



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:

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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

Knowing how to maintain sustained attention in the classroom in order to take notes and understand the content.

Knowing how to structure ideas in an orderly and clear manner.

Knowing how to recognise the key and structuring concepts of the subject.



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 factors that influence human growth and development throughout life.
- R2 Identifies the model of care required by the patient.
- R3 Knows the ethical implications derived from the clinical interview.
- R4 Searches for bibliographic information from different sources and know how to analyze it with a critical and constructive spirit.
- R5 Critically analyses the work.
- 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, R9, R13	40,00%	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.
	0,00%	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
R4, R10	20,00%	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.



R2, R5, R11	10,00%	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.
R4, R10, R12	20,00%	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, R11	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

Evaluation

The learning process is based, fundamentally, on class attendance, which will consist of theoretical and practical sessions. The activities will be carried out and delivered in the classroom in different formalities: questions, participation by teams, delivery of text comments, debates, etc. Therefore, learning outcomes will be assessed on a continuous basis.

A portfolio will be provided as essential material for monitoring the syllabus from which the questions for the final exam will be extracted and which will be available on the platform. This material will also make it possible to comply with the classroom regulations specified below.

Class attendance rules: the use of mobile phones and computers will not be allowed, unless indicated by the teacher for specific research or reading activities. The portfolio and activities will be completed by hand.

Observation:

The condition **to pass the course is to obtain a minimum of 40% in each section of the evaluation.** Attendance at the course is essential for two reasons: 1. The completion and delivery of activities is done in person (in the classroom) and it is necessary to reach the minimum percentage of each evaluation instrument to pass the course (40%). Only in cases in which the absence is duly justified, it will be allowed the extraordinary delivery of the activity carried out in class the day corresponding to the absence. 2. The role played by presence is irreplaceable, as it favours active learning and meaningful understanding, as well as allowing for enriching experiences of interpersonal encounters.



Use of AI:

Given the philosophical and, therefore, reflective nature of the subject, the use of AI is permitted in those activities indicated by the teacher, always as a tool and complement.

Citation and attribution criteria:

-Any use of AI tools must be explicitly stated in the submitted document (e.g., in a footnote or appendix).-The name of the tool, the purpose of use (e.g., grammatical review, organisation of ideas, writing example) and where it was used in the work must be indicated.-The responsible use of AI will be evaluated as part of the criteria for originality and academic honesty.

The assessment consists of: **1. 40% Final test. Written test:** This will consist of answering the questions, activities and texts worked on in class. It will add up to three points to the final mark.

- *Learning outcome: to develop theoretical-practical answers based on the sincere search for the full truth and the integration of all the dimensions of the human being in the face of the great questions of life.*

2. 20% Practical exam Debate: This will consist of a debate session, in pairs or teams of three people, on various cases from the students' specific area of work (Physiotherapy). They will be posed by the teacher and resolved by the students from one of the anthropological visions studied in class (the one that corresponds to defend each pair, with prior assignment and preparation of arguments-questions-answers). It will add a total of two points to the final mark. It will be taken into account that the information is correct, that adequate arguments are offered, that they are expressed with order, clarity and discipline and that there is initiative in participation. - *Learning outcome: to recognise and critically analyse the anthropological foundations of the various socio-cultural practices, specifically in the field of physiotherapy and sport, applying the ethical and deontological consequences of their professional involvement with scientific and professional rigour.*

3. 10% Classroom exercises and practices: Classroom activities: This point is obtained from the elaboration of the activities proposed in the portfolio. They will be carried out individually, in pairs or in teams and will be handed in orally or in writing in the classroom, according to prior agreement with the teacher. It is not only the presentation of the work that counts, but its quality. These activities will add a total of one point to the final mark.

Presentations: This consists of the presentation of the portfolio activities called 'problems'.

Through the reading and in-depth study of a text, an in-depth, organised and well-argued analysis of the problem posed is developed. The teacher will evaluate the analysis and the solutions proposed as a group: for this, both the answers and arguments offered and the way they are presented will be important. By means of the percentage sum of the mark achieved for each proposal presented, up to one point of the total mark for the subject can be obtained.

