



Information about the subject

Degree: Bachelor of Science Degree in Podiatry

Faculty: Faculty of Medicine and Health Sciences

Code: 470308 **Name:** Social Morality. Deontology

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

Module: GENERAL PODOLOGY AND BIOMECHANICS

Subject Matter: General Podiatry **Type:** Compulsory

Field of knowledge: Health Sciences

Department: Faculty of Physiotherapy and Podiatry

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:



Module organization

GENERAL PODOLOGY AND BIOMECHANICS

Subject Matter	ECTS	Subject	ECTS	Year/semester
General Podiatry	21,00	Evolutionary Podiatry	3,00	This elective is not offered in the academic year 23/24
		Expertise in podiatry	3,00	This elective is not offered in the academic year 23/24
		General Podiatry	6,00	1/2
		Preventive Podiatry	3,00	4/1
		Social Morality. Deontology	6,00	3/1
Biomechanics	27,00	Biomechanics	6,00	2/2
		Ergonomics and footwear	3,00	4/1
		General Intervention Procedures	6,00	This elective is not offered in the academic year 23/24
		Physiotherapy Assessment	6,00	This elective is not offered in the academic year 23/24
		Sports Podiatry	6,00	3/2
Radiology	6,00	Radiology and Radiation Protection	6,00	3/1



Research and management	12,00	Introduction to research and sanitary documentation	6,00	4/1
		Planning and management of the podiatric clinic	6,00	4/2

Recommended knowledge

Religious knowledge about the Christian religion and divine revelation and its humanistic and ethical or moral derivations are recommended. Basic knowledge of law and professional ethics in the bioethical field is also recommended.



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 analyses the legislative aspects of the professional field.
- R2 Makes an adequate informed consent.
- R3 The student analyses the aspects of civil and criminal health liability.
- R4 Knows the laws related to the professional competences of the podiatrist. Be able to identify the specific elements of Catholic social morality as opposed to other moral proposals.
- R5 Demonstrates the ability to relate the thematic blocks of the subject with the conceptual nuclei of the rest of the areas.
- R6 Knows the basic doctrinal and documentary sources of Social Morality and Deontology for the different thematic nuclei.
- R7 Knows how to analyze a specialized text and relate it to the thematic nuclei of social morality and deontology.
- R8 Knows to manage the basic doctrinal and documentary sources in accordance with the methodology of social morality and deontology.
- R9 The student is able to develop a subject in accordance with the methodology of Social Morality and Deontology.
- R10 the student can solve practical cases of morality in accordance with the social moral teaching and Deontology.
- R11 the student knows how to dialogue with other moral and deontological proposals.
- R12 Knows the different schools and ethical attitudes throughout history and knowing how to apply them to different aspects of modern society.
- R13 The student can read, understand and analyze the texts of encyclicals with social content.



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
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
CE36	Students identify and integrate professional practice based on respect for patient autonomy; describe the elements of clinical documentation management with special attention to aspects of confidentiality; identify the basic criteria of clinical management, health economics and efficient use of resources.		X		



CE40 Students act on the basis of compliance with the deontological obligations of the profession, the legislation in force and the criteria of normopraxis. Rights of the patient. Civil and sanitary responsibility. Ethical problems in the exercise of the profession. Instruments that help the professional in case of ethical problems. Professional framework. Rights and obligations of the professional.

X

TRANSVERSAL

Weighting

1 2 3 4

CT1 Analytical capabilities

X

CT3 Oral and written communication in native language

X

CT7 Problem solving

X

CT8 Decision making

X

CT10 Interdisciplinary teamwork

X

CT14 Critical Reasoning

X

CT15 Ethical commitment

X

CT16 Autonomous learning

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, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13	60,00%	Tests
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13	15,00%	Practice (exercises, case studies, problems)
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13	20,00%	Written works
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13	5,00%	Class participation

Observations

LECTURES

Program contents presented with audiovisual aids.

Practical learning through examples and discussions. Critical readings.

WORKSHOPS

Teacher supervised workshops in groups.

Active bibliographic searches to analyse specific cases, data search and critical evaluation of methods and protocols. Identification of research problems through the elaboration of a Research Proposal.

Problem based learning.

LABORATORY

Carrying out different in-class practices on complementary models

SEMINAR

Analysis of research projects

All items

GROUP WORK PRESENTATIONS

Use of interdisciplinary knowledge. In-class student oral presentations.

TUTORIAL

Themes of the seminars and group work

All items



EVALUATION

Written test, evaluation of the work, evaluation of the practice

GROUP WORK

Team work for in-class group presentations. Elaboration of a Project Proposal for Research in Podiatry. Presented in writing and orally in a in-class seminar type presentation with integrated participation of each group member.

Critical readings assigned to groups to be discussed in small group sessions.

Work done at the University web-based platform.(www.plataforma.ucv.es)

PERSONAL WORK

Self-study. Individual work to resolve problems. Critical readings for in-class presentations or small group sessions.

Individual work for group assessments. Forum participation. Quizzes.

Work done at the University web-based platform.(www.plataforma.ucv.es)

NOTES:

The written test will consist of: - Twenty test questions with 5 answer alternatives and a single valid option. Each wrong answer will be discounted following the formula: $A - (E / n - 1)$. A = successes, E = errors, n = number of alternatives. Maximum value: 4 points. - Four development questions with a value of 0.5 points each. The practices will consist of exercises, tasks, cases, text analysis... that will be carried out throughout the course in the classroom and / or through the platform, according to the appropriate indications. The works will consist of: - Individual Legislation Work - Cooperative work of the Code of Ethics At the beginning of the course the appropriate instructions will be given for its realization Class participation will be registered through the platform through classroom assistance. It will be mandatory to obtain in each evaluation instrument, a minimum grade of 5/10 in relation to its qualification, to be able to add with the rest of the evaluation instruments, both in the first and second summons If the written test is suspended in the first call, that is, it does not reach 50% of its value (3), the student must present it in the second call, reserving the note of the Legislation work and the Code of Ethics, of practices and class participation; the grade that will appear to the student will be the exam grade on 10. At the same time they will be able to carry out the practices or works that have pending, both made throughout the course, such as those that have not reached 50% of its value, having to adjust to the delivery date that will be indicated on the platform and that will always be before the written test of the second call. If the written test is approved in the first call, that is, it reaches 50% of its value (3), but the subject is suspended, the student must only present the pending practices or work, both those not performed, as well as the made that have not reached 50% of its value, having to adjust to the delivery date that will be indicated on the platform and that will always be before the written test of the second call; it will not be essential to present yourself to the written test, although you can do so if you decide, adding in this case the qualification of this second call.

CRITERION FOR THE AWARD OF DISTINCTION MENTION

The mention of Distinction will be awarded to students who have achieved a score equal to or greater than 9.0. The number of Distinctions granted will not exceed 5% of students enrolled in a subject in the corresponding academic year unless enrollment is under 20, in which case only one Distinction may be granted.



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.
- 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.
- 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, R8, R9, R10, R11, R12, R13	27,00	1,08
Seminar M2	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13	3,00	0,12
Practice lessons M3	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13	25,00	1,00
Office Hours M7	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13	2,50	0,10
Evaluation M8	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13	2,50	0,10
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Autonomous work M10	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13	65,00	2,60
Group work M10	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13	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
Academic Presentation	Contents; evaluation system; individual and group work; doubts and clarifications
UNIT I: THE DESIGN OF GOD'S LOVE FOR HUMANITY	THE DESIGN OF GOD'S LOVE FOR HUMANITY. SOCIAL MORAL: HISTORY AND CONCEPT. MISSION OF THE CHURCH AND SOCIAL DOCTRINE
UNIT II: THE HUMAN PERSON AND HIS RIGHTS	THE HUMAN PERSON AND HIS RIGHTS
UNIT III: PRINCIPLES OF THE DSI AND SOCIAL MORAL VALUES	PRINCIPLES OF THE DSI AND SOCIAL MORAL VALUES
UNIT IV: WORK AND ECONOMIC LIFE.	WORK AND ECONOMIC LIFE.
UNIT V: THE POLITICAL COMMUNITY THE INTERNATIONAL ORDER AND SOCIAL PEACE	THE POLITICAL COMMUNITY THE INTERNATIONAL ORDER AND SOCIAL PEACE
UNIT VI: PROFESSIONAL ETHICS	PROFESSIONAL ETHICS
UNIT VII: BIOETHICS	BIOETHICS
UNIT VIII: CODE OF ETHICS	CODE OF ETHICS
UNIT IX: LEGISLATIVE EVOLUTION OF PODIATRY. LEGAL FRAMEWORK IN THE PODIATRIST PROFESSION	LEGISLATIVE EVOLUTION OF PODIATRY. LEGAL FRAMEWORK IN THE PODIATRIST PROFESSION
UNIT X: PODIATRIST-PATIENT RELATIONSHIP WITHIN THE LEGAL FRAMEWORK	PODIATRIST-PATIENT RELATIONSHIP WITHIN THE LEGAL FRAMEWORK



