



Information about the subject

Degree: Bachelor of Science Degree in Podiatry

Faculty: Faculty of Medicine and Health Sciences

Code: 470304 **Name:** Podiatric Surgery II

Credits: 6,00 **ECTS Year:** 3 **Semester:** 2

Module: CHIROPODOLOGY AND PODIATRIC SURGERY

Subject Matter: Surgery **Type:** Compulsory

Field of knowledge: Health Sciences

Department: -

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

Recommended reading:

- Minimally Invasive Surgery of the foot. Editorial Glosa ISBN: 978-84-7429-660-0
- Human Anatomy, number 3 Members. Henri Rouviere - André Delmas. Editorial Masson



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 decides on the indication for surgical treatment of a forefoot osteoarticular surgery in a series of clinical cases.
- R2 The student performs the skin plasty techniques in skin simulators.
- R3 The student recognizes the surgical instruments of osteoarticular surgery in the laboratory activities or in an oral test.
- R4 The student performs the pre-surgical and post-surgical protocol in different clinical cases exposed.
- R5 The student performs mid-radius and claw finger surgical procedures on cadaver specimens or on simulators.
- R6 The student performs the first and fifth radius surgical procedures on cadaver specimens or on simulators.
- R7 The student performs goniometric measurements of the forefoot pathology.



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
CB5	Students develop those learning skills necessary to undertake further studies with a high degree of autonomy.				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	
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
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			
CG9	Students critically assess the terminology, clinical trials and methodology used in podology-related research.	X			
SPECIFIC		Weighting			
		1	2	3	4



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TRANSVERSAL		Weighting			
		1	2	3	4
CT1	Analytical capabilities				X
CT7	Problem solving				X
CT8	Decision making				X
CT9	Teamwork			X	
CT10	Interdisciplinary teamwork			X	
CT14	Critical Reasoning				X
CT15	Ethical commitment				X
CT16	Autonomous learning				X



CT17 Adaptation to new situations

x

CT22 Motivation for quality

x



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R3, R4, R7	20,00%	Open questions
R1, R3, R4, R7	60,00%	Tests
R1, R3, R4, R7	0,00%	Practice (exercises, case studies, problems)
R1, R3, R4, R7	0,00%	Class participation
R1, R2, R3, R4, R5, R6, R7	20,00%	Practice exam- technical proficiency testing

Observations

EVALUATION INSTRUMENTS

The Open Questions test will consist of two short answer questions. This test is worth 20% of the total.

The multiple choice test will consist of an exam of 40 multiple choice multiple choice questions (four options as answers of which only one will be correct). Each wrong answer will subtract 0.33 (so three wrong answers will subtract one correct answer). This test is worth 60% of the total.

The Open Question Test and the Multiple Choice Test are taken at the same time. Both tests correspond to the Theoretical Exam, which is worth 80% of the total grade, which is 8 out of 10. It will be necessary to pass this part to take the Practical Exam (this part is considered passed when obtaining 4 out of 8 points). OK). The student will have 90 minutes to respond to both parts.

The practical exam will consist of an oral exam in which the acquired practical skills will be demonstrated. It will consist of questions about the skills developed in the practical sessions. This test is worth 20% of the total.

Class attendance is not mandatory to take the Open Questions Test and the Multiple Choice Test or the Practical Exam.

MINIMUM REQUIREMENTS TO PASS THE SUBJECT:

To pass the subject, the theoretical exam (open questions and multiple choice test) and the practical exam must be passed. In case of passing the Theoretical Exam and the Practical Exam not in the first call, the note of the Theoretical Exam will be saved for the second call. In case of not passing the theoretical exam in the first call, the practical exam will not be carried out nor will the subject be passed. In this case, it will be necessary to repeat the theoretical exam in the second call and take the practical exam only if it is approved.



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.
- 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, R4, R7	49,00	1,96
Practice lessons M4, M6	R1, R2, R3, R4, R5, R6, R7	8,00	0,32
Evaluation M8	R1, R2, R3, R4, R5, R6, R7	3,00	0,12
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Autonomous work M10		90,00	3,60
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
DIDACTIC UNIT I. INTRODUCTION	Introduction Equipment and instruments. Conventional surgery and MIS surgery.
DIDACTIC UNIT II. SURGERY OF MIDDLE RADIOS AND CLAW FINGERS	<ul style="list-style-type: none">-Surgical treatment of interdigital and dorsal exostosis. Conventional surgery and MIS surgery.-Surgical treatment of digital alterations and tenotomies. Conventional surgery and MIS surgery.- Surgical treatment of metatarsal alterations of the minor rays. Conventional surgery and MIS surgery.
DIDACTIC UNIT III. FIRST RADIO SURGERY	<p>Conventional surgery and MIS for HV and Hallux Limitus / Rigidus pathologies:</p> <ul style="list-style-type: none">o Pre-surgical considerations o Anatomical dissection of the first radiuso Resection of exostoses and procedures on soft tissues o Capital osteotomies. Conventional surgery and MIS surgery.o Distal and subcapital osteotomies. Conventional surgery and MIS surgery.o Middiaphyseal osteotomies.o Proximal osteotomieso Metatarsocuneal osteotomieso Phalangeal osteotomieso Arthroplasties of the first metatarsophalangeal jointo Implantso Arthrodesis of the first metatarsophalangeal jointo Bandages
DIDACTIC UNIT IV. FIFTH RADIO SURGERY	<ul style="list-style-type: none">- Conventional Surgery and MIS Surgery
DIDACTIC UNIT V. MIDDLE AND RETROPE SURGERY	<ul style="list-style-type: none">-Heal spur syndrome surgery: exostectomy and fasciotomy-Haglund exostosis surgery -Adult valgus flatfoot surgery.-Flat foot surgery.