- *Learning Outcome: To critically reason the various anthropological themes and to know how to identify the fundamental characteristics of the human person that highlight his dignity, discussing, with scientific rigour, the practical repercussions of his integral ecology.*

4. 20% Presentation: Project: This consists of reading the book chosen by the student from the beginning of the course (from among the options offered by the teacher), taking note of textual



quotations and reflections in order to analyse the philosophical question related to the reading and to develop, with this background, the analysis of a current topic, applying the reflection suggested by the book. 1) Seminar session: Each student reads the book that corresponds to the chosen 'theme'. They will participate in the seminar and the teacher will mark their participation (it will add up to half a point to the final mark). 2) Team session: Students will share the topic they have worked on with the team of students who have the same book/topic. They will choose a specific current dilemma or phenomenon to apply the book to real life, or analyse the topic in the light of what they have learnt in their storytelling. After the team work, the 'Self-assessment' document on the reading and the team work done will be filled in (will add up to half a point to the final mark). 3) Presentation: The team will prepare a presentation applying the narrative of the book to real life. The format of the presentation will be previously agreed with the teacher (it will be evaluated on one point of the total grade of the subject).

- Learning outcome: To be able to produce, in a team, works of analysis and synthesis with arguments from philosophical anthropology about cultural and personal reality, using as a main source authors from the academic and literary world, as well as academic texts, audiovisual materials, press media and the Internet.

Single assessment

In this subject, students may opt for a single assessment, considered **an exceptional and extraordinary form of assessment, which will only be applied when the student, for justified and duly accredited reasons, cannot achieve the minimum attendance required.**

This option must be requested from the responsible teaching staff, who, in coordination with the management of the corresponding Department, will assess its appropriateness and communicate the decision taken in writing. The single assessment is not configured as a single test, but as a set of tasks and/or tests through which **all the established learning outcomes will be assessed, ensuring that the student has devoted the corresponding ECTS credits to the course.**

-Once the single assessment request has been made and approved, the modality and dates on which the instruments for assessing the learning outcomes required in the subject will be collected will be explained through a tutorial.



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
- 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, M16	R6, R9, R13	30,00	1,20
Practice lessons M4, M11, M12	R4, R9, R10	15,00	0,60
Seminar M3, M5, M11	R2, R7, R11	10,00	0,40
Office Hours M4	R6, R13	3,00	0,12
Assessment M5, M16	R5, R9	2,00	0,08
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Autonomous work M5, M16	R4, R5, R6, R9	60,00	2,40
Group work M11, M12, M14	R2, R7, R10, R11	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. BLOCK I: Introduction to Philosophical Anthropology	1. Fundamental concepts.2. Society and critical thought: analysis of current forms of conformism and totalitarianism.3. The role of philosophy in human existence.
2. BLOCK II: The human being, corporeality and rationality.	1. Criticism of anthropological materialism: naturalism and biological determinism. The mind-brain problem.2. Criticism of anthropological rationalism: body-reason dualism. The problem of emotions.3. Proposal: integral anthropology, person, logos and bodily intimacy.4. Self-knowledge, ideologies and critical thinking.
3. BLOCK III: Freedom and the meaning of life. Socio-cultural models and human dignity.	1. Sociobiologism and life projection: forms of instrumentalisation.2. Criticism of existentialist anthropology: individualism and transhumanism.3. Dignity, the foundation of justice. 4. The social character of the person: the primacy of love in human relations.5. Existential questions: suffering and evil, yearnings, limits and transcendence.



Temporary organization of learning:

Block of content	Number of sessions	Hours
1. BLOCK I: Introduction to Philosophical Anthropology	4,00	8,00
2. BLOCK II: The human being, corporeality and rationality.	14,00	28,00
3. BLOCK III: Freedom and the meaning of life. Socio-cultural models and human dignity.	12,00	24,00



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