UFV
Teaching guide

IDENTIFICATION DETAILS

Degree:	Biomedicine

Scope	Biology and Genetics

Faculty/School:	Experimental Sciences

Course:	EDUCATION FOR SOCIAL RESPONSIBILITY

Type:	Compulsory	ECTS credits:	6

Year:	2	Code:	2150

Teaching period:	Third-Fourth Semester

Subject:	Social Aspects of Biomedicine

Module:	Social Aspects of Biomedicine

Teaching type:	Classroom-based

Language:	Spanish

Total number of student study hours:	150

SUBJECT DESCRIPTION

Today's society demands socially committed professionals, that is, trained in social responsibility. The University, faithful to its mission of fully training those who pass through its classrooms, must respond to this urgent need to have people who consider the exercise of their profession based on commitment to others and to their environment.

The purpose of the course Education for Social Responsibility, framed in the degree in Biomedicine at the Francisco de Vitoria University, is to link the thought-reality-action triad in the specific field of Social Responsibility. For some time now, we have observed a curious and eloquent phenomenon in the field of social sciences that we can call 'intellectual migration' (Zamagni), which consists of a shift from particular sciences (psychology, sociology, law, economics...) to the anthropological field. As is the case in a large part of migratory movements, they are

based on dissatisfaction and are nourished by hope. Dissatisfaction is the inability to store "new wine in old wineskins"; that is, to give an adequate response to emerging problems in the world today; and it stems from a certain epistemological reductionism. The hope is that of a wider horizon that allows us to place the discipline up to the new times and challenges that arise... and that do not fit into the epistemological paradigms commonly accepted in the various scientific communities. It should be considered that these epistemological approaches are not neutral with respect to the person; that is, they have an anthropological scope. In Eisenberg: 'Planetary movements maintain a sublime indifference to terrestrial astronomical theories. But human behavior does not show such indifference to the behavioral theories adopted by people. ' Epistemological-ontological reductionism, the attempt to confuse reality with the particular method of the various particular sciences, is unable to explain and solve the new problems that concern our societies, among which it is not difficult to discover the growing business concern for CSR, the rise of NGOs or situations of marginalization (immigration, the elderly, drug addictions, indigence, violence...) in our post-industrial societies. These phenomenons—which are imposed with the stubborn roundness of facts—highlight the limits of the homo oeconomicus paradigm, which bases personal well-being on purchasing power and on the categories of utility and dominance... characteristics of homo faber. Basically, it is an anthropological assumption based on the conception of man as an individual that ignores the 'expressive' component of the human being -needs that express the relational structure of man-... Industrial society - characterized by scarcity in the material order- has given way to post-industrial society -characterized by scarcity in the meta-physical order-. The course seeks to address these emerging issues from a rigorous approach that requires an expanded reason, capable of considering the whole of reality, which is greater than the sum of the parts. For this reason, it does not primarily address the technical, social, economic-business issues of Social Responsibility; but only secondarily, in a fundamental anthropological reflection (philosophical-theological); thus following the development initiated in the subject Fundamental Anthropology of the Same Matter. Specifically, it considers these issues from the prism of the research vocation and of scientific-technical practice at the service of society. As a result of the above approach, a reflective solidarity action is intended in the field of the classroom and social practices that offers student freedom the opportunity to internalize the value of solidarity-gratitude in order to train a socially responsible university and professional.

GOAL

It is intended that at the end of the course the student thinks and acts like a socially responsible university student and becomes aware of social responsibility and the need to be involved in the first person.

The specific aims of the subject are:

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

Reflect on the foundation and meaning of social responsibility today as a university student and tomorrow as a professional

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

PRIOR KNOWLEDGE

Those corresponding to the subject of Fundamental Anthropology.

COURSE SYLLABUS

Block I. Foundation and why of social responsibility Block II Looking at the past: The human being is called to change history Block III Looking at the present: World Perspective and Human Development. Block IV Looking at our closest environment: Socially responsible companies and institutions with which they collaborate. Block V: Looking at others and with others: Principles and values of Social Responsibility.

Block I The foundation and why of Social Responsibility. 1. University and social change. 2. Why do we have to be socially responsible? 3. The dignity and worth of the person. 4. Human Rights. Block II: Looking at the past: The human being is called to change history 1. Origin and definition of solidarity. 2. Historical development of the concept of solidarity throughout history. 4. Conclusions from historical analysis: how change is possible. Block III: Looking at the Present: Perspective and Human Development 1. Agenda 20303 and Sustainable Development Goals 2. Situation at the global level: poverty, health, education, human rights and the situation of women. BLOCK IV. Look at our closest environment: Socially responsible companies and institutions with which they collaborate ('Classroom meetings'): Disability, addictions, the elderly, immigration and refugees, childhood, illness, addictions, prisons, indigence... Block IV Looking at others and with others:: 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.

EDUCATION ACTIVITIES

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

CLASSROOM: AFP1 Expository classes. The classes aim to provoke in students 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. Master lesson (admiration and concern for the subject) and intellectual debate on the issues developed in the program; AFNP1 Case studies: personal and team research work, class presentations.

AFP6. Final evaluation: the student must demonstrate understanding of what they have learned throughout the semester through theoretical and theoretical-practical exercises that show if they have achieved the objectives and competencies set out in the subject. Theoretical study of the contents of the subject; analysis of the contents of the theoretical classes, the texts to comment on and the personal research work itself. Case study through audiovisual material and readings: projection-exhibition. 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. Virtual classroom (tutoring, content, activities).

SOCIAL PRACTICES: Social Practices, the student will carry out 50 hours of external internships related to the subject of Education for Social Responsibility. The objective of the internship 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, of marginalization, loneliness, suffering, abandonment, illness... giving a little of our time and of our

person. 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.

SUPPORT: In the personalized support program, we try to: •Accompany the student 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 spheres, 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...)

The teachers of the subject do not authorize the publication by the student of the material provided by the teachers of the subject in the virtual classroom, or by any other means.

DISTRIBUTION OF WORK TIME

TEACHER-LED TRAINING ACTIVITIES	INDIVIDUAL WORK
90 Horas	60 Horas

LEARNING RESULTS

Develop attitudes of social responsibility in personal performance that contribute to the formation of a better professional in the field of biomedicine.

Detect the link between the current world and historical events and recognize the need to locate the historical framework of any event in order to understand it.

To know the meaning and foundation of human dignity, the fundamental dimensions of the human being and the evolution of different anthropologies throughout history, in addition to their practical implications in relation to the field of biomedicine.

SPECIFIC LEARNING RESULTS

Reflect on the profound meaning of the concept of solidarity and human dignity.

Study the major problems that exist in society such as immigration, disability, drug addiction, etc.

Study the current situation of the world in its lights and shadows.

Becoming aware of social responsibility and the need to be personally involved. ||Acquire the theoretical knowledge and experience that will make students consider their social responsibility today as a university student and tomorrow as a professional.

Work as a team.

LEARNING APPRAISAL SYSTEM

In order to pass the course, it is necessary to:
ORDINARY CALL:
 A/ Regular evaluation system:
1. Do the 50 hours of social work experience and obtain the APTO qualification. (The practices will be evaluated by the Department of Social Action, which manages and organizes them).
2. Attend accompaniment sessions, both group and individual, and obtain the APTO qualification.
3. Get a minimum score of 5 out of 10 in the theoretical content grade.
4. Perform teamwork and exhibitions.
Evaluation Weighting:
o SE1 Objective content test: 65% (written and oral).
o SE3 Teamwork: 20%.
o SE4 Participation and proposed activities 15%. Observation technique
B/ Alternative evaluation system: Students who, for justified reasons and accepted by the Department of Academic Planning of the degree, are unable to attend classes on a regular basis, will request follow-up based on an adapted tutoring plan. They will have to take an exam that will account for 70% of the final grade, as well as the work agreed in the tutoring sessions with the teacher (the remaining 30%). 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 the support program with a mentor. Second-year or repeat students will be evaluated in the same way as the rest of their classmates who are taking the subject for the first time.
EXTRAORDINARY CALL: Students who apply for the extraordinary call must pass the evaluable parts that have not been passed in the ordinary call. Obtaining APT in the internship and APT in the accompanying process is a necessary condition for passing the subject. The grades obtained in any of the parts that make up the subject (mentoring, social practices and theoretical-practical content) will only be maintained for the 2025/26 academic year. In other words, if a student has not approved the ordinary call because he has not successfully passed any of the parts, the approved part will be kept until the extraordinary call. If you fail to pass the subject in the extraordinary class, for the next course you must repeat all the parts again (mentoring, social practices and theoretical-practical content).
Plagiarism, as well as the use of illegitimate means in evaluation tests, will be sanctioned in accordance with the university's Evaluation Regulations and 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/).
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

coordinator Carmen de la Calle; José Ángel Agejas... [et al.]. The subject of social responsibility at the Francisco de Vitoria University/Madrid:Francisco de Vitoria University, 2014.

(coordinator Carmen de la Calle; José Ángel Agejas... [et al.]. The subject of social responsibility at the Francisco de Vitoria University/Madrid:Francisco de Vitoria University, 2014. , ||coordinators, Pilar Giménez Armentia, Ángela Barahona Esteban, Teresa López Monje and Carmen de la Calle Maldonado. Social Responsibility/Pozuelo de Alarcón (Madrid): Editorial UFV, 2019.)

Aude Dugast; translation by Fernando Montesinos Pons. Jérôme Lejeune: The freedom of the wise/Buenos Aires: Bomun, 2021.