



Information about the subject

Degree: Bachelor of Science Degree in Nursing

Faculty: Faculty of Medicine and Health Sciences

Code: 1211204 **Name:** Science, Reason and Faith

Credits: 6,00 **ECTS Year:** 2 **Semester:** 1

Module: Holistic education

Subject Matter: Philosophy **Type:** Basic Formation

Field of knowledge: Arts and humanities

Department: Medicine and Health Sciences

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

1212A	<u>Jose Alfonso Cosme Rodriguez</u> (Responsible Lecturer)	jose.cosme@ucv.es
1212B	<u>Jose Alfonso Cosme Rodriguez</u> (Responsible Lecturer)	jose.cosme@ucv.es
1212C	<u>Jose Alfonso Cosme Rodriguez</u> (Responsible Lecturer)	jose.cosme@ucv.es
1212E	Leopoldo Quilez Fajardo (Profesor responsable)	leopoldo.quilez@ucv.es
1212F	Leopoldo Quilez Fajardo (Profesor responsable)	leopoldo.quilez@ucv.es



Module organization

Holistic education

Subject Matter	ECTS	Subject	ECTS	Year/semester
Ethics	6,00	Social Deontology Morality	6,00	2/2
Philosophy	6,00	Science, Reason and Faith	6,00	2/1
Antropology	6,00	Anthropology	6,00	1/1

Recommended knowledge

history of science
History of philosophy
History of the phenomenology of religion.



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 To appropriately value the individual and the factors that constitute their nature: physical, psychological, rational, and spiritual.
- R2 To recognize the social nature of the individual and the primacy of love in human relationships, appreciating the foundations of solidarity.
- R3 To understand the dynamics of freedom and its implications: moral responsibility.
- R4 To acquire basic knowledge of science and the processes of hominization and humanization.
- R5 To reflect on and provide reasoning for existential questions: desires, limits, and transcendence.
- R6 To sharpen the sense of faith in order to engage in fruitful dialogue with current thought and culture regarding the human condition and its fundamental problems.
- R7 To be capable of delving into the reasons that underpin hope.
- R8 To be receptive to all theories and thoughts that do not convince the student while respecting those who hold or have held them.
- R9 To explain the complexity of justice, the common good, and the configuration of political society and the State.
- R10 Identify the place of emotions and affectivity in the individual.



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 possession and understanding of knowledge in an area of study that is at the core of general secondary education, and is often at a level that, while supported by advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.	X			
CB2	Students are able to apply their knowledge to their work or vocation in a professional way and possess the skills usually demonstrated by developing and defending arguments and solving 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	That students can convey information, ideas, problems and solutions to both specialized and non-specialized audiences.				X
CB5	Students have developed those learning skills necessary to undertake further study with a high degree of autonomy.				X

GENERAL		Weighting			
		1	2	3	4
7	To understand people without prejudices, taking into account their physical, psychological, and social aspects, as independent and autonomous individuals, ensuring respect for their opinions, beliefs or values, always guaranteeing their right to privacy through professional confidentiality and secrecy.				X



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	55,00%	Theoretical written exams
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	40,00%	Practical tests and works
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	5,00%	Attendance and active participation

Observations

Evaluation criteria: To pass this subject it will be essential to obtain a grade equal to or greater than 5 (50%) in all items. To pass the subject in the 1st registration it will be essential: Achieve a grade equal to or greater than 50% in all items.

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 Exposition of contents by the teacher, analysis of competencies, explanation and demonstration of abilities, skills and knowledge in the classroom.



- M2 Group work sessions supervised by the teacher. Case study, diagnostic analysis, problems, field study, computer room, visits, data search, libraries, network, Internet, etc. Significant construction of knowledge through student interaction and activity.
- M6 Personalized attention and in small groups. Period of instruction and/or orientation carried out by a tutor with the objective of reviewing and discussing the materials and topics presented in the classes, seminars, readings, completion of assignments, etc.
- M7 Set of oral and/or written tests used in the initial, formative or summative evaluation of the student.
- M8 Student study: Individual preparation of readings, essays, problem solving, seminars, papers, memoirs, etc. To expose or deliver in the theoretical classes, practical classes and/or small group tutorials. Work done on the university platform (www.plataforma.ucv.es).
- M9 Group preparation of readings, essays, problem solving, papers, memoirs, etc. To present or deliver in the theoretical classes, practical classes, seminars and/or small group tutorials. Work done on the university platform (www.plataforma.ucv.es).
- M11 An oral presentation through an argumentative and dialogic discourse of information, ideas, problems, and solutions to specialised and non-specialized audience.



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
In-campus interactive lecture M1	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	38,00	1,52
Practice Classes M1, M2	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	12,00	0,48
Exhibition of group works M11	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	4,00	0,16
Tutorial M6	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	4,00	0,16
Evaluation M1, M2, M6, M7	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	2,00	0,08
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Student's self-employment M8	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	20,00	0,80
Group work M9	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	70,00	2,80
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
BLOQUE 1	1.- SCIENCE AND RELIGION. 2.- SCIENTIFIC KNOWLEDGE AND RELIGIOUS KNOWLEDGE. 3.- RELATIONSHIPS BETWEEN SCIENCE AND RELIGION.
BLOQUE 2	4.- SCIENTIFIC MATERIALISM
BLOQUE 3	5.- HISTORY OF THE SCIENCE-FAITH RELATIONSHIP - ANCIENT AGES AND MIDDLE AGES 6.-THE BIRTH OF MODERN SCIENCE 7.- THE GALILEO CASE 8.- COSMOLOGY AND CREATION 9.- DARWIN AND THE THEORY OF EVOLUTION 10.- THE ORIGIN OF LIFE AND THE HUMAN BEING 11.- MODERN SCIENTISTS AND THE QUESTION ABOUT GOD
BLOQUE 4	12.- SCIENCE AND ETHICS
BLOQUE 5	13.- SCIENCE, RELIGION AND ENVIRONMENT
BLOQUE 6	14.- CHRISTIANITY AND HISTORY OF RELIGIONS



Temporary organization of learning:

Block of content	Number of sessions	Hours
BLOQUE 1	6,00	12,00
BLOQUE 2	2,00	4,00
BLOQUE 3	12,00	24,00
BLOQUE 4	3,00	6,00
BLOQUE 5	3,00	6,00
BLOQUE 6	4,00	8,00

References

-Documents of the Second Vatican Council. (1965). Pastoral Constitution Gaudium et spes. -S. John Paul II. (nineteen ninety five). Encyclical letter Evangelium vitae. -S. John Paul II. (1998). Encyclical letter Fides et ratio. -H.H. Francisco. (2013). Encyclical letter Lumen fidei. -SS: Francisco. (2015). Encyclical letter Laudato si. -Artigas, M. (1983). Science, reason and faith. Philosophical initiation. EUNSA: Pamplona (Navarra). -Artigas, M: (2004). The frontiers of evolutionism. EUNSA: Pamplona (Navarra). -Escudero, E. (2002). Believing is reasonable: phenomenology and philosophy of religion. Shechem Editions: Valencia. -Velasco, Martin. (1978). Introduction to the phenomenology of religion. Christendom. Madrid -Monod, Jacques (1970). Chance and necessity. Barral Editors. Barcelona -Ratzinger, J. (2011). Faith and science. A necessary dialogue. Salt Terrae: Maliaño (Cantabria). -Udías, A. (2010). Science and religion. Two visions of the world. Salt Terrae: Maliaño (Cantabria). -Ziman, John. (1978) The credibility of science. Editorial Alliance. Madrid -Ziman, John. (2002) What is science? Cambridge University Press. Madrid