

Year 2025/2026 480311 - Social Morality. Deontological Ethics

Information about the subject

Degree: Bachelor of Science Degree in Dentistry

Faculty: Faculty of Medicine and Health Sciences

Code: 480311 Name: Social Morality. Deontological Ethics

Credits: 6,00 ECTS Year: 3 Semester: 1

Module: Module 5: Anthropology and Professional Ethics

Subject Matter: SOCIAL MORAL-DEONTOLOGY Type: Compulsory

Field of knowledge: Ciencias de la Salud

Department: Theology, Social Doctrine of the Church and Deontology or Professional Ethics

Type of learning: Classroom-based learning

Languages in which it is taught: English, Spanish

Lecturer/-s:

483A Francisco Abelardo Cardells Marti (Responsible fa.cardells@ucv.es

Lecturer)

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Module organization

Module 5: Anthropology and Professional Ethics

Subject Matter	ECTS	Subject	ECTS	Year/semester
ANTHROPOLOGY	6,00	Anthropology	6,00	2/1
SCIENCE, REASON AND FAITH	6,00	Science, Reason and Faith	6,00	1/1
SOCIAL MORAL-DEONTO LOGY	6,00	Social Morality. Deontological Ethics	6,00	3/1



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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	Identifes the specific elements of Catholic social morality as opposed to other moral proposals.
R2	Proves to acquire the ability to relate the thematic blocks of the subject with the conceptual nuclei of the rest of the areas.
R3	Knows the basic doctrinal and documentary sources of Social Morality and Deontology for the different thematic nuclei.
R4	Knows how to analyze a specialized text and relate it to the thematic nuclei of Social Morality and Deontology.
R5	Knows how to handle the basic doctrinal and documentary sources in accordance with the methodology of Social Morality and Deontology.
R6	Develops a subject according to the methodology of Social Morality and Deontology.
R7	Solves practical cases of morality in accordance with the social moral teaching and Deontology.
R8	Knows how to dialogue with other moral and deontological proposals.
R9	Knows the different schools and ethical attitudes throughout history. Also knows how to apply these thoughts to the different aspects of modern society.
R10	The student can read, understand and analyze the texts of encyclicals with social content.
R11	Identifies and values situations of their professional practice according to the deontological code.
R12	Deliberates about concrete moral dilemmas related to professional practice in the field of health.



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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):

GENERAL	Weighting			
	1 2 3 4			
CG1 I aCapacity for analysis and synthesis	x			
CG2 I bOrganizational and planning skills	x			

PECIFIC		Weig	hting	3
	1	2	3	4
CE A 1 Know the essential elements of the dental profession, including ethical principles and legal responsibilities.				X
CE A 2 Understand the importance of such principles for the benefit of the patient, society and the profession, with special attention to professional secrecy.				X
CE A 3 Identify the patient's concerns and expectations, as well as to communicate effectively and clearly, both orally and in writing, with patients, relatives, the media and other professionals.			X	
CE A 4 Understand and recognize the social and psychological aspects relevant to the treatment of patients.		1	x	
CE A 5 Know how to apply the principles of anxiety and stress management to oneself, to patients and to other members of the dental team.	X			
CE A 6 Understand the importance of developing a professional practice with respect to patient autonomy, beliefs and culture.				X
CE A 7 Promote autonomous learning of new knowledge and techniques, as well as motivation for quality.		x		
CE A 8 Know how to share information with other health professionals and to work as a team.			x	



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CE A 9 Understand the importance of maintaining and using records with patient information for subsequent analysis, preserving the confidentiality of the data.		x
CE A 1(Know and identify the psychological and physical problems derived from gender violence in order to train students in the prevention, early detection, assistance, and rehabilitation of the victims of this form of violence.	x	

TRANSVERSAL			ghting	3
	1	2	3	4
1. a.	Analysis and synthesis skills			X
1. b.	Organizational and planning capacity		1	x
1. c.	Oral and written communication in the native language.			X
1. d.	Knowledge of a foreign language			x
1. e.	Computer skills			x
1. f.	Information management capacity			x
1. g.	Problem solving			x
1. h.	Decision making			x
2. i.	Teamwork			x
2. j.	Multidisciplinary teamwork			x
2. k.	Work in an international context			x
2. l.	Interpersonal skills			x
2. m.	Recognition of diversity and multiculturalism			x
2. n.	Critical Reasoning			x



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2. o.	Ethical commitment		X	
3. p.	Autonomous learning		X	
3. q.	Adaptation to new situations		X	1
3. r.	Creativity		X	
3. s.	Leadership	x		
3. t.	Knowledge of other cultures and customs		X	
3. u.	Initiative and entrepreneurship	x		
3. v.	Motivation for quality		X	1
3. w.	Sensitivity to environmental and socio-health issues			X





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Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R4, R5, R6, R7, R9, R10, R11, R12	20,00%	OPEN QUESTIONS: Written exam in which basic theory knowledge and the ability to relate, integrate and coherently express it in writing is assessed.
R1, R2, R3, R4, R5, R6, R9, R10, R11	40,00%	MULTIPLE CHOICE TEST: Multiple choice test with one correct answer. This shows to greater extent the contents acquired by the student.
	0,00%	ORAL TEST: Oral exam in which the student answers the questions the teacher asks, verbally explaining the contents acquired, allowing for interaction with the teacher.
R3, R4, R5, R6, R7, R8, R11, R12	15,00%	PRESENTATION: The student develops by means of an oral presentation, supported with audio-visual materials, a theme or topic given by the teacher. At the end of the presentation, the teacher or audience may ask questions.
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12	20,00%	ASSIGNMENTS: The student, ether individually or in a group, develops a theme which reviews or researches, and he/she presents it, in writing, for assessment by the teacher.
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12	5,00%	CLASS PARTICIPATION: The teacher assesses the participation, involvement and progress the student makes in acquiring knowledge and skills in theory and practical classes and seminars. This is never more than 5% of the final grade.

