosophical, theological) that allow a broad and integrated vision of the human being and not a reduced one.
- R8 Knows how to differentiate the essential human capacities (intelligence, will, affectivity) that make possible personal self-development and contribute to the improvement of the personality.
- R9 Knows how to identify the fundamental notes of the human person that reveal his dignity, his freedom of self-determination, his sociability and his openness to transcendence.
- R10 The student is able to elaborate works of analysis and synthesis with arguments from anthropology about the existential realities of the person and the limits of life, using as sources academic texts, audiovisual materials, press media or Internet.
- R11 Acquires the ability to critically discuss anthropological issues while respecting the opinions of others and demonstrating scientific rigor.
- R12 Knows how to confront socio-cultural anthropological proposals with the contributions of other knowledge about man, especially psychology, economics, law, philosophy and theology.
- R13 The student is able to situate the nature, object and method 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 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
GENERAL		Weighting			
		1	2	3	4
CG4	Assess the functional state of the patient, considering the physical, psychological and social aspects.		X		
SPECIFIC		Weighting			
		1	2	3	4
CE3	Students identify the factors that influence human growth and development throughout life.				X



CE8	The psychological and social factors that influence the health/disease status of the individual, family and community.				X
CE9	Students assimilate theories of communication and interpersonal skills.				X
CE11	Students identify the factors involved in teamwork and leadership situations.				X
CE23	Students comprehend the impact of socio-health policies on professional practice		X		
CE44	Students cope with stress, which involves the ability to control oneself and one's environment in stressful situations.				X
CE48	Students manifest a high degree of self-concept, with optimal self-acceptance, without self-centeredness but without prejudices.				X

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		
CT9	Ethical commitment.				X
CT10	Teamwork.				X
CT11	Interpersonal relationship skills.			X	



CT12	Work in an interdisciplinary team			X	
CT13	Critical Reasoning				X
CT14	Work in an international context.	X			
CT15	Recognition of diversity and multiculturalism			X	
CT16	Motivation for quality				X
CT17	Adaptation to new situations.			X	
CT18	Creativity			X	
CT19	Autonomous learning				X
CT20	Initiative and entrepreneurship				X
CT21	Leadership.		X		
CT22	Knowledge of other cultures and customs		X		
CT23	Sensitivity to environmental issues.		X		



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R6, R7, R9, R10, R13	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.
R7, R9, R13	40,00%	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
R6, R10, R11, R12	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.



	0,00%	PRACTICAL EXAM: The student is faced with a test in which s/he must demonstrate through practical application the acquisition of certain knowledge. For example, histological or anatomopathological diagnosis, image interpretation or diagnostic tests. This test evaluates the following generic or transversal skills: 13 Critical reasoning. 19 Autonomous learning.
R7, R10, R11, R12	10,00%	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.
R6, R11, R13	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

The condition to be able to take the exam is to have done the exposition work.

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
----	---



- M3 Problem solving and case studies Social action activities
- 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.
- 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
- M16 Student's study: Individual preparation of readings, essays, problem solving, seminars.



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical lessons M1, M4, M12	R6, R7, R9, R10, R13	25,00	1,00
Practice lessons M3, M4, M11, M12	R6, R7, R8, R10, R11, R13	15,00	0,60
Seminar M4, M5, M12, M14, M16	R6, R7, R13	15,00	0,60
Office Hours M4	R6, R13	3,00	0,12
Assessment M5, M16	R6, R7, R9, R10, R11, R13	2,00	0,08
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Autonomous work M16	R6, R7, R9, R10, R11, R12, R13	60,00	2,40
Group work M4, M11, M12, M14	R10, R11, R12	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
1.BLOQUE I: Concepciones del ser humano y su relación con su entorno natural y sociocultural: transhumanismo, naturalismo y científicismo, determinismo.	1.Conceptos fundamentales. 2. Corporalidad humana. Factores que constituyen la identidad del sujeto: cuerpo y alma, afectividad y conocimiento, proyección, familia, sociedad, cultura.
2. BLOQUE II: Fundamentos de la existencia humana. Modelos socioculturales y dignidad humana.	1. La dignidad, fundamento de la justicia. La libertad y sus implicaciones: dignidad ontológica y moral.2.Carácter social de la persona: la primacía del amor en las relaciones humanas.3.Relaciones de igualdad entre hombre y mujer.4. Libertad y sentido de la vida.5.Cuestiones existenciales: el sufrimiento y el mal, anhelos, límites y trascendencia.
3. BLOQUE III: Específico	1.Antropología de la salud. 2.Antropología del sufrimiento. 3.Antropología de la muerte.



