



Information about the subject

Degree: Bachelor of Science Degree in Podiatry

Faculty: Faculty of Medicine and Health Sciences

Code: 470404 **Name:** Science, Reason and Faith

Credits: 6,00 **ECTS Year:** 4 **Semester:** 1

Module: CHURCH SOCIAL TEACHING

Subject Matter: Social Doctrine of the Church **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:

474A

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Module organization

CHURCH SOCIAL TEACHING

Subject Matter	ECTS	Subject	ECTS	Year/semester
Social Doctrine of the Church	6,00	Science, Reason and Faith	6,00	4/1

Recommended knowledge

It's not necessary



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 values the person and the factors that constitute his nature: physical, psychic, rational and spiritual.
- R2 Identifies 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 Shows 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 Demonstrates the sense of faith in order to be able to establish a fruitful dialogue with today's thinking and culture regarding the human condition and its fundamental problems.
- R8 The students is able to deepen the reasons for their hope.
- R9 Knows how 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 can 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
CB2	Students know how to apply their knowledge to their work or vocation in a professional way and possess the skills 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 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 convey information, ideas, problems and solutions to both specialized and non-specialized audiences.			X	
GENERAL		Weighting			
		1	2	3	4
CG9	Students critically assess the terminology, clinical trials and methodology used in podology-related research.			X	
CG10	Identify that the practice of the profession is based on respect for patient autonomy, beliefs, culture, genetic, demographic and socio-economic determinants, applying the principles of social justice and understanding the ethical implications in a changing global context.			X	
CG11	Students incorporate the ethical and legal principles of the profession into practice, always acting on the basis of compliance with deontological obligations, current legislation and normopraxis criteria, integrating social and community aspects into decision-making			X	
TRANSVERSAL		Weighting			
		1	2	3	4



CT1	Analytical capabilities				X
CT3	Oral and written communication in native language				X
CT5	Computer skills related to the field of study			X	
CT6	Information management capacity				X
CT7	Problem solving	X			
CT8	Decision making			X	
CT9	Teamwork			X	
CT10	Interdisciplinary teamwork		X		
CT12	Interpersonal skills			X	
CT13	Recognition of diversity and multiculturalism				X
CT14	Critical Reasoning				X
CT15	Ethical commitment				X
CT16	Autonomous learning				X
CT17	Adaptation to new situations			X	
CT18	Creativity			X	
CT22	Motivation for quality				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, R7, R8, R9	10,00%	Open questions
R1, R2, R3, R4, R5, R7, R8, R9	40,00%	Tests
R1, R2, R3, R4, R5, R7, R8, R9	40,00%	Oral presentation
R1, R2, R3, R4, R5, R7, R8, R9	10,00%	Class participation

Observations

OBJECTIVE TESTS: Set of oral and / or written tests used in the evaluation initial, formative, or summative of the student. THEORETICAL PRACTICAL ACTIVITIES: Presentation of contents by the teacher, analysis of competencies, explanation and demonstration of abilities, skills and knowledge in the classroom. Group work sessions supervised by the teacher. Study of cases. Building meaningful knowledge through student interaction and activity. Critical analysis on values ?? and social commitment. ATTENDANCE AND PARTICIPATION IN CLASS: Presentiality and proactive attitude in classes. FINAL PRESENTIAL EXAM: Oral and / or written test carried out at the end of the course on the subject matter.

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 Theoretical classes (TC). Training activity preferably oriented to the acquisition of knowledge skills. It is characterised by the fact that students are spoken to. Also called master class or expository class, it refers to the oral exposition made by the teacher, (with the support of a blackboard, computer and cannon for the exposition of texts, graphics, etc.).
- M2 Seminars (S). Training activity preferably oriented to obtain knowledge application and research competences. Knowledge is built through interaction and activity. Consisting of supervised monographic sessions with shared participation (Teachers, students, experts). The size of the group is variable, from a large group to small groups, no less than 6 students for interaction. The evaluation will be made by means of follow-up records by the teacher. Participation and development of problem-solving skills should be taken into account.
- M4 Classroom practice (CPA). Training activity of work in groups that is developed in the classroom. It includes work with documents (e.g.: work with articles or documents, clinical case studies, diagnostic analyses, etc). The size of the group is variable, in a range of 10-20 students.
- M7 Tutorials (T). Set of activities carried out by the teacher with personalised attention to the student or in small groups with the aim of reviewing and discussing the materials and topics presented in the classes, seminars, readings, completion of assignments, etc. The aim is to ensure that education is truly a comprehensive training of the student and is not reduced to a transfer of information. It is, therefore, a personalized relationship of help in which the teacher-tutor attends, facilitates and guides one or more students in the formative process.
- M8 Evaluation (Ev). It is the set of processes that try to evaluate the learning results obtained by the students and expressed in terms of acquired knowledge, capacities, developed skills or abilities and manifested attitudes. It covers a wide range of activities that can be developed for students to demonstrate their training (e.g. written, oral and practical tests, projects or assignments,). It also includes Official Calls.
- M10 Estudio del alumno: Preparación individual de lecturas, ensayos, resolución de problemas, seminarios



