



## Information about the subject

**Degree:** Bachelor of Science Degree in Speech and Language Therapy

**Faculty:** Faculty of Psychology

**Code:** 1170201 **Name:** Anthropology

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

**Module:** Ethics, Social Doctrine of the Church, Deontology and Anthropology

**Subject Matter:** Anthropology **Type:** Compulsory

**Field of knowledge:** Philosophy

**Department:** Speech Therapy

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** Spanish

**Lecturer/-s:**

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## Module organization

### Ethics, Social Doctrine of the Church, Deontology and Anthropology

Subject Matter	ECTS	Subject	ECTS	Year/semester
Anthopology	6,00	Anthropology	6,00	1/2

## Prerequisites

Formación Básica

## 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 Describe the anthropological dimension of the human being.
- R2 Reason and reflect on the structure of subjectivity: body and soul, affectivity and knowledge of human development.
- R3 Analyze and describe the personal and social factors that constitute the identity of man.
- R4 Describe the psychological and cultural processes
- R5 Elaborate guidelines to enhance the development of the person.



## 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
CG2	Organize a work plan being able to carry it out within a specified period				X
CG3	Find, evaluate, organize and manage information systems			X	
CG4	Speaking and writing fluently, appropriately and with the necessary consistency to meet the academic standards of correctness in the language of instruction				X

  

SPECIFIC		Weighting			
		1	2	3	4
CE23	Understand, apply and critically evaluate teaching techniques and teaching methodology, in addition to resources for teaching language				X
CE24	To know the concept of speech therapy, its purpose and method; the profession of speech therapist; the history of speech therapy; the deontology and the relevant legislation for the professional practice.			X	
CE25	Understand the organization of educational, health and social institutions			X	
CE29	To acquire practical training in individual, group, cooperative and mediation facilitator contexts				X
CE30	Knowing the performance and settings where practice is developed		X		
CE31	Acquire or develop personal resources for intervention: social and communication skills, professional skills, and evaluation of their performance; observing techniques, dynamic techniques or those related to decision making			X	
CE32	Using information technology and communication				X



CE38	To design and carry out speech therapy treatments, both individual and collective, establishing objectives and stages, with the most effective and appropriate methods, techniques and resources, and taking into account the different evolutionary stages of the human being.	X		
CE41	Work in school environments, health care and part of a professional team. Advise on the development, implementation of care and education policies on issues related to speech therapy	X		
CE42	Understand and appreciate the scientific underpinning in the professional development of speech therapy		X	
CE43	Knowing the limits of competencies and knowing when interdisciplinary treatment is necessary		X	
CE44	Explain and support the selected treatment	X		
CE46	Being able to develop skills such as regulating one's own learning, solving problems, thinking critically and adapting to new situations		X	
CE47	Know and be able to integrate the biological (anatomical and physiological), psychological (and evolutionary development processes), linguistic and pedagogical foundations of speech therapy intervention in communication, language, speech, hearing, speech and non-verbal oral functions		X	
CE49	Know and critically evaluate the techniques and tools for evaluation and diagnosis in speech therapy, as well as speech therapy intervention procedures	X		
CE52	Develop and prepare reports for examination, diagnosis, monitoring, termination and referral	X		
CE54	Manage communication technologies and information			X



## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R2, R3	50,00%	Oral and/or written tests: exams, reports, resolution of internships.
R3, R4	30,00%	Attendance, participation, continued work.
R1, R2	20,00%	Performance and/or presentation of individual theoretical and practical activities.

### Observations

#### 1. EVALUATION:

Students may choose between two assessment methods for the course: continuous and single assessment.

##### 1. Continuous Assessment:

A minimum of 70% attendance at in-person classes is required.

The final exam may consist of any of these three options:

- A multiple-choice exercise.
- Topic-based questions and/or short-answer questions.
- An oral exam.

##### 2. Single Assessment:

This is intended for students who, for justified and documented reasons, cannot meet the established minimum attendance requirements. The request must be made in writing to the faculty member responsible for the course, who will respond in writing.

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

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

The exam will consist of the following three exercises:

- The theoretical exam will consist of a written discussion of a randomly selected topic and five short-answer questions (60% of the grade).
- Practical exam and additional assignments (30% of the grade): A test (30 questions, with three alternative answers, with correct answers subtracted from the correct answers).
- An analytical-critical commentary on an anthropological text (10% of the grade).

In both modalities, students must pass all sections to pass the subject.

#### 2.- Citation and attribution criteria:

- Any use of AI tools must be explicitly declared in the submitted document (for example, in a footnote or an appendix).



- The name of the tool, the purpose of its use (e.g., grammar check, organization of ideas, writing sample), and the part of the assignment where it was used will be indicated.
- Responsible use of AI will be evaluated as part of the criteria for originality and academic honesty. Students may not use AI for:
  - Recording or transcribing, in whole or in part, any classroom activity to obtain summaries or notes created by AI.
  - Generating text in assignments related to the activities.
  - Presenting AI-generated work as their own.
  - Providing the AI with statements, exercises, or assessment tests to obtain automated responses.

Under no circumstances will assignments be submitted after the deadline or time established on the platform. Assignments submitted by email, virtual tutoring, or platform messages will not be assessed.

The grades obtained will be valid for only one academic year; therefore, if a student fails the subject, the grade for any of the assessment instruments will not be retained for the second enrollment or subsequent examinations.

3. Attendance. Justified absences count as half of attendance. PROCEDURE: 1. Only if the student has missed more than 30% of the teaching sessions. 2. Only when the above situation applies, the excuse will be issued on the first day the student returns to class after the absence occurred. After this time limit has passed, any excuse will be rejected. 3. Documentary evidence of the incident that prevented attendance at the teaching session will be provided. Non-verifiable incidents will be rejected. VERY IMPORTANT: Under no circumstances should advance notice be given that a class will be missed. Excuses by email, platform messages, or virtual tutoring are NOT ACCEPTED. Failure to comply with this rule will result in penalties. In any case, these types of communications will not be taken into account.

4.- Criteria for granting honors: This distinction will be awarded to students who have obtained a grade equal to or greater than 10, provided that the student has excelled in following and mastering the subject, actively participating in teaching sessions and tutorials, and completing additional work to expand or deepen the topics, such as readings, essays, etc. The number of distinctions awarded may not exceed 5% of the students enrolled in a subject, unless the enrollment is less than 20, in which case only one distinction may be awarded. (Royal Decree 1125/2003).



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 Participative lectures: strategies focused on the transmission of information from teachers to students. Student participation is promoted with hybrid methodologies, in order to consolidate knowledge and encourage critical thinking.
- M2 Practical Class. Classroom practice, laboratory practice and/or simulations: methodologies based on student interaction with problems, technologies, samples or analysis equipment, in order to incorporate experimentation to knowledge.
- M3 Case studies and analysis of clinical histories: students build knowledge from information on cases provided to them. In addition to providing the material, the teacher acts as a guide in the search for the solution.
- M4 Internships in real environments (in-company learning): students participate in the action of their specialty in work centers, approaching the role of the speech therapist.
- M5 Internships in real environments (in-company learning): students participate in the action of their specialty in work centers, approaching the role of the speech therapist.
- M6 Service-Learning: methodology that merges the learning process of students with the intention of providing a real and solidary service in society. Students participate in the selection of objectives and design of actions. Teachers act as guides to develop knowledge in the process.



## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
<p>THEORETICAL CLASSES. Lectures, expository and participative classes. They focus on the approach, analysis and development of competences: explanation and orientation towards the acquisition of the necessary knowledge, instruction in the derived skills and acquisition of professional aptitudes.</p> <p>M1, M2, M3</p>	R1, R2, R3	24,00	0,96
<p>PRACTICAL CLASSES. Individual or group work sessions supervised by the teacher. Analysis of materials related to the subjects: reports, statistics, scientific literature, tests and evaluation tests, problem solving, visualization of clinical histories, simulation of cases, etc.</p> <p>M2</p>	R1, R2, R3, R4	18,00	0,72
<p>SEMINARS. Monographic sessions with the participation of students, teachers and professionals. They focus on specific aspects related to the competencies of the module, subject or subject. They can be held in the classroom, in other academic environments or in other different ones.</p> <p>M1</p>	R2, R3	6,00	0,24
<p>TUTORIALS: Individual or small group meetings to personalize any aspect of the teaching-learning process</p> <p>M3, M6</p>	R1, R3	9,00	0,36
<p>EVALUATION: Set of tests in oral, written, or other audiovisual media. It includes the final exams (exams and presentation of work) and all the elements of continuous evaluation that contribute in a weighted way to the final grade (presentation of work, scheduled activities, questionnaires, etc.) The public presentation of the Final Degree Project is included.</p> <p>M1, M2, M3</p>	R1, R2, R3	3,00	0,12



<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>
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## 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 delivered in theory classes, practical classes or small group tutorials. M2	R2	36,00	1,44
AUTONOMOUS WORK: Personal study of the student. Individual preparation of readings, essays, problem solving, seminar material, papers, reports, etc. to present or deliver in class, complete their training activity and prepare their evaluation tests. M3	R4	54,00	2,16
<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
1. The anthropological problem	Introduction The person, dignity and human rights
2. Intersubjectivity	The fundamental forms of intersubjectivity The fundamental equality of all people Being with others and for others The Church, community of salvation
3. Corporeality The insufficiency of anthropological dualism.	The meaning of the human body. Fundamental male-female equality Sex, gender and personal identity Marriage and family
4.- The world as a fundamental dimension of the human being	The insufficiency of anthropological materialism The spirit as a personal subject. Principles of Christian Anthropology: Substantial Unity of Body and Soul Awareness Freedom and grace Christ and human perfection
5. The mystery of knowledge and truth	The word and the concept Intelligence and reason The fundamental forms of truth Relativistic historicism Knowledge by faith
6. Human action, values and freedom	Freedom and personal fulfillment Determinism or the absolutization of freedom Freedom, values ??and good: ethical relativism. Theistic morality. Natural law and revelation The new law of love versus the law of precepts Consciousness and sense of sin.



7. Historicity of existence and meaning of history

The historical dimension of human life and the meaning of history. Work and culture.  
The transcendence.  
The Christian meaning of history: Creation, Redemption and final Consummation

8. Failure and evil as basic problems of man

Vulnerability to suffering and pain.  
The search for meaning in suffering.  
The extreme situations.  
The Christian meaning of suffering.

9. Death as a fundamental problem of human existence

The inexorability of death  
The perspective of hope

10. Signs of God in humanity

Signs of God in humanity



## Temporary organization of learning:

Block of content	Number of sessions	Hours
1. The anthropological problem	2,00	4,00
2. Intersubjectivity	4,00	8,00
3. Corporeality The insufficiency of anthropological dualism.	2,00	4,00
4.- The world as a fundamental dimension of the human being	4,00	8,00
5. The mystery of knowledge and truth	4,00	8,00
6. Human action, values and freedom	4,00	8,00
7. Historicity of existence and meaning of history	2,00	4,00
8. Failure and evil as basic problems of man	2,00	4,00
9. Death as a fundamental problem of human existence	4,00	8,00
10. Signs of God in humanity	2,00	4,00



## References

### REFERENCES BASIC

Apuntes de Antropología. Aproximación filosófico-teológica (2025)

### SUPPLEMENTARY REFERENCES

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- **DÍAZ, CARLOS Y GRANDE SÁNCHEZ, P. J.** (2024) Antropología filosófica. El personalismo comunitario. Bookman.
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- **LLUCH-BAIXAULI, M.** (2015). Visión cristiana del mundo. Escritos sobre cristianismo y cultura contemporánea. EUNSA.
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- **SANTAMARIA GARAI, M. G.** (2011). Ser persona. Un bicho que busca a Dios. Sekotia.