

# Teaching guide

## IDENTIFICATION DETAILS

Degree:	Pharmacy		
Scope	Pharmacy		
Faculty/School:	Experimental Sciences		
Course:	EDUCATION FOR SOCIAL RESPONSIBILITY		
Type:	Compulsory	ECTS credits:	3
Year:	3	Code:	2537
Teaching period:	Sixth semester		
Subject:	Social Aspects		
Module:	Social and Historical Aspects		
Teaching type:	Classroom-based		
Language:	Spanish		
Total number of student study hours:	75		

## SUBJECT DESCRIPTION

The Social Responsibility course aims to train university students in social commitment so that tomorrow they can exercise their profession out of service to others and as a concrete way of contributing to the common good and social justice. The purpose of the subject is for the student to think and act as a socially responsible university student. To this end, the subject consists of service-learning through reflective social practices (syllabus and tutoring) whose purpose is to discover that man and his fundamental questions are not an idea, but a concrete singular.

The subject of Social Responsibility is one of the four essential pillars of university education and a key tool for

training students in 'service to society'. The purpose of the subject is for the student to think and act as a socially responsible university student and then also to be one in the exercise of their profession. We understand that in order to do this, he must know the human being (especially in his capacity of being limited and vulnerable), the current world and the principles that govern it.

The pharmacist plays a leading role in improving and promoting the quality of life and especially their health, so it will be a subject that becomes fundamental so that students can find and provide strong reasons to contribute with our way of being in the world and our work to the common good, to social justice and to transforming society in our environment as university students today and as professionals in a few years.

The subject of 'Social Responsibility' was conceived as part of a whole: comprehensive university education. Among other things, -and this is the place that this subject seeks to cover-, we cannot forget that our actions always have a social dimension both in its execution itself and in its consequences or repercussions, and this dimension cannot and should not be indifferent to us. How is it going to be indifferent to us if it is part of our own life, of our own being and affects others? Thus, it is understood to what extent and in what way the scope of this subject is intended to be much greater than that of circumstantial social practices. The subject of Social Responsibility has, at least as its objective, a much broader foundation: it seeks to root social commitment not only in our hearts, but also in our minds and wills, so that when this social impulse does not arise spontaneously, we are still able to find reasons that support it, firm motives that stem from solid reasons.

## GOAL

The questions that this subject intends to be assimilated to are the following: 1. Who is man? What are its fundamental dimensions, those that constitute it as a microcosm full of paradoxes? 2. How is it possible to harmonize your individual and personal condition with your essentially relational nature, or the good of the person with the common good? 3 Why can it be said that the human person is open to transcendence and to what extent is this openness important for the fullness of their development and the achievement of a successful life? 4. What is there in the human being that belongs to the order of nature and what enables him to be a generator of culture? To what extent is the cultural habitat in which we live important for the constitution of what we are? 5. How can we propose a balanced relationship between man and the natural environment so that, while recognizing our legitimate dominance over that environment, we nevertheless respect the dignity that is also inherent to it? 6. What is work and what role does it play in our personal development? On what conditions does it depend that work is effectively a factor of "humanization", that is, not only a channel for human development but for true progress? 7. Since human beings are always exposed to the possibility of suffering, how can we face the evil that stalks us both physically and morally? 8. What is valuable about human beings to deserve, whatever their origin and condition—or even their behavior—, truly "humane" treatment? 9. What can serve as a solid foundation for so-called human rights? How to conceive the idea of equality so that it is applicable to all in the exercise and respect of those rights, and what is the relationship between that idea and social justice? 10. And, in short, if every human being can and must be aware of the demanding call for solidarity, how can we recognize and follow it? This subject is conceived as a unit with three interdependent areas of development: theoretical reflection in the classroom and by the teacher, the carrying out of social practices in an institution and the personal support of the student through mentoring. What is intended with this subject is a reflective solidarity action in the classroom and social practices that offers student freedom the opportunity to internalize the value of solidarity and gratitude in order to train a socially responsible university and professional.

