



## Information about the subject

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

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

**Code:** 473401 **Name:** Practicum II

**Credits:** 12,00 **ECTS Year:** 4 **Semester:** 1

**Module:** PRACTICUM AND END OF DEGREE WORK

**Subject Matter:** Practicum **Type:** Internship

**Field of knowledge:** Health Sciences

**Department:** Pathology

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

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

### Lecturer/-s:

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## Module organization

### PRACTICUM AND END OF DEGREE WORK

Subject Matter	ECTS	Subject	ECTS	Year/semester
Practicum	36,00	Practicum I	12,00	3/2
		Practicum II	12,00	4/1
		Practicum III	12,00	4/2
Graduate work	12,00	-Bachelor's Thesis	12,00	4/2

## 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 can apply the knowledge acquired during the degree.
- R2 Evaluates, diagnoses and treats the pathologies typical of podiatry.
- R3 Knows the global concept of podology and its competences.



## 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
CB1	Students demonstrate knowledge and understanding in an area of study that is at the core of general secondary education, and is often at a level that, while supported by advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.		X		
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	
CB4	Students convey information, ideas, problems and solutions to both specialized and non-specialized audiences.		X		
CB5	Students develop those learning skills necessary to undertake further studies with a high degree of autonomy.			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



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SPECIFIC	Weighting			
	1	2	3	4
CE63 Take a podiatric history and record the information obtained				X
CE64 Develop the techniques of physical exploration				X
CE65 Develop the ability to perform radiological activities typical of podiatry			X	
CE66 Students interpret the results of complementary tests and rationalise their use.			X	
CE67 Students make a diagnosis and prognosis.			X	
CE68 Students design the comprehensive intervention plan or podiatry treatment.				X
CE69 Students design specific intervention plans for the treatment of risk foot: diabetic, neurological and vascular.			X	
CE70 Students develop the capacity to establish protocols, implement them and evaluate them.				X
CE71 Students develop the ability and skill in the use of the instruments, material and machinery used for the preparation and application of podiatric treatments.				X
CE72 Students implement resuscitation and emergency resuscitation measures.			X	



CE73	Students develop social skills for communication and dealing with the patient and other professionals.				X
CE74	Students manage information exchange with the various health professionals and authorities involved in the prevention, promotion and protection of health.	X			
CE75	Prescribe, administer and apply pharmacological, orthopodological, physical and surgical treatments				X
CE76	Prepare and interpret clinical reports.				X
CE77	Students evaluate the results obtained from the podiatry care process.				X
CE78	Students develop abilities in the clinical management of podiatry services.				X
CE79	Students keep knowledge, skills and attitudes up to date.				X
CE80	Students guarantee the quality of care in the practice of podiatry.				X

## TRANSVERSAL

## Weighting

		1	2	3	4
CT1	Analytical capabilities				X
CT5	Computer skills related to the field of study			X	
CT6	Information management capacity				X
CT7	Problem solving			X	
CT8	Decision making			X	
CT10	Interdisciplinary teamwork			X	
CT15	Ethical commitment				X
CT16	Autonomous learning				X
CT17	Adaptation to new situations				X



CT18	Creativity			X	
CT19	Leadership			X	
CT20	Knowledge of other cultures and customs	X			
CT21	Initiative and entrepreneurship			X	
CT22	Motivation for quality				X



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

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3	30,00%	Written works
R1, R2, R3	10,00%	Class participation
R1, R2, R3	60,00%	Practice exam- technical proficiency testing

### Observations

1.<The first criterion covers a percentage of 30% of the final grade for the evaluation of the final report of practices, this report is delivered through the UCV-Evalúa platform, platform that is completed daily by the student and which reflects all the activities carried out with the detail of basic knowledge, proposed and implemented treatments, proposed and implemented techniques, among others, basis for subsequent evaluation.

2. The second criterion corresponds to the participation and attitude in the development of the Practicum, accounting for an assessment of 10% of the final grade.

3. The third criterion corresponds to the evaluation of the technical aptitude by means of ECOE, in this test the knowledge and practical skills acquired by the student in the clinic are evaluated, corresponding to 60% of the final grade.

