

**COURSE DATA****Data Subject**

|                      |                       |
|----------------------|-----------------------|
| <b>Code</b>          | 34336                 |
| <b>Name</b>          | Preventative podiatry |
| <b>Cycle</b>         | Grade                 |
| <b>ECTS Credits</b>  | 4.5                   |
| <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 | 3                 | Second term   |

**Subject-matter**

| <b>Degree</b>             | <b>Subject-matter</b> | <b>Character</b> |
|---------------------------|-----------------------|------------------|
| 1208 - Degree in Podiatry | 10 - General podiatry | Obligatory       |

**Coordination**

| <b>Name</b>           | <b>Department</b> |
|-----------------------|-------------------|
| BLASCO GARCIA, CARLOS | 125 - Nursing     |

**SUMMARY**

The subject '**Preventive Chiropody**' (cod.34336) belongs in the module the IInd of the study plan of the degree in Chiropody, which is given in the second semester of the third course of the same one. The importance of this subject takes root in the fact that it has as aim take in value the diseases that can affect the foot to raise preventive measures in order to avoid his appearance. The particularities that arise from this idea happen for the knowledge of the physiological parameters that define the health of the foot, so much to general level as in the infantia, the adult age and geriatrics, the phases of disease that can affect him to anticipate the worsening of his health, and the tools that from the chiropody can make be served to educate to the society in the education of the health of the feet. Therefore, there is approached the maintenance of the health of the feet from a completely holistic vision.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

To deal this subject with the maximum utilization, it will be necessary that the students have overcome before the subjects of firstly and the second course of the degree, specially General Chiropody, Biomechanics and Patomechanics, Podiatric Pathology, Ortopodologia I and the IInd and Dermatology. With these subjects the knowledge and sufficient skills are reached to know the system skeletal muscle of the low member, the most important pathologies that affect the feet, and the treatments most adapte

## OUTCOMES

### 1208 - Degree in Podiatry

- Identify and analyse health problems in the feet in relation to different environmental, biodynamic and social aspects, and also learning in relation to the evaluation of scientifically proven facts and data analysis in general, to apply podology based on scientific evidence.
- Know and apply prevention and education strategies for podiatric health. Podiatric occupational health. Prevention of occupational hazards in podiatry. Sanitation and disinfection. Podiatric health education methods. Design and evaluate health education programmes. Preventive podiatry. Anthropology of health and disease. Health and gender.

## LEARNING OUTCOMES

In agreement with what it has been exposed in the point corresponding to the summary of the subject, each of two competences that are specified in the previous paragraph is directed to acquire a holistic and complete vision of the physiology of the foot and of the diseases that can affect him. In I make concrete,

1. **C8:** the students will have to be capable of identifying the alterations of the foot that indicate that there exists risk of suffering disease, as well as the psychological, social and economic factors that can determine the maintenance of the health of the feet in the different groups of population. The students will realize searches of epidemiological information that contribute information about the health of the feet.

2. **C9:** the students will know and apply the educational tools that can make be served.

**WORKLOAD**

| ACTIVITY                                     | Hours         | % To be attended |
|--|---------------|------------------|
| Theory classes                               | 25,00         | 100              |
| Classroom practices                          | 10,00         | 100              |
| Computer classroom practice                  | 8,00          | 100              |
| Tutorials                                    | 2,00          | 100              |
| Attendance at events and external activities | 2,00          | 0                |
| Development of group work                    | 30,00         | 0                |
| Development of individual work               | 5,00          | 0                |
| Study and independent work                   | 5,00          | 0                |
| Readings supplementary material              | 2,00          | 0                |
| Preparation of evaluation activities         | 11,00         | 0                |
| Preparing lectures                           | 5,00          | 0                |
| Preparation of practical classes and problem | 5,00          | 0                |
| <b>TOTAL</b>                                 | <b>110,00</b> |                  |

**TEACHING METHODOLOGY**

The methodology that must follow to give the theoretical content that understands the modules I to the IVth of the subject will be the magisterial participative class. The professorship will expose the topic and it is it will combine with the active participation of the students in the same one as this one is acquiring the precise knowledge.

In case of fifth module, dedicated to the class practices, the lessons will be explained by the teacher at first. After that, the students will do the practice in couples.

