



## Information about the subject

**Degree:** Bachelor of Science Degree in Podiatry

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

**Code:** 470301 **Name:** Anaesthesia and Resuscitation

**Credits:** 6,00 **ECTS Year:** 3 **Semester:** 1

**Module:** CHIROPODOLOGY AND PODIATRIC SURGERY

**Subject Matter:** Anesthesia and Resuscitation **Type:** Compulsory

**Field of knowledge:** Health Sciences

**Department:** Surgical Specialities

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

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

### Lecturer/-s:

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## Module organization

### CHIROPODOLOGY AND PODIATRIC SURGERY

Subject Matter	ECTS	Subject	ECTS	Year/semester
Chiropodology	12,00	Chiropody I	6,00	2/1
		Chiropody II	6,00	2/2
Surgery	12,00	Podiatric Surgery I	6,00	3/1
		Podiatric Surgery II	6,00	3/2
Anesthesia and Resuscitation	6,00	Anaesthesia and Resuscitation	6,00	3/1

## Recommended knowledge

No required



## 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 Perform basic instrumentalised cardiopulmonary resuscitation with defibrillator on a dummy.
- R2 Indicates and performs local anesthesia techniques in 5 clinical cases developed in a structured way and presented as practical cases.
- R3 Develops work presenting the text on anaesthesia, pain management or CPR.
- R4 Responds a questionnaire with short multiple choice questions on the platform, on basic aspects of general anesthesia and implications of complex pathologies in podiatric processes.
- R5 Conducts a surgical programme for a day, establishing the material and human resource requirements for its execution: time, place, plan for summoning patients and the necessary professionals.



## 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
CB3	Students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include reflection on relevant social, scientific or ethical issues.				X

GENERAL		Weighting			
		1	2	3	4
CG3	Students develop the capacity, ability and skill necessary to diagnose, prescribe, indicate, perform and/or elaborate and evaluate any type of podiatric, orthopedic, chiropractic, podiatric surgery, physical, pharmacological, preventive and/or educational treatment, based on the clinical history.				X
CG4	Students acquire adequate clinical experience in each of the podiatry contents, carried out in centres accredited for university podiatry training, promoting interrelationship and effective communication with patients, relatives, and members of the multidisciplinary team.	X			
CG6	Students acquire the ability to perform patient-centred clinical management, health economics and efficient use of health resources, as well as effective management of clinical documentation, with particular attention to confidentiality.	X			
CG11	Students incorporate the ethical and legal principles of the profession into practice, always acting on the basis of compliance with deontological obligations, current legislation and normopraxis criteria, integrating social and community aspects into decision-making			X	



SPECIFIC		Weighting			
		1	2	3	4
CE58	Students know and apply the specific pharmacology for podiatric use. To know and use pre and post surgical pharmacology, the types of anesthesia in podiatry and application techniques.				X
CE60	Students learn the application of cardiopulmonary resuscitation and emergency resuscitation.				X
CE72	Students implement resuscitation and emergency resuscitation measures.				X

TRANSVERSAL		Weighting			
		1	2	3	4
CT1	Analytical capabilities				X
CT2	Organizational and planning skills			X	
CT3	Oral and written communication in native language	X			
CT6	Information management capacity		X		
CT7	Problem solving				X
CT8	Decision making				X
CT9	Teamwork			X	
CT10	Interdisciplinary teamwork				X
CT14	Critical Reasoning				X
CT16	Autonomous learning				X



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

Assessed learning outcomes	Granted percentage	Assessment method
R2, R3, R4	10,00%	Open questions
R2, R3, R4	70,00%	Tests
R1, R2, R3, R4	5,00%	Class participation
R1, R2, R5	15,00%	Practice exam- technical proficiency testing

### Observations

The multiple choice theory test will consist of 50 questions, all multiple choice multiple choice questions, with 4 options each. Wrong answers will deduct 0.33 points. Blank questions will not add or subtract.

The theoretical test open questions, the same day of the theoretical exam, the student will respond in writing to 2 practical cases. To pass the theory test, you must pass 50% of the maximum score of the sum of the multiple choice theory test and the open-ended theory test. That is, you must get at least a 4.

The practical skills test will be held on a different day than the theoretical exam, it will consist of applying the practical skills taught throughout the subject. The score will represent 15% of the final grade, which will be added to the previous one only in the case of having passed the test exam. To pass the subject it is necessary to pass the oral test and the practical skills test.

Attendance: attendance at theoretical classes is NOT compulsory. Attendance at SI practices is mandatory.

Participation: The student's work attitude during classes represents 5% of the final score, provided that the oral test has been passed.



## 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      Theoretical classes (TC). Training activity preferably oriented to the acquisition of knowledge skills. It is characterised by the fact that students are spoken to. Also called master class or expository class, it refers to the oral exposition made by the teacher, (with the support of a blackboard, computer and cannon for the exposition of texts, graphics, etc.).
- M2      Seminars (S). Training activity preferably oriented to obtain knowledge application and research competences. Knowledge is built through interaction and activity. Consisting of supervised monographic sessions with shared participation (Teachers, students, experts). The size of the group is variable, from a large group to small groups, no less than 6 students for interaction. The evaluation will be made by means of follow-up records by the teacher. Participation and development of problem-solving skills should be taken into account.
- M6      Laboratory Practice (CPL). Training activity of work in groups that is developed in the Laboratory. It includes the sessions where students actively and autonomously develop, supervised by the teacher, laboratory experiments. The size of the group is variable, in a range of 10-20 students.



- M7      Tutorials (T). Set of activities carried out by the teacher with personalised attention to the student or in small groups with the aim of reviewing and discussing the materials and topics presented in the classes, seminars, readings, completion of assignments, etc. The aim is to ensure that education is truly a comprehensive training of the student and is not reduced to a transfer of information. It is, therefore, a personalized relationship of help in which the teacher-tutor attends, facilitates and guides one or more students in the formative process.
- M8      Evaluation (Ev). It is the set of processes that try to evaluate the learning results obtained by the students and expressed in terms of acquired knowledge, capacities, developed skills or abilities and manifested attitudes. It covers a wide range of activities that can be developed for students to demonstrate their training (e.g. written, oral and practical tests, projects or assignments,). It also includes Official Calls.
- M10    Estudio del alumno: Preparación individual de lecturas, ensayos, resolución de problemas, seminarios





## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical lessons M1	R1, R2, R3, R4, R5	40,00	1,60
Seminar M2	R3, R4, R5	2,50	0,10
Practice lessons M6	R1, R2, R5	12,50	0,50
Office Hours M7	R1, R2, R3, R4	2,50	0,10
Evaluation M8	R1, R2, R3, R4, R5	2,50	0,10
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Autonomous work M10		70,00	2,80
Group work M10		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 I. Introduction to anesthesiology	<ol style="list-style-type: none"><li>1. Introduction</li><li>2: Preoperative anesthesia.</li><li>3: Monitoring and Security.</li><li>4: Airway.</li><li>5: Pharmacology in general anesthesia.</li><li>6: Perioperative complications</li><li>7: Post-operative care</li></ol>
DIDACTIC UNIT II. Local anesthesia	<ol style="list-style-type: none"><li>8: Pharmacology of local anesthetics.</li><li>9: Introduction and application of ultrasound.</li><li>10: Neuraxial anesthesia.</li><li>11: Upper Limb Anesthesia</li><li>12: Lower Limb Anesthesia: I</li><li>13: Lower Limb Anesthesia: II</li><li>14: Regional ankle and foot anesthetic techniques. Indications and contraindications. Part I</li><li>15: Regional ankle and foot anesthetic techniques. Indications and contraindications. Part ii</li><li>16: Regional ankle and foot anesthetic techniques. Infiltrations. Part I.</li><li>17: Ankle and foot regional anesthetic techniques. Infiltrations. Part II.</li><li>18: Practice I: Ankle and foot regional anesthetic techniques.</li><li>19: Practice II: Ankle and foot regional anesthetic technique.</li></ol>
DIDACTIC UNIT III. Pain	<ol style="list-style-type: none"><li>20: Physiopathology of pain.</li><li>21: Therapeutics of pain. Pharmacotherapy</li><li>22: Interventional pain techniques</li></ol>



## DIDACTIC UNIT IV. Vital support

23: Basic and Immediate Life Support.  
24: Advanced Life Support.  
25: Life Support Practice I  
26: Life Support Practice II

## DIDACTIC UNIT V. Special situations

27: Allergic Reactions and Intoxication.  
28: Antiplatelet and anticoagulant management.

## DIDACTIC UNIT VI. Clinical cases

29: Presentation of clinical cases  
30: Presentation of clinical cases II

## Temporary organization of learning:

Block of content	Number of sessions	Hours
DIDACTIC UNIT I. Introduction to anesthesiology	7,00	14,00
DIDACTIC UNIT II. Local anesthesia	12,00	24,00
DIDACTIC UNIT III. Pain	3,00	6,00
DIDACTIC UNIT IV. Vital support	4,00	8,00
DIDACTIC UNIT V. Special situations	2,00	4,00
DIDACTIC UNIT VI. Clinical cases	2,00	4,00



## References

1. Metcalfe S, Reilly I. Foot and ankle injection techniques. A practical guide. Churchill Livingstone Elsevier. China: 2010.
2. Levine W. Procedimientos en anestesia del Massachusetts General Hospital. Editorial Médica Panamericana. 2013.
3. Tornero C, Roqués V, Hernando J. Fundamentos en anestesia regional. Editorial Médica Panamericana. España. 2019.



## Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

**Situation 1: Teaching without limited capacity** (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

**Situation 2: Teaching with limited capacity** (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

### 1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☐ Kaltura



## **Situation 3: Confinement due to a new State of Alarm.**

In this case, the following changes are made:

### **1. Educational Activities of Onsite Work:**

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒ Microsoft Teams

☐ Kaltura

Explanation about the practical sessions:

Practice will do with video about practic habilities.



## 2. System for Assessing the Acquisition of the competences and Assessment System

### ONSITE WORK

#### Regarding the Assessment Tools:

☐

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☒

The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used
Practical test		Video quiz with short questions	Teams

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

#### Comments to the Assessment System: