



## COURSE DATA

### Data Subject

<b>Code</b>	34330
<b>Name</b>	Psychology
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2022 - 2023

### Study (s)

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1208 - Degree in Podiatry	Faculty of Nursing and Chiropody	1	Second term

### Subject-matter

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1208 - Degree in Podiatry	8 - Psychology	Basic Training

### Coordination

<b>Name</b>	<b>Department</b>
BALLESTAR TARIN, MARIA LUISA	125 - Nursing
IBAÑEZ DEL VALLE, MARIA VANESSA	125 - Nursing

## SUMMARY

Management Act Health Professions (LOPS 44/2003 of November 21) recognizes the Podiatry as a profession in equal status with other health disciplines but with distinct characteristics.

Podiatry graduates whose main function is the diagnosis and treatment of diseases and deformities of the feet, through therapeutic techniques specific to their discipline.

In the same way that all health professions, the methodology used in the diagnosis and treatment will follow the scientific method steps: Data collection, Diagnosis, Planning, Intervention and Evaluation.

The management of the health professions also requires widening the scope of responsibilities to more generic issues, such as disease prevention, health promotion, maintenance of health and recovery and rehabilitation.

This health perspective, requires a vision of human beings in a more global understanding it as a bio-psycho-social, which extends the practice away from the dominant reductionist views to date.



The podiatrist future thus becomes a health professional whose role goes far beyond mere concern of foot function and physical changes for a more complete view of the human being understood as a unit, detects changes to all levels, biological, psychological and social.

This understanding of podiatry requires any knowledge in these areas. Since the subject we propose in this guide the ultimate goal is to impart knowledge about the way we humans perceive the world around us and interact with it, and the forms of disease of mental processes and psychiatric disorders consequent

From this perspective we have built the guide that follows, taking into account aspects such as the evolution of mental processes in the development life cycle and gender differences.

The subject program is divided into 5 sections:

The first section is introductory and the reviews the basic concepts and methodologies of science in the field of psychosocial health, biopsychosocial nature of the behavioral and psychosocial aspects that characterize the different stages of life cycle.

The second section will develop a more specific way of development of basic psychological processes and which will include signs and symptoms of psychiatric disorders that make up each of these processes.

The third section will review the psychosocial factors related to health behavior and disease, focusing on aspects related to stress, pain and treatment adherence.

The fourth section includes a theoretical approach from relational and therapeutic techniques that the student must acquire for Chiropody establish a satisfactory and effective relationship with patients, family and community. This section will also include the most frequently used techniques for emotional self-control and relaxation, we consider basic for any healthcare professional.

The fifth section introduces more specifically the content that support the theoretical framework in Mental Health for the sixth section focus on the detection and management of people with serious mental health problems and less severe, as well as their involvement with the family. Psychiatric disorders that are taught in this section follow the taxonomic categorization proposed by the DSM-V, and focus on mood disorders, schizophrenic disorders, anxiety disorders and eating disorders.

## **PREVIOUS KNOWLEDGE**

### **Relationship to other subjects of the same degree**

There are no specified enrollment restrictions with other subjects of the curriculum.

### **Other requirements**

No se requieren conocimientos previos.



**COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)**

**1208 - Degree in Podiatry**

- Acquire and apply the theoretical and practical knowledge involved in the psychological aspects of the patient-therapist relationship. Emotional and psychosocial cognitive development of the human being. Know the psychological aspects of pain. Introduction to the study of human behaviour. Social psychology. Influence of the gender factor on the psychological aspects of health and illness.

**LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)**

- .- Learn the basics of human behavior, the main mental processes and the development cognitivito, emotional and psychosocial human being.
- .- Acquire and apply knowledge and skills involved in the psychological aspects involved in the patient therapist.
- .- Understanding the psychological aspects of pain.
- .- To determine the influence of gender on the psychological aspects of health and disease.
- To facilitate the understanding of how the normal and pathological psychic
- Understand the psychosocial aspects that characterize the different stages of development
- Identify the psychosocial factors related to health and disease
- Understand and use the skills and strategies to communicate effectively with patients, families and social groups.
- Identify the main problems associated with the study of psychiatric disorders: definition of mental health and illness, biological bases, psychological and social consequences of mental illness.
- Know the most prevalent diseases including epidemiology, etiology, clinical, interdisciplinary treatment and care to families.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	48,00	100
Classroom practices	10,00	100
Tutorials	2,00	100
Development of group work	6,00	0
Development of individual work	4,00	0
Study and independent work	46,00	0
Readings supplementary material	8,00	0
Preparing lectures	24,00	0
Preparation of practical classes and problem	2,00	0
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY**

The courses of 6 credits will be 4 hours per week during the academic year a total of 60 hours. in the classroom with the whole group.

The total learning time is estimated at 150 hours (60 credits x 25 hours of learning effort per credit ECTS). Of these 40% are devoted to classroom activities (60 hours) and 60% (90 hours) student's independent work.

The scheduling of the course includes the following additional activities to perform in the classroom within the time allotted to the subject. These activities are subject to continuous evaluation of students in their development:

-4 Practical exercises in the classroom to develop specific skills related to theoretical following agenda items:

1. Communication and Human Relations
2. Psychosocial interventions: relaxation
3. Playing or Role
4. Videos

The estimated duration of each exercise is 1 hour.

- 2 Exercises of Role Playing, with a total duration of 4 hours
- 2 Views films, with a total duration of 4 hours
- Assistance and preparation of theoretical and practical classes



a) Classroom theory and practical work in which the contents of the subject will be discussed and carried out using different teaching resources activities: lectures, seminars, round tables with mentally ill relatives and, Role playings, working groups, etc.

b) Study and self-employment

Individual jobs will arise and other cooperative nature, all oriented, supervised and evaluated by teachers.

d) Attendance at tutorials

Individual and group tutorials will serve as a means to coordinate the students in individual and group tasks, as well as to assess both individual progress and the activities and teaching methodology.

## EVALUATION

English version is not available

## REFERENCES

### Basic

1. Llor, B.; Abad, MA.; Garcia, M.; Nieto J. (1995). Ciencias Psicosociales Aplicadas a la Salud. Madrid: McGraw Hill.
2. Cleries X. (2006). La comunicación. Una competencia esencial para los profesionales de la salud. Barcelona: Masson.
3. Morrison, V.; Benett, P. (2008). Psicología de la salud. Madrid: Prentice Hall.
4. Myers, DG. (2005). Psicología. Madrid: Panamericana.
5. Papalia, DE. (2004). Desarrollo humano. (9ª ed.) Madrid: McGraw Hill.

### Additional

1. Caballo VE. (2007). Manual de evaluación y entrenamiento de las habilidades sociales. Madrid: S. XXI. (7ª ed.)
2. McKay, M., Davis, M., Fanning, P. (1985). Técnicas cognitivas para el tratamiento del estrés. Barcelona: Martínez Roca.
3. Vallejo J; Leal C. (2010). Tratado de Psiquiatria. Barcelona: Ars Médica. (2ª ed.)