



Information about the subject

Degree: Bachelor of Science Degree in Medicine

Faculty: Faculty of Medicine and Health Sciences

Code: 340208 **Name:** Science, Reason and Faith

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

Module: Social Medicine, Communication Skills and Initiation to Research

Subject Matter: Ethics and professional issues **Type:** Compulsory

Field of knowledge: Health Science

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

Social Medicine, Communication Skills and Initiation to Research

Subject Matter	ECTS	Subject	ECTS	Year/semester
Communication Skills	3,00	Laboratory of Clinical Interview and Communication Skills	3,00	3/1
Social Medicine	15,00	Family and Community Medicine	3,00	5/2
		Legal Medicine and Toxicology	6,00	5/1
		Preventive Medicine and Public Health	6,00	4/2
Research inicialization	9,00	History of Medical Science, and Medical Documentation and Terminology	6,00	2/1
		Laboratory of Research Methodology	3,00	4/1
Statistics	6,00	Biostatistics	6,00	1/2
Ethics and professional issues	12,00	Bioethics and Medical Deontology	6,00	4/1
		Science, Reason and Faith	6,00	2/2
Health management	3,00	Healthcare Management	3,00	4/1
English	6,00	Medical English	6,00	1/1
Ethics	6,00	Ethics and Social Morality	6,00	2/1
Antropology	6,00	Medical Anthropology	6,00	1/1



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 The integral and solidary humanism
- R2 Adequately assess the person and the factors that constitute their nature: physical, mental, rational and spiritual.
- R3 Recognize the social character of the person and the primacy of love in human relationships, valuing the foundations of solidarity action.
- R4 Understand the dynamics of freedom and its implications: moral responsibility.
- R5 Reflect and explain existential issues: wishes, limits and significance
- R6 Sharpen the sense of faith in order to establish a fruitful dialogue with current thinking and culture regarding the human condition and its fundamental problems
- R7 Knowing how to be receptive to all those theories and thoughts that do not convince the student, being respectful with those who hold them or have held them.
- R8 Being 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 have demonstrated to possess and understand knowledge in a study area that starts from the base of the general secondary education, and is usually found at a level that, while supported by advanced textbooks, also includes some aspects that involve knowledge from the forefront of their field of study			X	
CB2	Students know how to apply their knowledge to their job or vocation in a professional way and possess the competences that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of ??study		X		
CB3	Students have the ability to collect and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical topics		X		
CB4	Students can pass on information, ideas, problems and solutions to both a specialized and non-specialized audience	X			
CB5	Students have developed the learning skills needed to undertake further studies with a high degree of autonomy	X			
GENERAL		Weighting			
		1	2	3	4
CG1	Recognizing the essential elements of the medical profession, including ethical principles, legal responsibilities, and patient-centered professional exercise		X		
CG2	Understanding the importance of such principles for the benefit of the patient, society and profession, with special attention to professional secrecy		X		
CG3	Knowing how to apply the principle of social justice to professional practice and understanding the ethical implications of health in a changing global context	X			



CG4	Developing professional practice with respect to patient autonomy, beliefs and culture	X			
CG5	Recognizing the limitations themselves and the need to maintain and update their professional competence, giving special importance to the autonomous learning of new knowledge and techniques and to the motivation for quality	X			
CG6	Developing professional practice with respect for other health professionals, acquiring teamwork skills	X			
CG21	Listening to carefully, obtain and synthesize relevant information about the problems afflicting the patient and understand the content of this information	X			
CG22	Writing medical histories and other medical records in an understandable way to outsiders	X			
CG23	Communicating effectively and clearly, both orally and in writing, with patients, family members, media workers and other professionals		X		
CG24	Establishing good interpersonal communication that enables patients, family members, media workers and other professionals to address patients, families, media and other professionals with efficiency and empathy		X		

SPECIFIC		Weighting			
		1	2	3	4
CE11	Knowing the basics of medical ethics. Bioethics. Resolving ethical conflicts			X	
CE12	Applying the professional values of excellence, altruism, sense of duty, responsibility, integrity and honesty to the practice of the profession	X			
CE13	Recognizing the need to maintain professional competence	X			

TRANSVERSAL		Weighting			
		1	2	3	4
CT1	Analytical and synthesis capacity				X
CT2	Planification and organization capacity			X	



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	1	2	3	4
Physical and social health issues				X
Beliefs			X	
Humanity's problems				X
Political, environmental and institutional	X			
	X			



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3	10,00%	Open questions
R1, R2, R3	50,00%	Tests
R1, R2, R3	10,00%	Practices
R1, R2, R3	25,00%	Work
R1, R2, R3	5,00%	Participation in class

Observations

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 Masterclass
- M2 Problems resolution and practical cases
- M4 Content presentations by teacher
- M5 Knowledges and skills explanation
- M7 Oral presentation by student
- M9 Knowledge acquirance through student interaction and activity
- M11 Personalised attention by professor
- M13 Written work
- M14 Online activity on e-learning
- M15 Personal study
- M16 Information research
- M17 Discussion and solving issues in group
- M19 Group work for searching, discussion and information research



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theory class M1	R1, R2, R3	32,00	1,28
Seminar and group practices M2	R1, R2, R3	13,00	0,52
Practices in small groups M2	R1, R2, R3	9,00	0,36
Tutoring M4, M5	R1, R2, R3	3,00	0,12
Evaluation M2	R1, R2, R3	3,00	0,12
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
No attendance M2, M5	R1, R2, R3	90,00	3,60
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
U 1. Science and Religion.	This Unit presents science and religion as two great worldviews called to complement each other through the mediator of philosophy. The different types of religiosity are worked on, as well as the two great forms of no religiosity: atheism and agnosticism.
UD 2. Scientific knowledge and religious knowledge.	In this Unit the epistemological characteristics of scientific knowledge and religious knowledge are worked on: principles, object, methodology, scope and limits. The need for both types of knowledge is shown to arrive at an adequate knowledge of reality.
U3. Relationships between Science and Religion	This Unit deals with the main types of relationships that can occur, and have historically occurred, between Science and Religion as human activities: conflict, independence, dialogue, complementarity, integration.
U 4. Scientific materialism.	This Unit focuses on the nature of scientific materialism and its implications in the understanding of the human being in relation to the characteristics of intelligence and freedom. Fundamental notions such as matter, spirit, scientism, determinism, indeterminacy, freedom, mind, brain, will be explained.
U 5. Science and Faith	Reception of the scientific contents of antiquity in the Christian culture.
U 6. Fathers of the Church and Middle Ages	This Unit collects the role of the Holy Fathers in preserving knowledge in Europe after the fall of the Roman Empire, as well as the important work of the Church in promoting culture: medieval manuscripts, libraries, creation of universities.



U 7. The birth of modern science.	This Unit focuses on how the scientific revolution was originated: nature of modern science, most representative figures, and precursors of it in the Middle Ages.
U 8. Galileo Case	Historical figure of Galileo: Trial against Galileo, position of the Church then and today. Contrast with the figure of Copernicus
U 9. Cosmology and Creation. The origin of universe	Review of the main scientific theories on the origin and expansion of the universe. Interpretation of the religious proposal of the creation of world. Relationship between both proposals.
U 10. Darwin and Evolution Theory	Historical figure of Darwin. How his theory of evolution was conceived. Position of the Church regarding it: Divine Creation and Providence, and human singularity. Implementations to the Darwinian evolution theory. Difference between evolution theory and radical evolutionism.
U 11. The origins of life and human being.	Main scientific theories on the origin of life and humanity. Dispersion of humanity. Specific characteristics of Homo sapiens sapiens.
U 12. Modern scientists and the question about God	This Unit focuses on different relevant figures of modern science, attending to their position in front of the question of God: believing scientists, agnostics and atheists. This shows that science neither affirms nor denies God, but that religious belief constitutes a human experience irreducible to mere scientific knowledge, which has no capacity to refute it.
U 13. Science and Ethics.	Ethical nature of the human being. Main ethical paradigms. Essential character of the ethical dimension in professional work. Social dimension of ethics.
U 14. Christianity and history of religions	Specificity and originality of the Christian religion in contrast to the other four great religions in the world (Judaism, Hinduism, Islam, Buddhism).



Temporary organization of learning:

Block of content	Number of sessions	Hours
U 1. Science and Religion.	2,00	4,00
UD 2. Scientific knowledge and religious knowledge.	2,00	4,00
U3. Relationships between Science and Religion	2,00	4,00
U 4. Scientific materialism.	3,00	6,00
U 5. Science and Faith	2,00	4,00
U 6. Fathers of the Church and Middle Ages	2,00	4,00
U 7. The birth of modern science.	2,00	4,00
U 8. Galileo Case	3,00	6,00
U 9. Cosmology and Creation. The origin of universe	3,00	6,00
U 10. Darwin and Evolution Theory	2,00	4,00
U 11. The origins of life and human being.	2,00	4,00
U 12. Modern scientists and the question about God	2,00	4,00
U 13. Science and Ethics.	2,00	4,00
U 14. Christianity and history of religions	1,00	2,00



References

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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: