** COURSE GUIDE**

**DEGREE:** MEDICINE  
**ACADEMIC YEAR 2015/2016**  
**COURSE:** Second Year

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**Course Title**  
SOCIAL DOCTRINE OF THE CHURCH

<table>
<thead>
<tr>
<th>ECTS</th>
<th>Type</th>
<th>Period</th>
<th>Calendar</th>
<th>Pre-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>X</td>
<td>1st 2nd</td>
<td>Weeks</td>
<td>15</td>
</tr>
</tbody>
</table>

**Course Language**  
Spanish   Valenciano  English   French

**Department**  
Political and Moral Sciences

**Specific Area of knowledge**  
Ethics

**Course Coordinator and other Professors**

- **Name:** Encarna Llamas
- **Office / Faculty:** School of Humanities and Communication, office 356
- **Email:** encarna.llamas@uch.ceu.es
- **Student appointment schedule:** Office Hours will be published on the intranet

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**Introduction to the Course**

This course concentrates on how Catholic social teaching can be brought to bear on a number of concrete contemporary social issues in the areas of economics, social analysis, ethics, race, globalization, human rights, immigration, and biomedical and health-care issues. The presentation of Catholic social thought will explore how the particular resources can be used which come from the areas of theological ethics, Scripture, the traditions of the church communities, and the interaction with human experience, interpreted in an interdisciplinary fashion through the social sciences including dialogue with other religious and philosophical traditions.

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**Pre-requisites**
Pre-requisites

There are no formal prerequisites for this course.

Course Objectives

1. Students will become familiar with the Christian tradition, especially in reference to the social principles derived from the Catholic doctrine.
2. Students will be able to critically analyze contemporary social issues in light of the main principles of social justice and social thought.
3. Students will be able to analyze and discuss contemporary social issues and to discuss critically the relevancy of Catholic social doctrine to the contemporary global society.

General and Specific Skills Offered by the Course

Basic Skills
General Skill 1. Knowledge Acquisition
Building on the foundations laid during their secondary education and with the support of advanced textbooks, the students will be able to demonstrate a levels of knowledge and understanding equivalent to those at the forefront of their field of study.

General Skill 2. Application of Knowledge
Students will be able to apply their knowledge to their work or vocation in a professional manner and possess the skills typically demonstrated through devising and sustaining arguments and solving problems within epidemiology and public health.

General Skill 3. Collect and Interpret and Analyse Relevant Data
Students will gain the ability to gather and interpret relevant data to inform judgments that include reflection on social scientific and ethical issues.

General Skill 4. Communication
Students will gain the opportunity to improve their communication skills via dissemination of information, ideas, problems and solutions to both specialist and non-specialist audiences.

General Skill 5. Independent Learning.
Students will be required to develop learning skills necessary to undertake in depth, detailed studies with a high degree of autonomy

Specific Skills
Specific Skill 1. To recognize the essential foundations of medical profession, including ethic principles, legal responsibilities and patient-centered work.

Specific Skill 2. To understand the importance of these principles for the benefit of patients, society and medical profession, paying special attention to professional secret.

Specific Skill 3. To know how to apply the principle of social justice to professional practice and understand health ethic implications in a changing world context.

Specific Skill 4. To deal with professional practice respecting the patient's autonomy, his/ her beliefs and culture.

Specific Skill 23. To communicate effectively and clearly, both in a written and oral way, with patients, relatives, media and other professionals.

Specific Skill 24. To establish good interpersonal communication, which enables the professional to address patients, relatives, the media and other professionals effectively.

Specific Skill 34. To have a critical opinion, creative, with constructive skepticism leading to research.
General and Specific Skills Offered by the Course

Specific Skill 35. To understand the importance and limitations of scientific thought in the study, prevention and dealing with illness.

Specific Skill 36. To have the ability to set hypothesis, gather and value information with critical judgment for problem solving, following scientific method.

Specific Skill 37. To acquire basic formation for research activity.

Transversal Skills

Transversal Skill 1. Students will develop sensitivity to appreciate diversity and cultural pluralism.

Transversal Skill 2. Students will gain the ability to respect patients and colleagues without pre-judgments related to sex, origin and diversity of opportunities, language or culture.

Course Contents

This course serves as a general introduction to the Catholic tradition of reflection upon life in society, including economic and political issues. Students will gain familiarity with the documents of modern Catholic social teaching, including major documents such as encyclicals from Popes, pastoral letters, etc. Attention will be paid to the various contexts (social, ecclesiological, cultural, institutional, historical) in which Catholic social teaching unfolds. Themes will include human rights, solidarity, common good, peace, economic development, work, property ownership, family life, subsidiarity, ecology, justice, and the preferential option for the poor.

Course Structure and Design

Lecture sessions: Training activities mainly oriented to the acquisition of skills and knowledge, 20 hs. 0.8 ECTS.

Seminars: This activity focuses in how to apply and transfer knowledge and is oriented to develop professional skills of knowledge management, communication, analyses and problem solving. 10 hs. 0.8 ECTS.

Students are advised to frequently consult the intranet in order to obtain the most up-to-date timetable information.

Lecture sessions are directed to introduce students in the principles and basic concepts of moral reasoning related to social issues. The professor will present the contents of the course in these sessions, with the purpose of facilitate an overall comprehension of the Catholic Church social teaching.

Practical classes and seminars will focus on analyzing different scenarios related to catholic social teaching. Students will work in groups in applying social teachings to contemporary social issues.
**Estimation of Student Workload**

**Social Doctrine of the Church**

<table>
<thead>
<tr>
<th>6 ECTS:</th>
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**Breakdown of Student Work Hours**

<table>
<thead>
<tr>
<th>Formative Activity</th>
<th>Contact Hours (A)</th>
<th>Independent Study (B)</th>
<th>Total Work Hours (C) = A + B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TAUGHT CLASSES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Theory Classes</td>
<td>25</td>
<td>50</td>
<td>90</td>
</tr>
<tr>
<td><strong>PRACTICAL CLASSES</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Problem Solving</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Debates</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td><strong>SEMINAR CLASSES</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Problem Solving</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Oral Presentations</td>
<td>10</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td><strong>EXAMS AND ASSESSMENTS</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Exam preparation time</td>
<td>30</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Exams and Tests</td>
<td></td>
<td></td>
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<tr>
<td>Feedback and Review of Assignments</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>60</td>
<td>120</td>
<td>180</td>
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**RELATIONSHIP BETWEEN WORK HOURS AND ECTS CREDITS** 30

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**Assessment Criteria**

1. Ordinary Exam Period Assessment
   Regular attendance to class and participation in the way established for each activity is required. The student will be graded on the acquisition and development of all the competencies proper to the course, detailed in this guide.

A. Continuous Evaluation Assignments
   Assignments should be submitted on the date set and will not be accepted after the deadline. Students must submit a printed copy of their assignment in the session of the course established. Assignments will not be accepted by email or by other digital.

1) Seminar, group assignment. 20% of final grade. Introducing one class discussion by offering a 30 minute presentation. Topics will be established by the professor, prepared by all the students and presented by one group chosen at random on the same day of the seminar. The presentation should be geared toward stimulating discussion rather than merely repeating the contents of the common reading. Student presenters should seek to expose the inner logic of the readings and to offer critical insight into the message of the author(s). Since the goal is to stimulate conversation, student presentations should conclude with several items or questions which might serve as a focus for subsequent discussion. In order to clarify finer points and draw connections to related issues, the instructor will offer comments of varying lengths in lecture format in the second half of most class sessions.