It is compulsory to attend 100% of the hours destined to the practicum (both practical and seminar hours) for the student's evaluation. This evaluation will be carried out by the academic tutor individually for each student, taking into account the external tutor's report, which is relevant in the final assessment of criteria 1 and 2.



## 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:

- 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.
- M3      Problems practice (CPP). Training activity oriented to group work for problem solving under the supervision of a teacher. The size of the group is variable, in a range of 10-20 students, to avoid confusion with a master class.
- M4      Classroom practice (CPA). Training activity of work in groups that is developed in the classroom. It includes work with documents (e.g.: work with articles or documents, clinical case studies, diagnostic analyses, etc). The size of the group is variable, in a range of 10-20 students.
- M5      Computer Practice (CPI). Training activity of work in groups that is developed in the Computer Classroom where the learning is developed using the computer as a support. It includes the work with computer models, specific software, web queries, etc. 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.
- M9      Pre-professional Practices: Training activity of face-to-face work in the form of independent clinical rotation and with a final evaluation of competencies, developed in the Podiatric Clinic of the UCV or clinical centres attached to the University, as well as clinical practices in different events of any kind related to Podiatry.
- M10    Estudio del alumno: Preparación individual de lecturas, ensayos, resolución de problemas, seminarios



## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Seminar M2, M3, M4, M7, M9	R1, R2, R3	30,00	1,20
Practice lessons M9	R1, R2, R3	240,00	9,60
Evaluation M8	R1, R2, R3	5,00	0,20
<b>TOTAL</b>		<b>275,00</b>	<b>11,00</b>

## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Autonomous work M10	R3	25,00	1,00
<b>TOTAL</b>		<b>25,00</b>	<b>1,00</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
Initial Session	Generalities, regulations, documents, final report, monitoring and evaluation systems
Clinical sessions.	Brief clinical sessions will be held in which clinical cases, novel articles will be worked on, and podiatric surgery, ultrasound, plantar orthotics will be discussed, as well as topics of interest demanded by students, etc.
Practices.	Assistance practices in different areas of knowledge with real patients in the University Clinics of the UCV.
Seminars	Supervised monographic sessions with shared participation
Evaluation	ECOE II



## Temporary organization of learning:

Block of content	Number of sessions	Hours
Initial Session	1,00	2,00
Clinical sessions.	19,00	38,00
Practices.	100,00	200,00
Seminars	15,00	30,00
Evaluation	2,50	5,00

## References

1. Toyos EB, Ruiz SH, Luis J, Martínez L. GUÍA DE PROTOCOLOS DE PIE DIABÉTICO. (2011)
2. Gómez Ortiz S. Guía farmacológica Podología 2016 Consejo General de Colegios Oficiales de Podólogos. Available at: [www.vademecumpodologico.com](http://www.vademecumpodologico.com) [Accessed September 30, 2021]
3. Merino C, Pino S, Meyer E, Garrido JM, Gallardo F. Realidad aumentada para el diseño de secuencias de enseñanza-aprendizaje en química. *Educ Química* (2015) **26**:94–99. doi:10.1016/j.eq.2015.04.004
4. Bonilla E, Elvira T, Toyos B, Fuentes Rodríguez M, Lafuente G, Guillermo S, Sotillos L, Martínez A, Alfonso N, Nova M, et al. GUÍA PRÁCTICA DE PROTOCOLOS DE GUÍA PRÁCTICA DE PROTOCOLOS DE EXPLORACIÓN Y BIOMECÁNICA EXPLORACIÓN Y BIOMECÁNICA. (2010)
5. Planas E., Sánchez S.: Farmacología de los analgésicos antiinflamatorios y de los analgésicos antitérmicos. En: Tratado de Odontología. Tomo I. SmithKline Beecham. Madrid. 1998.
6. Manso F.J., Bacones A.: Analgésicos y antiinflamatorios en odontología. En Tratado de Odontología. Tomo IV. SmithKline Beecham. Madrid. 1998.
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