In the sixth module, dedicated to the informatic practices, students will make and comunicate a topic of podiatric health education using non scientific language.

**EVALUATION****Theoretical contents: 20 % (2 points)**

It's a free exam. The students will have to choose 4 questions of 5. Each question will have a maximum of 0,5 point.

No final punctuation will be modified after the correction. The only exceptions will these: there's a mistake in the suma. In the revision only advices to improbe de next exam will be done.



More than 10 spelling mistakes in the 2 exams will suppose the loss of 2 (two) points on the final note once added the theoretical and practical evaluations. In the case the sum of both examinations exceeds 20 mistakes it will not be able to be corrected. And in the case the written content is not understood also it will not be able to be corrected. In these last two cases the exam will pass to the second evaluation. And if the second evaluation give the same case the exam will be able to be suspended definitively. For Erasmus students this spelling mistakes will be adapted.

**Practices: 70 % (7 points)**

This part will be evaluated with a health education program. This program will be done in group. It's recommended not more than 4 people.

The characteristics of the program are these:

1. **Front page:** title, subject, members of the group, academy course and date (0,25 points).
2. **Abstract:** introduction, objectives, methodology, main results, main discussion, main conclusions and key words. Languages: Spanish and English (0,25 points).
3. **Index** (0,25 points).
4. **Picture and illustration index** (0,25 points).
5. **Introduction and justification to the problem** (0,5 points).
6. **Literature revision.** This part must contain at least 10 recent articles published in the last ten years about the topic. Images, pictures and illustration must be numbered and named (0,5 points).
7. **General and specific objectives** (1 point).
8. **Methodology:** design, population to study, inclusion and exclusion criteria, etc. (1 point).
9. **Results:** objective comment of the methodology (0,5 points).
10. **Discussion:** analyses the results with the theory (0,5 points).
11. **Conclusions:** each objective must be concluded (0,5 points).
12. **Bibliography:** style citation Vancouver or APA sixth edition (0,5 points).
13. **Annexes:** without punctuation. Must be present.

The writing must be done in *Times New Roman*, 12 points. Interline 1,5 points, justified format. The work will be presented in class by 2 people at maximum during 10 minutes. The maximum punctuation to obtain is 1 point.

**Class practices: 15 % (1,5 points).**

Each practice will be red and corrected in class. Each practice will be punctuated with 0,2 points. Of this 0,2 points, 0,1 belong to de practice. The other 0,1 points will be added after sending by e-mail to the teacher. Only the first practice will be punctuated doing it in class.

No work received after the date of theric exam will be accepted.

**CRITERIA FOR THE CALIFICATION OF HONOR SCORE:** the first criterion is to have done all the exams. A parts from that, the criteria of the Universidad de Valencia will be took in account according to the teacher's criteria depending of the evolution and work of the student in the course



## REFERENCES

### Basic

- - Marqués, Fernando; Sáez, Salvador; Guayta, Rafael. Métodos y medios en promoción y educación para la salud. UOC. Barcelona. 2004.
- Vallejo Nájera JA. Aprender a hablar en público hoy: cómo cautivar y convencer por medio de la palabra. Barcelona: Planeta, 2013.
- Campo Vidal, M. ¿Por qué los profesionales no comunicamos mejor? Los siete pecados capitales del mal comunicador. Barcelona: RBA, 2011.
- Izuzquiza, F. El gran cuaderno de podcasting: cómo crear, difundir y monetizar tu podcast. Kailas. 2019.

### Additional

- - Cuesta, U., Ugarte, A., Menéndez, T. Comunicación y salud: avances en modelos y estrategias de intervención [pdf]. 2008. Madrid: editorial complutense. ISBN. 978-84-7491-907-3
- Medina, P. Fuentes de información médica. Barcelona: UOC; 2012
- Perea, R. Promoción y educación para la salud: tendencias innovadoras. Díez de Santos; 2009.
- Quiroga, S., Mugarza, F. Comunicar es salud: la comunicación de la salud analizada por sus protagonistas para conocer hacia dónde va la comunicación de la salud. Pearson Educación; 2006
- Sánchez, A. Mi dieta cojea. Paidós Ibérica; 2016
- García, M. El paciente impaciente y otras anécdotas de la boticaria García. La esfera de los libros; 2015
- Frommer, F. El pensamiento power point. Península; 2011