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical lessons M1	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	37,50	1,50
Seminar M2	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	7,50	0,30
Practice lessons M4	R1, R2, R5, R7, R8, R9	7,50	0,30
Office Hours M7	R5, R8	5,00	0,20
Evaluation M8	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	2,50	0,10
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Autonomous work M10	R3, R4, R5, R9	45,00	1,80
Group work M10	R2, R3, R6, R7, R10	45,00	1,80
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
UD 1. Science and religion.	In this Unit science and religion are presented as two great visions of the world called to be complemented through the mediation of philosophy. I know the different types of religiosity work, as well as the two great forms of non-religiosity: atheism and agnosticism.
UD 2. Scientific knowledge and religious knowledge.	In this Unit the characteristic epistemologies of scientific knowledge and religious knowledge: principles, object, methodology, scope and limits. The need for both types is shown of knowledge to arrive at an adequate knowledge of reality.
UD 3. Relations between science and religion.	En esta Unidad se trabaja los tipos de relaciones que pueden darse, y se han dado históricamente, entre la ciencia y la religión en tanto que actividades humanas: conflicto, independencia, diálogo, complementariedad, integración
UD 4. Scientific materialism.	Esta Unidad explica la naturaleza del materialismo científico y sus implicaciones en la comprensión del ser humano en relación con las características de inteligencia y libertad. Se trabajan nociones como materia, espíritu, científicismo, determinismo, indeterminación, libertad, mente, cerebro.
UD 5. Science and faith	Reception of the scientific contents of antiquity in Christian culture.
UD 6. Santos Padres y Edad Media.	This Unit collects the role of the Holy Fathers in the preservation of 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.



UD 7. El nacimiento de la ciencia moderna.

Se trabaja aquí en cómo se originó la revolución científica: naturaleza de la ciencia moderna, figuras más representativas, precursores de ella en la Edad Media.

UD 8. The Galileo case.

Historical figure of Galileo: Process against Galileo, position of the Church then and today. Contrast with the figure of Copernicus.

UD 9. Cosmology and creation. 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 the world. Relationship between both.

UD 10. Darwin and the theory of evolution.

Historical figure of Darwin. How his theory of evolution. Position of the Church with respect to her: Creation and divine Providence, and human uniqueness. Implementations to the theory of Darwinian evolution. Difference between evolutionary theory and radical evolutionism.

UD 11. The origin of life and man.

Main scientific theories about the origin of life and of man. Dispersion of humanity. Specificity of *Homo sapiens sapiens*.

UD 12. Modern scientists and ask about God.

Tour of different relevant figures of science modern considering its position on the question of God: believing scientists, agnostics and atheists. With it shows that science neither affirms nor denies God, but that science religious belief constitutes a human experience irreducible to mere scientific knowledge, which has no ability to refute it.

UD 13. Science and ethics.

Ethical nature of the human being. Main paradigms ethical. Essential character of the ethical dimension in the professional work. Social dimension of ethics.



Temporary organization of learning:

Block of content	Number of sessions	Hours
UD 1. Science and religion.	3,00	6,00
UD 2. Scientific knowledge and religious knowledge.	3,00	6,00
UD 3. Relations between science and religion.	2,00	4,00
UD 4. Scientific materialism.	2,00	4,00
UD 5. Science and faith	2,00	4,00
UD 6. Santos Padres y Edad Media.	2,00	4,00
UD 7. El nacimiento de la ciencia moderna.	2,00	4,00
UD 8. The Galileo case.	2,00	4,00
UD 9. Cosmology and creation. Origin of universe.	2,00	4,00
UD 10. Darwin and the theory of evolution.	2,00	4,00
UD 11. The origin of life and man.	2,00	4,00
UD 12. Modern scientists and ask about God.	3,00	6,00
UD 13. Science and ethics.	3,00	6,00



References

·Artigas, M. (1983). Ciencia, razón y fe. Iniciación filosófica. Editorial EUNSA: Pamplona(Navarra)·Escudero, E. (2002). Creer es razonable: fenomenología y filosofía de la religión. EdicionesSiquem: Valencia·Pablo VI. (1965). Gaudium et spes. Recuperado de:http://www.vatican.va/archive/hist_councils/ii_vatican_council/documents/vat-ii_const_19651207_gaudium-et-spes_sp.html·Papa Francisco. (2013). Lumen fidei. Recuperado de:http://w2.vatican.va/content/francesco/es/encyclicals/documents/papa-francesco_20130629_enciclica-lumen-fidei.html·Papa Francisco. (2015). Laudato si. Recuperado de:http://w2.vatican.va/content/francesco/es/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si.html·Pío XII. (1950). Humani generis. Recuperado de:http://w2.vatican.va/content/pius-xii/es/encyclicals/documents/hf_p-xii_enc_12081950_humani-generis.html·Ratzinger, J. (2011). Fe y ciencia. Un diálogo necesario. Editorial Sal terrae: Maliaño(Cantabria)·Ratzinger, J. (2005). Fe, verdad y tolerancia. Fe cristiana y religiones mundiales. EditorialSígueme (4º ed.): Salamanca·San Juan Pablo II. (1995). Evangelium vitae.http://w2.vatican.va/content/john-paul-ii/es/encyclicals/documents/hf_jp-ii_enc_25031995_evangelium-vitae.html·San Juan Pablo II. (1998). Fides et ratio. Recuperado de:<https://www.google.es/search?q=Fides+et+ratio&oq=Fides+et+ratio&aqs=chrome..69i57j0l5.4791j0j4&sourceid=chrome&ie=UTF-8>·Udías, A. (2010). Ciencia y religión. Dos visiones del mundo. Editorial Sal terrae: Maliaño(Cantabria)PCA-