Observations

To pass this course students must score at least 5/10 (50%) in each item



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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 Lecture.

Problem Solving.

Explanation of contents by the teacher. Explanation of knowledge and skills.

M5 Problem and case solving. Written tasks.

Online activity on the e-learning platform.

Personal study.

Compiling information and documentation.

M6 Discussion and problem solving.

M8 Oral presentations by students.

M9 Group work: group work sessions supervised by the teacher.

Knowledge building through interaction and activity of students.

M13 Personal preparation of written texts, essays, problem solving, seminars.

M15 Personalised Attention. Period of instruction and/or guidance carried out by a tutor with

the aim of analysing with the student his/her work, activities and evolution in learning of

subjects.



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IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
THEORY CLASS M1, M5, M6, M8, M9, M13, M15	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12	56,00	2,24
TUTORING M15	R4, R7, R10	2,00	0,08
EVALUATION _{M5}	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12	2,00	0,08
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
INDIVIDUAL WORK M5, M13	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12	70,00	2,80
GROUP WORK M6, M8, M9	R1, R3, R5, R12	20,00	0,80
TOTAL		90,00	3,60



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Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Introduction	- What are Social Morality and Professional Ethics - Fundamental concepts
Foundatioins of Catholic Social Morality	- Religious faith and social commitment - Human Dignity
Ethical Theories	Social ContractUtilitarianismDeontology
	- Principlism- Virtue Theories- Personalist Ethics
Human Dignity	- What is human dignity? - Foundations for human dignity
Principles and Values of Catholic Social Teaching	Principles: - Common Good, Universal Destination of Goods, Subsidiarity, Participation, Solidarity Values: - Truth, Freedom, Justice, Charity
Human Rights	- What are Human Rights? - The list of Human Rights
Areas of Applied Social Morality	 Family Labor Economic Life Political Community Promotion of Peace Caring for the environment



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Professional Ethics - What is a profession?

- What is professional ethics?

Ethics of the Healthcare Professions

Principles:

- Human Dignity, Beneficence, Non-maleficence, Autonomy,

Justice

Ethical issues in healthcare professions:

- Informed Consent, Confidentiality, Record

Keeping, Accountability

Ethics in Dentistry - The Code of Ethics

- Practical cases concerning ethical problems in dentistry



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Temporary organization of learning:

Block of content	Number of sessions	Hours
Introduction	2,00	4,00
Foundatioins of Catholic Social Morality	2,00	4,00
Ethical Theories	4,00	8,00
Human Dignity	4,00	8,00
Principles and Values of Catholic Social Teaching	4,00	8,00
Human Rights	3,00	6,00
Areas of Applied Social Morality	4,00	8,00
Professional Ethics	2,00	4,00
Ethics of the Healthcare Professions	2,00	4,00
Ethics in Dentistry	3,00	6,00



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References

- **1.Pope John Paul II,** *Veritatis Splendor* **(1993)** Encyclical on fundamental moral theology, freedom, conscience, and truth.
- **2.Jacques Maritain,** *The Person and the Common Good* (1947) A classic personalist approach to ethics and society.
- **3.Karol Wojtyla (John Paul II), Love and Responsibility** (1960; English trans. 1981) Foundational text on personalism and human dignity.
- **4.Paul Ricoeur**, *Oneself as Another* (1992) Explores moral identity and responsibility in the context of personalist philosophy.
- 5.Pontifical Council for Justice and Peace, *Compendium of the Social Doctrine of the Church* (2004) Authoritative Catholic reference on social morality, justice, and human dignity.
- **6.Beauchamp, Tom L. & Childress, James F.,** *Principles of Biomedical Ethics* **(9th ed., 2023)** The standard text introducing the principles of autonomy, beneficence, nonmaleficence, and justice.
- 7.Pellegrino, Edmund D. & Thomasma, David C., For the Patient's Good: The Restoration of Beneficence in Health Care (1988) Classic Catholic-influenced professional ethics in healthcare.
- 8.Pellegrino, Edmund D., *The Virtues in Medical Practice* (with D.C. Thomasma, 1993) A virtue ethics approach to healthcare professionalism.
- **9.American College of Dentists,** *Ethics Handbook for Dentists* (latest edition, 2016) Practical guide for professional ethical conduct in dentistry.
- 10.American Dental Association, *Principles of Ethics and Code of Professional Conduct* (current edition) Standard code of ethics for dental professionals.
- 11.Ozar, David T. & Sokol, David J., *Dental Ethics at Chairside: Professional Obligations and Practical Applications* (3rd ed., 2018) The most widely used text in dental ethics.
- 12.Welie, Jos V.M., *Dentistry and Society: Ethical and Professional Obligations in Dental Practice* (2004) Integrates dental ethics with social responsibility.
- 13.Edmund Pellegrino, "Toward a Catholic Philosophy of Medicine" (Theological Studies, 1990) A Catholic personalist view applied to healthcare ethics.
- **14.Edmund Pellegrino, "The Four Principles and the Doctor–Patient Relationship" (1995)** Critical essay aligning principlism with a virtue/relationship-based approach.
- 15.Jonsen, Albert R.; Siegler, Mark; & Winslade, William J., *Clinical Ethics: A Practical Approach to Ethical Decisions in Clinical Medicine* (8th ed., 2015) Widely used in medical/dental clinical settings.
 - 16.Sandel, M. (2010). Justice. What's the right thing to do? Penguin.