The specific aims of the subject are:

Develop reflective solidarity action in the classroom environment and in social practices, which offers students the opportunity to internalize the value of solidarity-gratitude, in order to train a socially responsible university and professional.

Becoming aware of personal dignity by integrating knowledge and action based on hope and the encounter with the other.

Reflect and deepen the foundation, principles and values and sense of social responsibility.

Verify that one's personal and professional development is only acquired through a vital commitment to the other and their environment at the service of the common good.

## PRIOR KNOWLEDGE

The subject of Fundamental Anthropology, studied in the second year, is the theoretical and fundamental support in part of the subject of Social Responsibility, so your knowledge will facilitate its understanding.

In Anthropology we have analyzed what human dignity means, without understanding it we will hardly be able to internalize the need to transform ourselves to transform the world.

The first-year subject of Applied Philosophy, in its theme of thinking creatively, helps us to understand how we should approach the other.

## COURSE SYLLABUS

Introduction: 1. Presentation of the subject. 2. Presentation of Social Practices and Mentoring. Block I The foundation and why of Social Responsibility. 1. University and social change. 2. Why do we have to be socially responsible? 3. Vulnerability and suffering. 4. The dignity and worth of the person. 5. Human Rights. Block II Principles and Values of Social Responsibility. 1. Common good, solidarity, subsidiarity and the universal destination of goods 2. Values necessary to look at the other: truth, freedom, justice, peace and charity. 3. The socially responsible university student today and tomorrow, the professional committed to social justice. Block III: The human being is called to change history 1. Origin and definition of solidarity. 2. Historical development of the concept of solidarity throughout history. 3. Conclusions from historical analysis: how change is possible. Block IV: Perspective and Human Development: 1. Situation at the global level: poverty, health, education, human rights and the situation of women. 2. Agenda 2030 and Sustainable Development Goals, goal 3 health and well-being 3. Our closest environment: 'Classroom meetings'. 3.1. Disability 3.2. Addictions 3.3. Seniors 3.4. Immigration and refugees 3.5. Violence against women 3.6. Childhood 3.7. Disease 3.8. Mental Health 3.9. Homelessness

## EDUCATION ACTIVITIES

The subject of Social Responsibility is developed in three areas: in the classroom, in social practices and in personal support.

Classroom. The classes aim to provoke in the student a reflection on the meaning of social responsibility based on respect for human dignity. The starting point of the course is to consider the possibility of changing the world, our world, our personal and professional environment. The challenge is to assume the share of personal responsibility that everyone has in building a better world from their communities of reference. We all have a concern, a yearning, a desire to change the situations of injustice and inequality that we see around us. And we are going to do it from the reflection and study of a series of issues that are directly related to this way of looking, which transforms the one who looks and transforms those who are looked at by it.

(AFP1) Theory classes. The teacher will present each of the topics: what will be covered, the mandatory readings

and activities, the complementary bibliography and the evaluation and self-evaluation exercises; the student must plan their learning of each topic.

(AFP2) Practical classes. Classroom encounters with people who live the social reality that students have researched or are learning about through their practices. Case study through audiovisual material and readings: projection-exhibition and debate of films and texts in relation to the proposed agenda so that students are able to know the reality of the current panorama in the world and understand the power of love and solidarity in the face of the mystery of suffering.

(AFP3) Exercise classes and problems. They will have classroom sessions dedicated to monitoring their research work. Students reflect together and are enriched by the experiences lived by others.

(AFP4) Exhibition of research work: students will present to the rest of the class a research paper on the social field proposed to them in class. Cooperative learning is being worked on.

(AFP6) Testing.

Social Practices. We want students to approach other realities other than those they live in with that spirit of openness to the universal that must characterize every university student. Open up to the other to meet and to get involved based on personal commitment. To this end, the Department of Social Action assigns each student a social project in which to participate throughout the course in collaboration with an NGO.

(AFP2) Practical classes. The objective of the practices is none other than to experience firsthand that it is possible to do something concrete to change the world of many people who are in an unfair situation, loneliness, suffering, abandonment, illness... giving a little of our time and our person.

Accompaniment.

(AFP5) Tutorials. There will be two one-hour individual mentoring sessions throughout the course and a group session.

In the personalized support program, we try to:

- Accompany students in their personal growth in the field of service to the university community, through proposals that generate a true relationship of encounter (personal and group).
- Generate in the student a commitment to their real fields, helping them to realize their personal development of social responsibility.
- Facilitate the transfer of what has been learned in the classroom, on campus and in your life outside the university, through the monitoring and feedback of each of the activities proposed in the subject (individual and group work, debates, presentations, social practices...)

## DISTRIBUTION OF WORK TIME

TEACHER-LED TRAINING ACTIVITIES	INDIVIDUAL WORK
36 Horas	39 Horas

### Cross Skills

To develop criteria for problem-solving and decision-making both on a professional and personal level.

To nurture an attitude of intellectual curiosity and a quest for truth in all areas of life.

To nurture attitudes of leadership and social responsibility in personal and professional performance.

To be able to apply the foundations and conceptual instruments necessary to establish dialogue between different positions as a means of ensuring healthy, civil coexistence.

To be able to assess knowledge acquired.

## LEARNING RESULTS

Identify the basic principles of ethics and bioethics and apply them in personal and professional life.

Identify one's own personal maturation process and the goals to be achieved, organizing an action plan aimed at achieving them.

Develop a concrete social project and service in a shared way.

## SPECIFIC LEARNING RESULTS

It describes and analyzes the situation of the world today, both near and remote, in some of the most disadvantaged sectors of society and draws conclusions about the implications of man's social nature on socio-political coexistence and organization.

Demonstrates commitment to society by being responsible for its study and collaborating in the implementation of social practices.

It argues the foundations of human dignity and deduces its practical consequences, especially the value of solidarity, the common good and social justice.

He analyzes the values at stake in his social practices, and asks himself about his personal attitude to his own and other people's suffering.

Analyze the Universal Declaration of Human Rights

Supports social responsibility in its pharmaceutical field||Deduces the nature and objective of ethics

Appreciate, based on the results of different anthropological sciences, the question of the essential structure of man as the foundation of other human sciences such as Ethics, Sociology, Pedagogy, etc.

## LEARNING APPRAISAL SYSTEM

A) ORDINARY CALL: To pass the subject: 1. In-person attendance and classroom participation, according to university regulations. Participation in proposed classes and activities (papers, debates, forums, etc.): 1 to 5% SUITABLE for Social Practices. A PTO in Mentoring. 2. Attendance and participation in the institutions assigned

for the internships. Get the APT rating. (The practices will be evaluated by the Department of Social Action, which manages and organizes them). They are key to passing the course. 3. To have completed the three individual mentorships the APTO qualification. They are key to passing the course. (Mentoring will be evaluated by the mentor assigned to each student.) 4. Have obtained a minimum score of 5 out of 10 in the theoretical-practical content score. Evaluation weighting: (SE1) Written or oral, developmental, short answer or test-type tests: 55% (SE3) Research Work and Classroom Meetings: 30%. (SE2) Class participation and proposed activities (papers, debates, forums, etc.): 15% SUITABLE for Social Practices. SUITABLE for Mentoring. B) EXTRAORDINARY CALL: A specific plan will be designed for each student depending on the deficiencies they have in relation to the subject. You must obtain APT in internships and mentoring is a necessary condition for passing the subject. To recover these parts, the student will have to carry out specific programs established by social action and the accompanying institute. The grades obtained in any of the parts that make up the subject (mentoring, social action and foundation in the classroom) will only be maintained for the enrolled course. In other words, if a student has not passed the ordinary call because they have not successfully passed any of the parts, the part approved for the extraordinary one will be saved. If you do not succeed in the extraordinary course, in the next course you must repeat all the parts again (mentoring, social practices and theoretical-practical content). C) ALTERNATIVE EVALUATION FOR REPEATING STUDENTS: Students who for various reasons (second or successive enrollments) do not conform to the regular continuous evaluation system must inform the teacher who teaches the subject at the beginning of the course to apply a special evaluation system that guarantees the acquisition of the necessary competencies and learning results. This evaluation system will consist of work deliveries and tutoring that will account for 40% of the grade and an objective content test such as that of students who have the continuous evaluation system, which will be the other 60% (which must reach 40% to be considered suitable). In addition, they will be obliged, like the rest of their colleagues, to carry out social practices in the institution assigned to them by the Department of Social Action and to carry out mentoring. In all cases, obtaining "APT" in social practices and mentoring are necessary conditions to approve the subject. "Plagiarism, as well as the use of illegitimate means in evaluation tests, will be sanctioned in accordance with those established in the Evaluation Regulations and the University's Coexistence Regulations."

## ETHICAL AND RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE

- 1.- The use of any Artificial Intelligence (AI) system or service shall be determined by the lecturer, and may only be used in the manner and under the conditions indicated by them. In all cases, its use must comply with the following principles:
  - a) The use of AI systems or services must be accompanied by critical reflection on the part of the student regarding their impact and/or limitations in the development of the assigned task or project.
  - b) The selection of AI systems or services must be justified, explaining their advantages over other tools or methods of obtaining information. The chosen model and the version of AI used must be described in as much detail as possible.
  - c) The student must appropriately cite the use of AI systems or services, specifying the parts of the work where they were used and describing the creative process followed. The use of citation formats and usage examples may be consulted on the Library website([https://www.ufv.es/gestion-de-la-informacion\\_biblioteca/](https://www.ufv.es/gestion-de-la-informacion_biblioteca/)).
  - d) The results obtained through AI systems or services must always be verified. As the author, the student is responsible for their work and for the legitimacy of the sources used.
- 2.- In all cases, the use of AI systems or services must always respect the principles of responsible and ethical use upheld by the university, as outlined in the [Guide for the Responsible Use of Artificial Intelligence in Studies at UFV](#). Additionally, the lecturer may request other types of individual commitments from the student when deemed necessary.
- 3.- Without prejudice to the above, in cases of doubt regarding the ethical and responsible use of any AI system or service, the lecturer may require an oral presentation of any assignment or partial submission. This oral evaluation shall take precedence over any other form of assessment outlined in the Teaching Guide. In this oral defense, the student must demonstrate knowledge of the subject, justify their decisions, and explain the development of their work.

## BIBLIOGRAPHY AND OTHER RESOURCES

### Basic

UN Charter of San Francisco

(UN Charter of San Francisco , <https://www.un.org/es/about-us/un-charter>)

PARLAMENTO EUROPEAN History of Human Rights. Current Charter of Human Rights in the EU

(PARLAMENTO EUROPEAN History of Human Rights. Current Charter of Human Rights in the EU ,  
[https://www.europarl.europa.eu/charter/pdf/text\\_es.pdf](https://www.europarl.europa.eu/charter/pdf/text_es.pdf))

Leon XIII Encyclical Rerum Novarum 1891

(Leon XIII Encyclical Rerum Novarum 1891 , [http://www.vatican.va/content/leo-xiii/es/encyclicals/documents/hf\\_l-xiii\\_enc\\_15051891\\_rerum-novarum.html](http://www.vatican.va/content/leo-xiii/es/encyclicals/documents/hf_l-xiii_enc_15051891_rerum-novarum.html))

### Additional

Professor Max Roser OUR WORLD IN DATA