2) Seminar and class work and participation along the semester will count for 20% of final course grade. Students will be graded on their preparation and presentation, and on assignments that will be collected by the professor at the end of the class. Students are required to attend, participate and present the work for at least 70% of the seminars and workshops to maintain the continuous evaluation system.
Assessment Criteria

B. Final exam.
The remaining 60% of the final grade corresponds to a single written exam, to be held during the exam period established for that purpose. Students are required to show their knowledge of the contents as long as the mastery of the skills pertaining to information elaborating and critical thinking.

2. Extraordinary Exam Period
Students should meet the same requirements they had for the ordinary period exam. Grades for continuous evaluation obtained during the semester will be summed up to the grade of the extraordinary exam, so is not necessary for students to repeat continuous assessment tasks. However, students should consider the convenience of doing so in the case of having low scores, in order to improve their final grade. Every student interested in repeating his assignments should talk to the professor about it in advance.

Academic Integrity

Plagiarism is a serious breach of academic ethics and will not be tolerated. Plagiarism is “the appropriation or imitation of the language, ideas, and thoughts of another [person], and the representation of them as one’s original work” (Random House Dictionary of the English Language, 1983). It is one of the most serious violations of academic ethical standards. Students are expected to identify all the sources and materials that they have consulted in the course of their research. The use of sources, both oral and written (whether in printed or electronic form), even in slightly modified language or in summary form, must be acknowledged and fully cited. The use of another’s ideas, even without a direct quotation, must be acknowledged and properly cited. The use of any source, whether oral or written, in its original wording must be indicated by the use of quotation marks or indented, blocked quotations and be fully cited. Students who are unsure about the rules regarding plagiarism should consult their professors or the university’s student handbook.

Students are expected to adhere to the university rules governing attitude and behavior in class. The rules are available upon request from the departmental secretary.
Course Program

0. Introductory Session:
   • Nature and Sources of the Catholic Social Teaching
   • Methodological Issues

1. Christianism and occidental culture
   1.1 Historical background
   1.2 Religion and science

2. Life
   2.1 Dignity of human life
   2.2 Death penalty
   2.3 Abortion

3. Freedom
   3.1 Self-development
   3.2 Political freedom

4. Family
   4.1 Marriage
   4.2 Family and society

5. Work
   5.1 Called to work
   5.2 Justice and work

6. Economy
   6.1 Poverty
   6.2 Capitalism

7. Politics
   7.1 Authority and government
   7.2 Common good

8. Ecology
   8.1 Man and the universe
   8.2 Environment, global warming and biotechnology

9. Peace
   9.1 War
   9.2 Terrorism

Basic Bibliography

Catechism of the Catholic Church. Part Three: Life in Christ: Section Two
Compendium of the Social Doctrine of the Church. Pontificium Consilium de Iustitia et Pace.
Additional Reading

- Caritas in Veritate. Encyclical Letter
- Evangelium vitae. Encyclical Letter
- Sollicitudo Rei Socialis. Encyclical Letter
- Centesimus Annus. Encyclical Letter

Other Support Materials

http://www.usccb.org
http://www.justpeace.org/docu.htm
http://www.zenit.org/english/
http://www.vatican.va/edocs
http://bcove.me/8sp9ldzi
http://bcove.me/ftfohs85
http://bcove.me/njrz83yp
http://bcove.me/o72m79
http://bcove.me/0efidd2e
http://bcove.me/db1z0siy
http://bcove.me/5nyyeg0k
Materials for the course will be available at Blackboard.

Recommendations to Students Taking This Course

Regular attendance and class participation is expected. Evidence of careful reading of the assigned materials and thoughtful preparation for class will be considered in determining final course grades.

Links to Ongoing Research

This course deals with some relevant aspects of quality health care, access to health care, ethical issues in health care and health care humanization. Research on different social aspects of health care managing nowadays would influence positively in health care professional practice.

Links to the Health Care Profession

Professional development in health care goes further than mere technical issues, looking for basis in the conception of human dignity and human development. Every professional in health care is expected to have solid humane and moral foundations that provides him or her with the sensitivity and insight to attend persons and contribute to social improvement.