Temporary organization of learning:

Block of content	Number of sessions	Hours
1.BLOQUE I: Concepciones del ser humano y su relación con su entorno natural y sociocultural: transhumanismo, naturalismo y cientificismo, determinismo.	12,00	24,00
2. BLOQUE II: Fundamentos de la existencia humana. Modelos socioculturales y dignidad humana.	13,00	26,00
3. BLOQUE III: Específico	5,00	10,00



References

- ARISTÓTELES (1988), *Sobre el alma*, Madrid: Gredos, Tomás Calvo Martínez (trad.); *Ética a Nicómaco*, URL: <http://www.filosofia.org/cla/ari/azc01041.htm>, dispuesto el 03/11/2017.
- ARENDT H. (2009), *La condición humana*, Buenos Aires: Paidós.
- BAUMAN, Z. (2015). *Trabajo, consumismo y nuevos pobres* (Vol. 302484). Editorial Gedisa;
- BAUMAN, Z. (2007), *Amor líquido: acerca de la fragilidad de los vínculos humanos*, 508 México: FCE.
- BUBER, M. (1993), *Yo y Tú*, Madrid: Caparrós.
- CASTILLA-CORTÁZAR, B. (1997). *Consideraciones en torno a la noción de persona*. Servicio de Publicaciones de la Universidad de Navarra.
- CONILL, J., (2015), "Crítica de la razón impura: De Nietzsche a Ortega y Gasset", *Revista de Estudos Constitucionais, Hermenêutica e Teoria do Direito* (RECHTD), Río de Janeiro.
- DOMINGO T. & DOMINGO A. (2013), "Laicidad y pluralismo religioso, Laicidad positiva de confrontación: la religión en la esfera pública desde la hermenéutica de P. Ricoeur", Madrid: *Hermes, Sociedad para el Estudio Multidisciplinar*, De la 510 racionalidad y la ética hermenéutica, Colección Paul Ricoeur, vol. 3.
- FAJARDO-F., A. M. (2020), *El Fedón en la obra platónica*, Working Paper.
- FAVALE, A. (2022), *The genesis of gender: A Christian theory*, Ignatius Press.
- FRANKL, V. (2011), *El hombre en busca de sentido último. El análisis existencial y la conciencia espiritual*, Paidós: Barcelona, Isabel Custodio (Trad.).
- HUME, D. (2001). *Tratado de la naturaleza humana*, Albacete: Biblioteca de Autores Clásicos, Vicente Viqueira (Trad.) Edición Electrónica: www.dipualba.es/publicaciones, dispuesto el 18/04/2015.
- KANT, I. (2008), *La Metafísica de las Costumbres*, Madrid: Tecnos, Trad. y notas: Adela Cortina y Jesús Conill.
- LEVINAS, E., (2006), *Humanismo del otro hombre*, Madrid: Siglo XXI, Trad. Ricardo Ehrenberg.
- LEWIS C.S. (2016). *La abolición del hombre*. Madrid: Encuentro.
- MARÍAS, J. (1986), "La cuestión radical de la antropología. Hombre y vida humana, ¿Qué es el hombre?", *Ciencias del hombre*, nº7, Madrid: Instituto de Ciencias del Hombre.
- MARES M. M., (2022), "Pienso, luego creo: la razón de la fe. Un argumento epistemológico y fenomenológico", *Diálogo filosófico*, (112), 47-70.
- MARES, M. M., (2023), "La trampa del transhumanismo", *Conocer y pensar la realidad humana*, Ildefonso Murillo (Ed.), Ediciones Diálogo filosófico, Colección Jornadas 11, 2023, Madrid, 379-387.
- MONTES R.A. (2011), ¿Qué es la persona? El aporte filosófico de Karol Wojtyła, Cuadernos de Teología, vol.3, nº2.
- NIETZSCHE, F. (2008), *Sobre verdad y mentira en sentido extramoral*. Madrid: Tecnos, Trad. Luis M. Valdés y Teresa Orduña.
- PRIETO, L.J., (2023), "El reduccionismo biológico. Posibilidades y límites de las



neurociencias", *Conocer y pensar la realidad humana*, Ildefonso Murillo (Ed.), Ediciones Diálogo filosófico, Colección Jornadas 11, 2023, Madrid, 31-44.

SCHELER, M. (2010), *Amor y conocimiento y otros escritos*. Madrid: Palabra, 2010.

SPEAMANN, R. (2000). *Personas*. Acerca de la distinción entre «algo» y «alguien». Pamplona: Eunsa

STEVENS, R. (2022), "An Existential Foundation for an Ethics of Care in Heidegger's *Being and Time*". *Journal of Ethics*, 26, 415–431.

TYMIENIECKA, A.T. (Ed.) (2013), "Phenomenology and Existentialism in the Twentieth Century", II, Vol. 104, *Analecta Husserliana*, The Yearbook of Phenomenological Research, New York: Springer. Reynaert, Embodiment and existence.

TENEN, L. (2022), "How Final and Non-Final Valuing Differ". *Journal of Ethics*, 26, 683–704.

ORÓN, J.V. & MARTÍNEZ, M. (2019) "La acción humana: una propuesta integral para el diálogo interdisciplinar sobre la personalidad". *Scientia Et Fides*, nº 9(2); ORÓN, J.V. (2017), "El acto global persona", *Colloquia Revista de Pensamiento y Cultura*, nº 4: 23 – 44; ORÓN, J.V. y SÁNCHEZ-CAÑIZARES J. (2017), "¿Es posible la reducción epistemológica? Todo sistema necesita presupuestos extra-sistemáticos", *Universidad de Navarra, Anuario Filosófico* 50/3, 601-617.

ORTEGA Y GASSET (2014), *La rebelión de las masas*, Madrid: Alianza.

ORTIZ, E., PRATS, J.I. & AROLAS, G. (2004), "La persona completa. Aproximación desde la Antropología, la Psicología y la Biología", Valencia: Edicep, Textos Universitarios, n.2.

PIÁ S. (2002), "¿Hacia una Antropología distinta de la Metafísica?", *Thémata, Revista de Filosofía*, Universidad de Navarra, nº28.

PIEPER, J. (1983), *El ocio y la vida intelectual*. Madrid: Rialp.

SANDEL, M. J. (2011), "Justice: What's the right thing to do", *BUL Rev.*, 91, 1303; SANDEL, M. J. (2007), *Contra la perfección*, Marbot ediciones.

UDÍAS, A. (2010), *Ciencia y religión. Dos visiones del mundo*, Santander: Sal Terrae.

WOJTYLA, K. (1982), *Persona y acción*, Madrid: Ed. Biblioteca de Autores Cristianos, Jesús Fernández Zulaica (trad.); WOJTYLA, K. (2000), *El don del amor*, Madrid: Palabra, Jonio González y Dorota Szmidt (trad.).

YELA, M. (1986), "El hombre, el azar y la necesidad ¿Qué es el hombre?", *Ciencias del hombre*, nº7, Madrid: Instituto de Ciencias del Hombre; YELA, M. (1996), "Comportamiento animal y conducta humana", *Psicothema*, vol.8, 149-163, Universidad de Oviedo, España.

ZAMORANO, U. B. (2023), "Nihil volitum nisi praevolitum ab aliis: La heteronomía fundamental del deseo humano según René Girard", *Quién: revista de filosofía personalista*, (17), 7-19.

ZUBIRI, X., (1998), *Sobre el hombre*, Madrid: Alianza Editorial.



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: