



## Information about the subject

**Degree:** Bachelor of Science Degree in Human Nutrition and Dietetics

**Faculty:** Faculty of Medicine and Health Sciences

**Code:** 1310404 **Name:** Social Morality. Deontological ethics

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

**Module:** Nutritional, Dietetic and Health Sciences Module

**Subject Matter:** Ethics and professional deontology **Type:** Compulsory

**Field of knowledge:** Health Sciences

**Department:** Medicine and Health Sciences

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

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

**Lecturer/-s:**

1314A [Oscar Diaz Ruiz](#) (**Responsible Lecturer**)

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## Module organization

### Nutritional, Dietetic and Health Sciences Module

Subject Matter	ECTS	Subject	ECTS	Year/semester
Ethics and professional deontology	6,00	Social Morality. Deontological ethics	6,00	4/1
Dietetics	6,00	Dietetics	6,00	2/2
Fundamentals of Nutrition	18,00	Human Nutrition	6,00	2/1
		Nutrition in the Different Life Stages	6,00	3/1
		Parenteral and Hospital Nutrition	6,00	3/2
Pathology and Therapy	24,00	Dietotherapy	6,00	4/1
		Nutritional Pathology	6,00	3/2
		Pharmacology Applied to Nutrition	6,00	3/1
		Physiopathology	6,00	2/2
Documentation	6,00	Documentation and Research Techniques	6,00	4/1

## Recommended knowledge

To explain to the student the contents of Social Morality so that they have a vision of it and of the service it gives to humanity - not exclusively to Catholics.



## 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 The student is able to identify the specific elements of Catholic social morality as opposed to other moral proposals.
- R2 Shows ability to relate the thematic blocks of the subject with the conceptual nuclei of the rest of the areas.
- R3 Knows the basic doctrinal and documentary sources of Social Morality and Deontology for the different thematic nuclei.
- R4 Knows how to analyze a specialized text and relate it to the thematic nuclei of Social Morality and Deontology.
- R5 Manages the basic doctrinal and documentary sources in accordance with the methodology of Social Morality and Deontology.
- R6 The student is able to develop a subject according to the methodology of Social Morality and Deontology.
- R7 Solves practical cases of morality in accordance with the social moral teaching and Deontology.
- R8 Knows how to dialogue with other moral and deontological proposals.
- R9 Knows the different schools and ethical attitudes throughout history. The student also knows how to apply these thoughts to the different aspects of modern society.
- R10 The student can read, understand and analyze the texts of encyclicals with social content.



## 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
CB2	Students know how to apply their knowledge to their work or vocation in a professional way and possess the skills that are usually demonstrated through the elaboration and defense of arguments and the resolution of 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 judgements that include reflection on relevant social, scientific or ethical issues.				X

  

GENERAL		Weighting			
		1	2	3	4
CG02	Students develop the profession with respect to other health professionals, acquiring skills for teamwork.				X
CG04	Students know the limits of the profession and its competences, identifying when an interdisciplinary treatment or referral to another professional is necessary.				X
CG17	Students know the structure of food services and hospital food and nutrition units, identifying and developing the functions of the Dietitian-Nutritionist within the multidisciplinary team.	X			

  

SPECIFIC		Weighting			
		1	2	3	4
CE22	To give scientific and technical advice on food products and their development. To evaluate compliance with such advice.	X			
CE23	To participate in the business teams of social marketing, advertising and health claims.		X		



CE24	To collaborate in consumer protection within the framework of food safety.	X		
CE45	Students know the legal and ethical limits of the dietetic practice.			X
CE47	Students are able to base the scientific principles that support the intervention of the dietitian-nutritionist, subordinating his professional performance to scientific evidence.	X		
CE56	Develop a sense of ethics and responsibility.			X

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

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5	10,00%	Evaluation of the use of the practical classes in the classroom, of problems or computers, seminars and tutorials. Through attendance, and participation in the different activities proposed.
R1, R2, R3, R4, R5, R6, R7	60,00%	Written evaluation of the knowledge and skills obtained. The test may consist of a series of open-ended or multiple-choice questions on the theoretical content of the subject and/or practical exercises (problem solving).
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	30,00%	Evaluation of individual or group practices or activities, in which information related to each of the subjects must be sought and structured, and cases or problems resolved. This is done through a system of continuous evaluation throughout the course, which involves the delivery and / or exposure of work, whose objectives and content will be proposed by the teacher.

### Observations



## 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 capacities, skills and knowledge in the classroom. The blackboard, the computer and the cannon will be used to display texts, graphics, etc.
- M2 Resolution of practical exercises and case studies, analysis of evaluation procedures and procedural intervention. All this with the support of the teacher. This aspect can be controlled through attendance and active participation in the practical sessions.
- M5 Student study: individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. for discussion or delivery in electronic format.
- M7 Personalised attention and in small groups. Period of instruction and/or orientation carried out by a tutor with the aim of reviewing and discussing the materials and topics presented in the classes, seminars, readings, completion of assignments, etc. The attendance of the student and his/her level of gradual development in the knowledge of the subjects will be evaluated.
- M8 A set of tests, written or oral, used in the evaluation of the student.
- M9 Group preparation of readings, essays, problem solving, seminars, papers, reports, etc... for discussion or delivery.



## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical lessons M1	R1, R2, R4, R5	41,00	1,64
Practice lessons M2, M9	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	15,00	0,60
Office Hours M7	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	2,00	0,08
Evaluation M8	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	2,00	0,08
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Autonomous work M9	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	70,00	2,80
Group work M9	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10	20,00	0,80
<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
Didactic Unit 1. The design of God's Love for the humanity. Social Morals: history and concept	<ul style="list-style-type: none"><li>· Historical evolution of Social Morals.</li><li>· Towards a definition of Social Morals.</li></ul>
Didactic Unit 2. The mission of the Church and Social Morals	<ul style="list-style-type: none"><li>· Source of Social Morals.</li><li>· Legitimacy of Social Morals.</li></ul>
Didactic Unit 3. The human person	<ul style="list-style-type: none"><li>· The human person, <i>Imago Dei</i>.</li><li>· The marriage.</li><li>· The family.</li><li>· The society.</li></ul>
Didactic Unit 4. Principles of Social Moral	<ul style="list-style-type: none"><li>· Introduction to principles of Social Moral.</li><li>· Subsidiarity.</li><li>· Participation.</li><li>· Solidarity.</li><li>· Universal destination of goods.</li><li>· The common good.</li></ul>
Didactic Unit 5. Values of Social Moral	<ul style="list-style-type: none"><li>· Relationship between principles, values and virtues.</li><li>· The truth.</li><li>· Freedom.</li><li>· Justice.</li><li>· Charity.</li></ul>
Didactic Unit 6. The Right	<ul style="list-style-type: none"><li>· Human Rights.</li><li>· Natural Law.</li><li>· The Right of religious freedom.</li></ul>





Didactic Unit 7. Human work and economic life

- The Bible and the work.
- The dignity of work.
- The right to work.
- Economic life ·Biblical aspects.
  - Morality and economy.
  - Private initiative and socialism.
  - Economic institutions at the human service.
- Valuation of economic systems
  - Criticism of marxism.
  - Criticism of capitalism
  - The class struggle.

Didactic Unit 8. The political community

- Biblical aspects.
- The foundation and purpose of the political community.
- The political authority.
- The democracy system.
- The political community at the service of civil society.
- The State and religious communities.

Didactic Unit 9. Safeguarding the environment

- Biblical aspects
- The humanity and the univers of things.
- The crisis in the humanity - environment relationship.
- A common responsibility.
- Laudato si.*

Didactic Unit 10. Basic ideas in bioethics

Basic ideas in bioethics

Didactic Unit 11. Actual Ethical Codes in those fields

Analysis of the current ethical codes



## Temporary organization of learning:

Block of content	Number of sessions	Hours
Didactic Unit 1. The design of God's Love for the humanity. Social Morals: history and concept	2,00	4,00
Didactic Unit 2. The mission of the Church and Social Morals	1,00	2,00
Didactic Unit 3. The human person	3,00	6,00
Didactic Unit 4. Principles of Social Moral	2,00	4,00
Didactic Unit 5. Values of Social Moral	2,00	4,00
Didactic Unit 6. The Right	2,00	4,00
Didactic Unit 7. Human work and economic life	4,00	8,00
Didactic Unit 8. The political community	1,00	2,00
Didactic Unit 9. Safeguarding the environment	2,00	4,00
Didactic Unit 10. Basic ideas in bioethics	6,00	12,00
Didactic Unit 11. Actual Ethical Codes in those fields	5,00	10,00



## References

Basic references: ·BENSON, J. Environmental Ethics: An Introduction with Readings, London: Routledge, 2000 ·BUTTIGLIONE, R. Y OTROS, La doctrina Social Cristiana, Encuentro, Madrid 1990. ·CALLICOTT, J.B.; WARREN, K.J. In Defense of the Land Ethic: Essays in Environmental Philosophy, Albany: SUNY Press Series in Philosophy and Biology, 1989. ·COLOM COSTA, E. Curso de doctrina social de la Iglesia, Ediciones Palabra, Madrid, 2001. ·Concilio Vaticano II. Constituciones, Decretos, Declaraciones, Legislación posconciliar, BAC. Madrid. 1970. ·Doctrina Social de la Iglesia (Manual del Instituto Superior de Ciencias Religiosas a Distancia "San Agustín"), Instituto Superior de Ciencias Religiosas a Distancia "San Agustín", Madrid, 1998 ·FERRETE SARRÍA, C. La ética ecológica como ética aplicada. Un enfoque desde la ética discursiva, Ed. Universitat Jaume I de Castelló, 2005. ·FLECHA, C. Ecología y Ecoética, Salamanca: Universidad Pontificia de Salamanca, 2011. ·GUERRA, M.J. Breve introducción a la ética ecológica, Madrid, Antonio Machado Libros, 2001. ·GUTIERREZ GARCÍA, J.L. Introducción a la Doctrina Social de la Iglesia. Parte General, Estudio Teológico de San Idelfonso de Toledo, Toledo, 1993. ·JONAS, H. El principio de responsabilidad: ensayo de una ética para la civilización tecnológica, Barcelona, Herder, 1995. ·MELÉ, D. Cristianos en la sociedad: Introducción a la doctrina social de la Iglesia, Ediciones Rialp, Madrid, 2000. ·PONTIFICIO CONSEJO "JUSTICIA Y PAZ", Compendio de la Doctrina Social de la Iglesia, BAC-Planeta, Madrid 2005. ·SCHOONYANS, M. La enseñanza social de la Iglesia: síntesis, actualización y nuevos retos, Ediciones Palabra, Madrid, 2006. Complementary references: ·TRIGO. T. Ecología y virtudes, EUNSA, Pamplona, 2006. ·VELAYOS, C. La dimensión moral del medio ambiente. ¿Necesitamos una nueva ética?, Comares, Granada, 1996.