



Information about the subject

Degree: Bachelor of Science Degree in Podiatry

Faculty: Faculty of Medicine and Health Sciences

Code: 470202 **Name:** Dermatology

Credits: 6,00 **ECTS Year:** 2 **Semester:** 2

Module: PODIATRIC PATHOLOGY, ORTHOPEDIC, PHYSICAL AND PHARMACOLOGICAL
TREATMENTS

Subject Matter: Pathology **Type:** Compulsory

Field of knowledge: Health Sciences

Department: -

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:



Module organization

PODIATRIC PATHOLOGY, ORTHOPEDIC, PHYSICAL AND PHARMACOLOGICAL TREATMENTS

Subject Matter	ECTS	Subject	ECTS	Year/semester
Orthopodology	12,00	Orthopodiatry I	6,00	2/1
		Orthopodiatry II	6,00	2/2
Pathology	18,00	Dermatology	6,00	2/2
		General Pathology	6,00	2/1
		Podiatric Pathology	6,00	2/1
Therapeutics	12,00	Pharmacological Therapeutics	6,00	3/1
		Physical Podiatry	6,00	3/1

Recommended knowledge

a. Know the structure of the skin and its functions. b. Know the elemental lesions and their histological correlation. c. Develop the student's ability to identify skin lesions that can be found on the feet, and choose the most appropriate attitude to them. d. Know the most frequent dermatological diseases and skin manifestations of systemic diseases.



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 Distinguishes elementary clinical injuries.
- R2 Selects the necessary diagnostic tests.
- R3 Identifies the most frequent cutaneous pathologies.
- R4 The student knows how to use different diagnostic techniques in the clinic.
- R5 Interprets the results obtained in the diagnostic tests.
- R6 The student is capable of preparing documents on dermatology and working in a team.
- R7 Searches for information in bibliographic sources and knows how to analyze them.



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
CB2	Students know how to apply their knowledge to their work or vocation in a professional way and possess the skills that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.				X
CB4	Students convey information, ideas, problems and solutions to both specialized and non-specialized audiences.				X

GENERAL		Weighting			
		1	2	3	4
CG2	Students know the structure and function of the human body, especially of the lower limb, semiology, mechanisms, causes and general manifestations of the disease and diagnostic methods of medical and surgical pathological processes, interrelating general pathology with foot pathology.				X

SPECIFIC		Weighting			
		1	2	3	4
CE27	Students know the anatomical and functional concept of the disease and the classification of diseases. To describe the pathology of the different organs, apparatus and systems. Medical semiology. Dermatology. Rheumatology. Traumatology. Neurology. Endocrinology. Pathological vascular processes. Systemic pathologies with repercussions in the foot.				X
CE28	Students know the pathological anatomy. Cellular pathology. Tissue repair. Cellular growth alterations. Nomenclature and classification of neoplasms.				X



CE32	Students acquire the concept of health and disease. They know the determinants of health in the population and develop the factors that influence the health-disease phenomenon. Students design prevention protocols and their practical application. Public health. Concept, method and use of epidemiology.	X		
CE45	Students know and identify the pathological processes of the foot and systemic processes with podological repercussions, foot at risk and the clinical pathological parameters of structural and functional affections of the locomotive system in decubitus, static and dynamic standing. Identify dermatological lesions and their treatment. To know and apply the specific pharmacology for podological use.			X
CE46	Students know and develop the exploration techniques, to issue a diagnosis and prognosis, and to design the orthopodologic treatment plan of the lower limb pathology. Bone and ligament muscle trauma. Pathology of the forefoot and hindfoot. Congenital deformities. Neurological injuries. Amputations. Asymmetries			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
CT15	Ethical commitment				X



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CT16	Autonomous learning		x	
CT17	Adaptation to new situations		x	
CT18	Creativity	x		
CT22	Motivation for quality			x

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5, R6, R7	75,00%	Tests
	0,00%	Oral presentation
R1, R2, R3, R4, R5, R6	20,00%	Practice (exercises, case studies, problems)
R1, R2, R3, R4, R5, R6	5,00%	Class participation

MENTION OF DISTINCTION:

According to Article 22 of the Regulations governing the Evaluation and Qualification of UCV Courses, the mention of "Distinction of Honor" may be awarded by the professor responsible for the course to students who have obtained, at least, the qualification of 9 over 10 ("Sobresaliente"). The number of "Distinction of Honor" mentions that may be awarded may not exceed five percent of the number of students included in the same official record, unless this number is lower than 20, in which case only one "Distinction of Honor" may be awarded.



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.
- 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.
- 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, R6, R7	54,00	2,16
Seminar M2	R1, R2, R3, R4, R5, R6, R7	2,00	0,08
Office Hours M7	R1, R3, R5, R6	2,00	0,08
Evaluation M8	R1, R2, R3, R4, R5, R6, R7	2,00	0,08
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Autonomous work M10	R1, R2, R3, R4, R5, R6, R7	65,00	2,60
Group work M10	R1, R2, R3, R4, R5, R6, R7	25,00	1,00
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Anatomy and physiology of the skin	<ul style="list-style-type: none">·1. Cutaneous anatomy and physiology. Elemental lesions histological·2. Semiology of diseases dermatological. Elemental skin lesions·3. Nail anatomy. Nail elementary lesions and nail pathology.
Infectious Skin Diseases	<ul style="list-style-type: none">·4. Bacterial infections.·5. Fungal infections.·6. Viral infections.·7. Sexually transmitted diseases.·8. Zoonosis
Dermatological syndromes	<ul style="list-style-type: none">·9. Psoriasis and psoriasiform dermatoses and erythroderma.·10. Atopic and seborrheic dermatitis, acne, rosacea and alopecia.·11. Ichthyosis, dyschromia, genodermatosis.·12. Lichen planus. Aphthosis.·13. Contact dermatitis. Photodermatosis. Urticaria and toxicoderma.·14. Palmoplantar keratoderma.
Autoimmune diseases	<ul style="list-style-type: none">·15. Vasculitis. Panniculitis Neutrophilic dermatitis·16. Connective diseases. Lupus. Dermatomyositis and scleroderma.·17. Bullous diseases
Tumor pathology	<ul style="list-style-type: none">·18. Benign tumors·19. Nevus·20. Melanoma·21. Cancer non-melanoma cutaneous



Feet pathology

·22. Differential diagnosis of dermatological lesions located on the feet.

Temporary organization of learning:

Block of content	Number of sessions	Hours
Anatomy and physiology of the skin	6,00	12,00
Infectious Skin Diseases	6,00	12,00
Dermatological syndromes	6,00	12,00
Autoimmune diseases	6,00	12,00
Tumor pathology	6,00	12,00
Feet pathology		0,00

References

1.Wolff K., Johns RA.: Fitzpatrick. Atlas en color y Sinopsis de Dermatología clínica.Sexta edición. Editorial Panamericana.2010.2. Burns T, Breathnach S, Cox N, Griffiths C. Rook's Textbook of Dermatology. 7th ed:Blackwell Science; 2004.3. Du Vivier A. Atlas de Dermatología Clínica. 2ª ed: Masson; 1995.4. McKee PH. Pathology of the skin. 2nd ed: Mosby; 2005.



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:



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

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

Comments to the Assessment System: