



Information about the subject

Degree: Bachelor of Science Degree in Psychology

Faculty: Faculty of Psychology

Code: 290208 **Name:** Science, Reason and Faith

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

Module: ANTHROPOLOGY, PROFESSIONAL HISTORY AND DEONTOLOGY

Subject Matter: SCIENCE, REASON AND FAITH **Type:** Compulsory

Field of knowledge: Social and Legal Sciences

Department: Personality Psychology, Treatments, and Methodology

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:

292A	<u>Ana Belen Álvarez Haya</u> (Responsible Lecturer)	ab.alvarez@ucv.es
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Module organization

ANTHROPOLOGY, PROFESSIONAL HISTORY AND DEONTOLOGY

Subject Matter	ECTS	Subject	ECTS	Year/semester
ANTHROPOLOGY	6,00	Anthropology	6,00	1/2
SCIENCE, REASON AND FAITH	6,00	Science, Reason and Faith	6,00	2/2
SOCIAL MORAL-PROFES SIONAL DEONTOLOGY	6,00	Social Morality-Professional Deontology	6,00	4/1
HISTORY OF PSYCHOLOGY	6,00	History of Psychology	6,00	2/2

Recommended knowledge

No recommended knowledge



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 valuing a person and the factors that conform their nature: physical, psychical, rational and spiritual.
- R2 Recognizing the social nature of a person and the importance of love in human relationships, valuing the fundamentals of solidary action.
- R3 Understanding the dynamics of freedom and their implication: moral responsibility.
- R4 Acquiring basic notions on science and the hominization and humanization processes.
- R5 Pondering on and reasoning existential questions: yearnings, limits and transcendence.
- R6 Identifying the place of affects and emotions of a person.
- R7 Improving the sense of faith in order to establish a fruitful dialogue with current thinking and culture with regards to the human condition and its fundamental problems.
- R8 Being able to delve into the reasons that are the basis of one's hope.
- R9 Being receptive of all theories and thoughts that do not convince the student while respecting those who hold them and have held them.
- R10 Being able to explain the complexity of justice, of common good, and the configuration of the 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):

GENERAL		Weighting			
		1	2	3	4
CG1	The ability to work in interdisciplinary teams.				X
CG2	The ability to develop and constantly update one's competencies, skills and knowledge according to the profession's standards.				X
CG3	Showing interest in the quality of one's performance and being able to develop systems to ensure one's service quality.				X
CG4	Being able to evaluate one's personal performance and knowing one's competencies and limitations.				X

SPECIFIC		Weighting			
		1	2	3	4
CE1	Analyzing needs and requests of addressee functions in different contexts.				X
CE5	Identifying differences, problems and needs.				X
CE7	Analyzing and assessing interaction processes, group dynamics and group and inter-group structures.			X	
CE10	Identifying organizational and inter-organizational problems and needs.				X
CE11	Analyzing the context in which personal behaviors, group and organizational processes take place.				X
CE27	Knowing and adapting to the psychology code of ethics.				X
CE28	To know the functions, characteristics and limitations of the different theoretical models of Psychology.		X		



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TRANSVERSAL		Weighting			
		1	2	3	4
CT1	Capacity to analyze and synthesize.				X
CT2	Capacity to organize and plan.				X
CT3	Mastering Spanish oral and written communication.				X
CT6	Capacity to manage information (capacity to look for and analyze information coming from different types of sources)				X
CT7	Problem solving.				X
CT8	Decision making.				X
CT9	Capacity to work in team.				X
CT10	Capacity to work in interdisciplinary teams.			X	
CT12	Interpersonal skills.				X
CT13	Understanding multicultural and diverse environment.				X
CT14	Critical capacity.				X
CT15	Ethics.				X
CT16	Capacity to develop and update competences, skills and knowledge following professional standards.				X
CT17	Capacity to adapt to new situations.				X



CT18 Capacity to produce new ideas (creativity).

X

CT19 Leadership abilities.

X

CT20 Knowing foreign cultures.

