



## Information about the subject

**Degree:** Bachelor of Science Degree in Psychology

**Faculty:** Faculty of Psychology

**Code:** 290404 **Name:** Social Morality-Professional Deontology

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

**Module:** ANTHROPOLOGY, PROFESSIONAL HISTORY AND DEONTOLOGY

**Subject Matter:** SOCIAL MORAL-PROFESSIONAL DEONTOLOGY **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:

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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

Other subjects of the module

## 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 Being able to identify the specific elements of catholic social morals compared to other moral proposals.
- R2 Knowing the basic doctrinal and documental sources according to the methodology of Social Morals and Deontology for the different thematic nuclei.
- R3 Solving case studies on morals following the Social Morals and Deontology.
- R4 Being able to discuss moral and deontological proposals.



## 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
CE8	Identifying group and inter-group 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
CE33	To know the anthropological and social dimension of the human being considering the historical and sociocultural factors that take part in human psychological configuration.			X	

TRANSVERSAL		Weighting			
		1	2	3	4
CT1	Capacity to analyze and synthesize.				X
CT7	Problem solving.			X	



CT8	Decision making.				X
CT9	Capacity to work in team.				X
CT12	Interpersonal skills.			X	
CT14	Critical capacity.			X	
CT15	Ethics.				X
CT17	Capacity to adapt to new situations.				X
CT18	Capacity to produce new ideas (creativity).			X	
CT19	Leadership abilities.		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	60,00%	Oral and/or written tests employed in initial, training and/or summative student assessment.
R3	20,00%	Presentation of practical activities.
R1, R2, R3, R4	20,00%	Attendance and active participation: lessons, group assignments and tutoring sessions. It will be monitored and registered by the teacher.

### Observations

Modalities of evaluation

#### CONTINUOUS EVALUATION:

A minimum of 40% attendance to face-to-face classes is required to be eligible.

a. Written test (6 points)

It will consist of a written exam with essay or multiple choice questions that justify the knowledge acquired throughout the course.

b. Practical test (2 points)

The practical test will be carried out throughout the course in groups or individually, in person and/or through the platform, according to the teacher's instructions and the deadlines indicated on the University's platform.

c. Class attendance (2 points)

In order to be able to add up the rest of the assessment instruments, a minimum of 40% attendance will be essential.

In order to pass the course, the student must pass the different assessment systems separately (attendance and active participation, practicals and exam).

#### FINAL ASSESSMENT

Students who, for justified and documented reasons, are unable to meet the minimum attendance requirements may apply. The request must be made in writing to the lecturer responsible for the subject, who will respond by the same means.

The final assessment does not consist of a single test, but of the set of tests and/or activities necessary to demonstrate and measure all the learning outcomes defined for the subject.

The structure of the single assessment in this subject will be as follows:

a. Written test

(60% of the total mark). Characteristics identical to those described in the continuous assessment.

b. Practical test



(40% of the total grade). This part will include a practical test, which may be oral or written, and, if necessary, extraordinary autonomous work activities to demonstrate the learning outcomes that cannot be assessed by means of an exam.

In both modalities, students will have to pass all parts in order to pass the course.

#### CITATION AND ATTRIBUTION CRITERIA PRACTICAL EVIDENCE

Any use of AI tools must be explicitly stated in the submitted document (e.g. in a footnote or annex).

The name of the tool, the purpose of use (e.g. grammar check, organisation of ideas, writing example) and in which part of the paper it has been used shall be indicated. Responsible use of AI will be assessed as part of the criteria for originality and academic honesty.

#### SECOND CALL

Students who do not pass the written exam at the first sitting because they do not reach 50% of its value (3.00 points), must sit the exam at the second sitting, reserving the marks for the deontological work, the continuous assessment work carried out during the course and the attendance and participation. Likewise, those students who have passed the written test, but not the practical test, may present their work according to the date indicated by the lecturer on the platform and always before the date of the exam at the second sitting.

#### CRITERIA FOR AWARDING HONOURS.

Evidence of levels of excellence in all competences and learning outcomes.

#### Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
	75,00%	Final evaluation consisting of essay questions and hypothetical scenarios.
	5,00%	Submitted tasks
	20,00%	Attendance and participation in synchronic communication activities.

#### Observations

FINAL TEST. It will consist of a written exam with essay or multiple-choice questions that justify the knowledge acquired throughout the course.

In order to pass the course, the student must pass the different evaluation systems separately (attendance and active participation, practicals and exam).

Criteria for awarding Honours. Evidence of levels of excellence in all competences and learning outcomes.

#### CITATION AND ATTRIBUTION CRITERIA PRACTICAL EVIDENCE

Any use of AI tools must be explicitly stated in the submitted document (e.g. in a footnote or annex).

The name of the tool, the purpose of use (e.g. grammar check, organisation of ideas, writing example) and in which part of the paper it has been used shall be indicated. Responsible use of AI will be assessed 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
<b>ON-CAMPUS CLASS</b> Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge. M1, M2, M4, M6, M7, M9	R1, R2, R3, R4	25,00	1,00
<b>PRACTICAL CLASSES</b> 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	R3	25,00	1,00
<b>GROUP WORK EXHIBITION</b> Application of multidisciplinary knowledge. M2, M8	R3, R4	2,50	0,10
<b>OFFICE ASSISTANCE</b> 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	R3	2,50	0,10
<b>ASSESSMENT</b> Set of oral and/or written tests used in initial, formative or additive assessment of the student. M7	R1, R2, R3, R4	5,00	0,20
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>



## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
<b>GROUP WORK</b> 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, M9	R4	40,00	1,60
<b>INDEPENDENT WORK</b> 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	50,00	2,00
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## ON-LINE LEARNING

### SYNCHRONOUS LEARNING ACTIVITIES

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

### ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work activities (distance learning) M15, M16	R1, R2, R3, R4	40,00	1,60
Teamwork (distance learning) M12	R1, R2, R3, R4	50,00	2,00
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
Social Morals and Professional Ethics	<p>The design of God's love for humanity. Mission of the Church and Social Doctrine</p> <p>The human person and his rights</p> <p>The principles of the Social Doctrine of the Church.</p> <p>The family and Christian marriage</p> <p>Human work</p> <p>Economic life</p> <p>The political community and the international community</p> <p>The promotion of peace</p> <p>The social magisterium of Pope Benedict XVI and Pope Francis</p> <p>Fundamentals of professional deontology as well as legislation relevant to the practice of the profession of psychology - Research ethics and professional ethics</p> <p>Knowledge of the history of the profession</p> <p>Knowledge of the main European and Spanish professional institutions and associations.</p>

### Temporary organization of learning:

Block of content	Number of sessions	Hours
Social Morals and Professional Ethics	30,00	60,00



## References

### Basic Social Moral Bibliography

- Colom, E. (2016) Curso de Doctrina Social de la Iglesia. Madrid: Ed. Palabra.
- DOCAT (2016) What to do? The Social Doctrine of the Church. Madrid: Ediciones Encuentro.
- Escudero, E. (2015) Síntesis de la Doctrina Social de la Iglesia. Valencia: Siquem.
- Pontifical Council for Justice and Peace (2005) Compendium of the Social Doctrine of the Church. Madrid: Biblioteca de Autores Cristianos
- Sols, J. (ed.) (2014) Pensamiento social cristiano abierto al siglo XXI. Santander: Sal Terrae.

### Basic bibliography Professional deontology

- Aparisi, A. (2006) Ética y deontología para juristas. Navarra: Editorial EUNSA.
- Byung-Chul, H. (2018) La sociedad del cansancio (2nd ed.) Barcelona: Herder.
- Byung-Chul, H. (2021) La sociedad paliativa. Barcelona: Herder.
- Cortina, A. (1989) Ética mínima. (2nd ed.) Madrid: Editorial Tecnos.
- Cortina, A. (2017) Aporophobia. Barcelona: Paidós.
- Cortina, A. & Serra, M.A (coord) (2016). Humanity. Ethical challenges of emerging technologies. Madrid: Ediciones Internacionales Universitarias.
- Del Río, C. (2016) Guía de ética profesional en psicología clínica (10th ed) Madrid: Ediciones Pirámide.