UNIT XI: PROFESSIONAL
RESPONSIBILITY IN THE HEALTH
FIELD

PROFESSIONAL RESPONSIBILITY IN THE HEALTH
FIELD

UNIT XII: DATA PROTECTION ACT

DATA PROTECTION ACT

UNIT XIII: MEDICATION LAW

MEDICATION LAW

UNIT XIV: STATUTE OF AUTONOMOUS
WORK AND OCCUPATIONAL
DISEASES IN PODIATRY

STATUTE OF AUTONOMOUS WORK AND
OCCUPATIONAL DISEASES IN PODIATRY

UNIT XV: a). ORGANIZATIONAL
ASPECTS OF THE PROFESSION. b).
JUDICIAL EXPERTISE IN PODIATRY, c)
MEASUREMENT AND ARBITRATION
AWARD

a). ORGANIZATIONAL ASPECTS OF THE PROFESSION
b). JUDICIAL EXPERTISE IN PODIATRY
c) MEASUREMENT AND ARBITRATION AWARD



Temporary organization of learning:

Block of content	Number of sessions	Hours
Academic Presentation	1,00	2,00
UNIT I: THE DESIGN OF GOD'S LOVE FOR HUMANITY	2,00	4,00
UNIT II: THE HUMAN PERSON AND HIS RIGHTS	3,00	6,00
UNIT III: PRINCIPLES OF THE DSI AND SOCIAL MORAL VALUES	2,00	4,00
UNIT IV: WORK AND ECONOMIC LIFE.	2,00	4,00
UNIT V: THE POLITICAL COMMUNITY THE INTERNATIONAL ORDER AND SOCIAL PEACE	2,00	4,00
UNIT VI: PROFESSIONAL ETHICS	3,00	6,00
UNIT VII: BIOETHICS	3,00	6,00
UNIT VIII: CODE OF ETHICS	2,00	4,00
UNIT IX: LEGISLATIVE EVOLUTION OF PODIATRY. LEGAL FRAMEWORK IN THE PODIATRIST PROFESSION	1,00	2,00
UNIT X: PODIATRIST-PATIENT RELATIONSHIP WITHIN THE LEGAL FRAMEWORK	2,00	4,00
UNIT XI: PROFESSIONAL RESPONSIBILITY IN THE HEALTH FIELD	2,00	4,00
UNIT XII: DATA PROTECTION ACT	2,00	4,00
UNIT XIII: MEDICATION LAW	1,00	2,00



UNIT XIV: STATUTE OF AUTONOMOUS WORK AND
OCCUPATIONAL DISEASES IN PODIATRY

1,00

2,00

UNIT XV: a). ORGANIZATIONAL ASPECTS OF THE
PROFESSION. b). JUDICIAL EXPERTISE IN PODIATRY, c)
MEASUREMENT AND ARBITRATION AWARD

1,00

2,00



References

- MORAL SOCIAL- PONTIFICIO CONSEJO "JUSTICIA Y PAZ", Compendio de la Doctrina Social de la Iglesia. Madrid. BAC- Planeta. 2005
- INSTITUTO SUPERIOR DE CIENCIAS RELIGIOSAS A DISTANCIA "SAN AGUSTÍN Doctrina Social de la Iglesia (Manual del Instituto Superior de Ciencias Religiosas a Distancia "San Agustín"),", Madrid, 1998.BIOÉTICA
1. AZNAR, J coord. La vida humana naciente: 200 preguntas y respuestas. Madrid, BAC, 2007.2. CARRASCO DE PAULA, J et. col. Identidad y estatuto del embrión humano. Madrid, Eiunsa 2000.3. CICCONE, L. Bioética: Historia, principios, cuestiones. Madrid, Ed. Palabra 2006.4. CONFERENCIA EPISCOPAL ESPAÑOLA. La vida humana, don precioso de Dios. Documentos sobre la vida 1974-2006. Madrid, Edice 2006.5. CONSEJO PONTIFICIO DE LA PASTORAL PARA LOS AGENTES SANITARIOS: Carta de los agentes de la Salud. Madrid, Ediciones Palabra, Libros mc 1995.6. SGRECCIA, E. Manual de Bioética. Tomo I. Madrid, BAC 2009.7. TEXTOS DEL MAGISTERIO DE LA IGLESIA SOBRE BIOÉTICA. El don de la vida. Madrid, BAC 1996.8. TOMAS GARRIDO G.Mª; MANERO RICHARD, E. "Diccionario de Bioética para Estudiantes" Alcalá la Real. Jaén, Ed. Formación Alcalá 2008.9. ALBARRÁN JUAN, M. E., SANTIAGO SÁEZ, A., PEREA PÉREZ, B., & PINTO PASTOR, P. "El consentimiento informado en Podología: Legislación, concepto y estructura". Revista Internacional de Ciencias Podológicas, 4.1 (2010): 17.
 10. ALONSO MONTERO, C., PADRÓS FLORES, N., & CARDONA LLORENS, A. "Propuesta de una guía para la valoración del daño corporal en tobillo y pie". Gaceta Internacional de Ciencias Forenses, (2012): 4-11.11. BELLIDO RODRÍGUEZ, M. C., PERIS SALAS, M. A., & TRILLES SOLVES, R. "La importancia de la mediación sanitaria en la prevención de litigiosidad por responsabilidad médica profesional". Comité de Dirección y Comité Asesor World Mediation Forum (WMF), (2015): 147.12. FLORES, N. P., MONTERO, C. A., & LLORENS, A. C. "Valoración del daño corporal en pie y tobillo: aportaciones desde el ámbito del podólogo". Gaceta internacional de ciencias forenses, 5 (2012): 19-26.13. GALVÁN, J. R., TOVARUELA CARRIÓN, N., GAGO REYES, F., ÁLVAREZ RUIZ, V., & REQUEIJO CONSTENLA, A. M. "Historia de los estudios de Podología en España". European Journal of Podiatry, 1.1 (2016): 27-36.14. GARCÍA CARMONA, F. J. "Competencias profesionales del podólogo". Revista española de podología, 26.2 (2015): 38-41.15. GOMEZ JARA, M, La responsabilidad profesional sanitaria. Barcelona: Atelier Libros SA, 2007.16. GONZÁLEZ, J.L., & MARTÍNEZ-FRÍAS, J. "Geoética: un reto para la deontología profesional". Tierra y Tecnología, 39 (2011): 62-66.17. HORTAL, A. "Ética general de las profesiones". Bilbao, DDB 2002.18. PEREA PÉREZ, B., ALBARRÁN JUAN, M. E., SANTIAGO SÁEZ, A., & MARTÍN MUÑOZ, C. "El aseguramiento de la responsabilidad civil profesional en la práctica de la podología". Revista Internacional de Ciencias Podológicas, 5.1 (2011): 53.19. RODRÍGUEZ RIVERA F.E. Nueva legislación sanitaria española. Presente y futuro de los profesionales de la salud. Ed. Mad. 2010.20. TRESPADERNE BERACIERTO, M. I. "La responsabilidad del profesional por defectuosa asistencia sanitaria a la luz de las condiciones organizacionales". DS: Derecho y



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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:



NOTES:

The written test will consist of: - Twenty test questions with 5 answer alternatives and a single valid option. Each wrong answer will be discounted following the formula: $A - (E / n - 1)$. A = successes, E = errors, n = number of alternatives. Maximum value: 4 points. - Four development questions with a value of 0.5 points each. The practices will consist of exercises, tasks, cases, text analysis... that will be carried out throughout the course in the classroom and / or through the platform, according to the appropriate indications. The works will consist of: - Individual Legislation Work - Cooperative work of the Code of Ethics At the beginning of the course the appropriate instructions will be given for its realization Class participation will be registered through the platform through classroom assistance. It will be mandatory to obtain in each evaluation instrument, a minimum grade of 5/10 in relation to its qualification, to be able to add with the rest of the evaluation instruments, both in the first and second summons If the written test is suspended in the first call, that is, it does not reach 50% of its value (3), the student must present it in the second call, reserving the note of the Legislation work and the Code of Ethics, of practices and class participation; the grade that will appear to the student will be the exam grade on 10. At the same time they will be able to carry out the practices or works that have pending, both made throughout the course, such as those that have not reached 50% of its value, having to adjust to the delivery date that will be indicated on the platform and that will always be before the written test of the second call. If the written test is approved in the first call, that is, it reaches 50% of its value (3), but the subject is suspended, the student must only present the pending practices or work, both those not performed, as well as the made that have not reached 50% of its value, having to adjust to the delivery date that will be indicated on the platform and that will always be before the written test of the second call; it will not be essential to present yourself to the written test, although you can do so if you decide, adding in this case the qualification of this second call.

CRITERION FOR THE AWARD OF DISTINCTION MENTION:



The mention of Distinction will be awarded to students who have achieved a score equal to or greater than 9.0. The number of Distinctions granted will not exceed 5% of students enrolled in a subject in the corresponding academic year unless enrollment is under 20, in which case only one Distinction may be granted.