X

CT22 Knowing how to guarantee high quality tasks and services.

X



Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	60,00%	Oral and/or written tests employed in initial, training and/or summative student assessment.
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	20,00%	Presentation of practical activities.
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	20,00%	Attendance and active participation: lessons, group assignments and tutoring sessions. It will be monitored and registered by the teacher.

Observations

Evaluation criterium: In order to pass this module, students will need to obtain a grade equal to or higher than 5 (50%) for all the items.

Criterium of concession of honorific mention: The honorific mention will be granted to students who have obtained a grade equal to or higher than 9.0. The number of mentions will not exceed 5% of enrolled students in a module in the academic year unless the number of enrolled students is below 20, in which case only one mention can be granted (Royal Decree 1125/2003).

Single assessment: In accordance with Article 9 of the General Regulations for the Assessment and Grading of Official Studies and UCV-Owned Degrees, the continuous assessment system is the preferred assessment system at UCV. However, Article 10 allows students who, with justified and accredited documentation, state their inability to attend in-person classes (or synchronous communication activities for virtual and/or hybrid teaching modalities), to be assessed on an extraordinary basis in the so-called single assessment. This single assessment must be requested within the first month of each semester from the Dean's Office of the Faculty, through the Vice-Deans' Offices or Master's Degree Directors. The Dean's Office is responsible for the express decision on whether to admit such a request from the student concerned. The evidence to be presented and/or the test(s) to be taken in the single assessment by the student will be carried out through the same theoretical test as for the rest of the students and through a practical test consisting of the delivery of the Practices indicated, although the percentages awarded to the different assessment instruments will be the following: 40% practical tests and 60% theoretical tests.

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 instructor, always as a tool and complement.

Citation and attribution criteria:



- Any 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.

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	75,00%	Final evaluation consisting of essay questions and hypothetical scenarios.
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	20,00%	Submitted tasks
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	5,00%	Attendance and participation in synchronic communication activities.

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



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 Teacher presentation of contents, competency analysis, explanation and demonstration of capacities, abilities and knowledge in the classroom (presential modality).
- M2 Teacher-supervised groupwork sessions: case studies, diagnostic tests, problems, fieldwork, IT room, visits, data searches, libraries, web, Internet, etc. Building knowledge significantly through interaction and student activities (presential modality).
- M4 Application of interdisciplinary knowledge.
- M6 Personalized attention in small groups. Training and/or orientation period by a teacher aimed at revising and discussing the materials and topics presented in the lessons, seminars, lectures, assignments, etc.
- M7 Set of oral and/or written tests employed in initial, training or summative assessment of the student.
- M8 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and/or tutoring sessions in small groups. Tasks done on the platform or other virtual spaces.
- M9 Students' independent study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and /or small-group tutoring sessions. Tasks on the platform or other virtual spaces.



- M11 Teacher presentation of contents, competencies analysis, explanation and demonstration of capacities, abilities and knowledge on the virtual classroom.
- M12 Group work sessions via chat moderated by the teacher. Case studies –both real and fictional– aimed at building knowledge through interaction and students' activities . Critical analysis of values and social commitment.
- M14 Set of oral and/or written tests employed in initial, training or summative assessment of the student.
- M15 Student's individual study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or turned in in electronic format.
- M16 Individualized attention for the monitoring and orientation in the learning process, performed by a tutor in order to revise and discuss the materials and topics, seminars, readings and assignments, etc.
- M17 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or handed in.
- M18 Participation and contributions to discussion forums related to the subject and moderated by the module's teacher.
- M19 Problem resolution, comments, reports to be handed in according to the deadlines throughout the course.



IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
ON-CAMPUS CLASS Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge. M1, M2, M6, M8	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	25,00	1,00
PRACTICAL CLASSES Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity. M2, M4, M6, M8, M9	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	25,00	1,00
GROUP WORK EXHIBITION Application of multidisciplinary knowledge. M6, M8	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	2,50	0,10
OFFICE ASSISTANCE Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, papers, etc. M6	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	2,50	0,10
ASSESSMENT Set of oral and/or written tests used in initial, formative or additive assessment of the student. M7, M8, M9	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	5,00	0,20
TOTAL		60,00	2,40



LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M2, M8	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	50,00	2,00
INDEPENDENT WORK Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform. M9	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	40,00	1,60
TOTAL		90,00	3,60



ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Virtual session (distance learning) M11	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	25,00	1,00
Virtual practical session (distance learning) M12	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	25,00	1,00
In-person or virtual assessment (distance learning) M14	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	5,00	0,20
Individual tutoring sessions (distance learning) M16	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	2,50	0,10
Discussion forums (distance learning) M12, M18	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	1,30	0,05
Continuous assessment activities (distance learning) M15, M17, M19	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	1,20	0,05
TOTAL		60,00	2,40

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work activities (distance learning) M15, M18, M19	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	40,00	1,60
Teamwork (distance learning) M12, M17	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	50,00	2,00
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
CHRISTIANITY AND HISTORY OF RELIGIONS	History of a selection of monotheistic and polytheistic religions
SCIENCE AND RELIGION. SCIENTIFIC KNOWLEDGE AND RELIGIOUS KNOWLEDGE. RELATIONSHIPS BETWEEN SCIENCE AND RELIGION	<ul style="list-style-type: none">-Science, Reason, Religion and Faith-Philosophy of Science. Philosophy of Religion-Similarities and differences Science-Religion-Relations between Science and Religion
SCIENTIFIC MATERIALISM	<ul style="list-style-type: none">-Materialism. Scientific materialism-Consequences materialism-Criticism of materialism
HISTORY OF THE SCIENCE-FAITH RELATIONSHIP	<ul style="list-style-type: none">-Ancient and Middle Ages-Birth of Modern Science-The case of Galileo-Cosmology. Cosmologies. The origin of the universe-Darwin and the theory of evolution-The origin of life and the human being-Contemporary scientists and the question about God
SCIENCE AND ETHICS	<ul style="list-style-type: none">-Ethics-ethics. Objective of science-Influence of ethics on science-Influence of science on ethics
SCIENCE, RELIGION AND ENVIRONMENT	Laudato si



Temporary organization of learning:

Block of content	Number of sessions	Hours
CHRISTIANITY AND HISTORY OF RELIGIONS	4,00	8,00
SCIENCE AND RELIGION. SCIENTIFIC KNOWLEDGE AND RELIGIOUS KNOWLEDGE. RELATIONSHIPS BETWEEN SCIENCE AND RELIGION	6,00	12,00
SCIENTIFIC MATERIALISM	3,00	6,00
HISTORY OF THE SCIENCE-FAITH RELATIONSHIP	12,00	24,00
SCIENCE AND ETHICS	3,00	6,00
SCIENCE, RELIGION AND ENVIRONMENT	2,00	4,00

References

- Documentos Concilio Vaticano II. (1965). *Constitución pastoral Gaudium et spes*.
- S. Juan Pablo II. (1995). *Carta encíclica Evangelium vitae*.
- S. Juan Pablo II. (1998). *Carta encíclica Fides et ratio*.
- SS. Francisco. (2013). *Carta encíclica Lumen fidei*.
- SS. Francisco. (2015). *Carta encíclica Laudato si*.
- Artigas, M. (1983). *Ciencia, razón y fe*. EUNSA: Pamplona (Navarra).
- Artigas, M. (2004). *Las fronteras del evolucionismo*. EUNSA: Pamplona (Navarra).
- Escudero, E. (2002). *Creer es razonable: fenomenología y filosofía de la religión*. Ediciones Siquem: Valencia.
- Ratzinger, J. (2001). *Fe y ciencia. Un diálogo necesario*. Sal Terrae: Maliaño (Cantabria).
- Udías, A. (2010). *Ciencia y religión. Dos visiones del mundo*. Sal Terrae: Maliaño (Cantabria).