Temporary organization of learning:

Block of content	Number of sessions	Hours
DIDACTIC UNIT I. INTRODUCTION	3,00	6,00
DIDACTIC UNIT II. SURGERY OF MIDDLE RADIOS AND CLAW FINGERS	10,00	20,00
DIDACTIC UNIT III. FIRST RADIO SURGERY	13,00	26,00
DIDACTIC UNIT IV. FIFTH RADIO SURGERY	1,00	2,00
DIDACTIC UNIT V. MIDDLE AND RETROPE SURGERY	3,00	6,00



References

- 1 McGlamry, E.D. (ed.) Comprehensive textbook of foot surgery Baltimore [etc.]: William & Wilkins, 4th edition, 2013.
2. Banks, A.S. (ed.) McGlamry's forefoot surgery; Philadelphia (Pa.): Lippincott Williams & Wilkins, cop. 2004
3. Barouk, Louis Samuel.Reconstruction of the forefoot. Caracas: AMOLCA, 2008
4. Izquierdo Cases, Joaquín Oscar. Surgical podiatry. Madrid: Elsevier, 2006
5. Crawford ME, Dockery GD.Lower extremity soft tissue & cutaneous plastic surgery. Saunders Elsevier, 2012
- 6.Chang, Thomas J. Techniques in orthopedic surgery: foot and ankle Madrid: Marba'n, cop. 2006
7. Chang, Thomas J. Master techniques in podiatric surgery: the foot and ankle. Lippincott Williams & Wilkins. Philadelphia, 2005.
8. Nuñez Samper M, Llanos Alca'zar. Surgical techniques in foot surgery. Masson. Barcleona, 2004.
9. Percutaneous foot surgery. De Prado, M. Ed Masson. Barcelona, 2003.
10. Nieto-García E. Minimally Invasive Foot Surgery. In: Surgery minimally invasive foot. Valencia: Glosa Editions; 2017.
11. Reverdin - Isham method for correction by HAV Dr Stephen A. Isham. Academy of Ambulatory Foot & Ankle Surgery. PCA-27-F-01 Ed.00 Dr. Stephen A. Isham. Notes Annual LSU Cadaver Seminary 2002.
12. Bycure Blair M. Bycure on Minimal Incision. FURTHER READING: McGlamry, E.D. (ed.) Comprehensive textbook of foot surgery Baltimore [etc.]: Williams & Wilkins, cop. 1992
13. Myerson, Mark. Reconstructive foot and ankle surgery Philadelphia [Pa.]: Elsevier Saunders, cop. 2005
14. Influence of MTT-Phalangeic Angulation on OTV. Hervas T. Iatrogenesis, Minimal Incision Surgical Treatment; J. Aguilar, 2001.
15. Nieto García, E. Minimal Incision Techniques. Ed. Mileto. Madrid. 2004.
16. Foot and Ankle Surgical Treatment, Armen S. Kelikian, 1999.
17. Minimall ncision Surgery in podiatry.Ed.ByJ.B.Gorman.1983
18. Barouk LS, Nouvelles oste'otomies de l'avant pied. Insertion dans un concept global therapeutique. Cahier d'enseignement de la Sofcot 1996
19. Bauer, T. percutaneous firs metatarsi-phalangeal joint fusion, in Mafulli N, Easley M. Minimally invasive surgery of the foot and ankle. London: Springer; 2011.
20. Fernandez de Renata P, Alvarez F, Viladot R. Subtalar arthroereisis in pediatric flatfoot reconstruction. foot ankle clin. 2010.



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:

The practical exam, if it cannot be done in person, will consist of a theoretical test of the videos presented on practical skills, via the UCVnet platform. It will consist of four short theoretical questions, development. The time that will be allowed to complete the exam will be 20 minutes.

The Open Questions and multiple choice test (theoretical exam) will be carried out via the UCVnet platform and the response time will be limited to 80 minutes.



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Course guide

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