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:

242A	Ana Belen Álvarez Haya **(Responsible Lecturer)**	ab.alvarez@ucv.es
242Q	Monica Aroca Bernabeu **(Responsible Lecturer)**	monica.aroca@ucv.es

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	Healh 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			

CE38	Students incorporate the ethical and legal principles of the profession into the professional culture. This implies: respecting the rights of the patient/user and the relatives; identifying possible violations of these rights and taking appropriate measures to preserve them; identifying ethical problems in daily practice and applying reasoning and critical judgment in their resolution; participating in health care ethics committees and clinical research ethics committees; adjusting professional practice to the deontological conditions and legal regulations of professional practice; guaranteeing the confidentiality of user and professional data.				x
CE47	Students maintain an attitude of learning and improvement. This includes expressing interest and acting in a constant search for information and professional improvement, committing to contribute to professional development in order to improve practice competence and maintain the status that corresponds to a qualified and regulated profession.				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
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

-Assessment criteria: To pass this course, a grade of 5 or higher (50%) must be obtained in all subjects.
-Criteria for awarding Distinctions: Distinctions will be awarded to students who have obtained a grade of 9.0 or higher. The number of distinctions awarded may not exceed 5% of the students enrolled in a subject in the corresponding academic year, unless the enrollment is less than 20, in which case only one distinction may be awarded (Royal Decree 1125/2003).
-Regarding the Use of Artificial Intelligence:
Given the philosophical and, therefore, reflective nature of the subject, the use of AI is permitted in those activities indicated by the professor, always as a tool and complement. Citation and attribution criteria:
- All use of AI tools must be explicitly stated in the submitted document (for example, in a footnote or an appendix).
- The name of the tool, the purpose of use (e.g., grammar check, organization of ideas, writing sample), and the part of the work in which it was used must be indicated.

- Responsible use of AI will be evaluated as part of the criteria for originality and academic honesty.

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	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	-Science, Reason, Religion and Faith. -Philosophy of science. Philosophy of Religion. -Similarities and differences Science and Religion. -Relationships between Science and Religion.
SCIENTIFIC MATERIALISM	-Materialism. Scientific materialism. -Consequences materialism. -Criticism of materialism.
HISTORY OF THE SCIENCE-FAITH RELATIONSHIP	-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	-Ethics. Ethical. Science objective. -Influence of ethics in science. -Influence of science on ethics.
SCIENCE, RELIGION AND INTEGRAL ECOLOGY	-Laudato si.
CHRISTIANITY AND THE HISTORY OF RELIGIONS	-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 INTEGRAL ECOLOGY	3,00	6,00
CHRISTIANITY AND THE HISTORY OF RELIGIONS	4,00	8,00

References

S. Juan Pablo II. (1998). *Carta encíclica Fides et ratio*.
-SS. Francisco. (2015). *Carta encíclica Laudato si.*
-Artigas, M. (1983). *Ciencia, razón y fe.* EUNSA.
-Artigas, M. (2004). *Las fronteras del evolucionismo*. EUNSA.
-Bolloré, M-Y. y Bonnassies, O. (2023). *Dios. La ciencia. Las pruebas. El albor de una revolución*. Funambulista.
-Gingerich, O. (2022). *El planeta de Dios*. Trotta.
-Ratzinger, J. (2001). *Fe y ciencia. Un diálogo necesario*. Sal Terrae.
-Udías, A. (2010). *Ciencia y religión. Dos visiones del mundo*. Sal Terrae.
-Udías, A. (2021). *Ciencia y fe cristiana en la historia*. Sal Terrae.