Information about the subject

Degree: Bachelor of Science Degree in Podiatry

Faculty: Faculty of Medicine and Health Sciences

Code: 471109 **Name:** Psychology

Credits: 6,00 **ECTS Year:** 1 **Semester:** 2

Module: BASIC TRAINING

Subject Matter: PSYCHOLOGY **Type:** Basic Formation

Field of knowledge: Health Sciences

Department: -

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

Module organization

BASIC TRAINING

Subject Matter	ECTS	Subject	ECTS	Year/semester
ANATOMY	12,00	Anatomy	6,00	1/1
		Anatomy of the Lower Extremity	6,00	1/2
BIOLOGY	12,00	Cellular and Tissular Biology	6,00	1/1
		Microbiology	6,00	1/2
PHARMACOLOGY	6,00	Pharmacology	6,00	2/1
MODERN LANGUAGE	6,00	English	6,00	2/2
STATISTICS	6,00	Biostatistics	6,00	1/1
PSYCHOLOGY	6,00	Psychology	6,00	1/2
PHYSIOLOGY	6,00	Physiology	6,00	1/1
BIOCHEMICALS	6,00	Biophysics and Biochemistry	6,00	1/1
ANTHROPOLOGY	6,00	Anthropology	6,00	1/2

Recommended knowledge

Pre-requisites: None established

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	Knows the general principles of the historical development of Psychology.
R2	Differentiates the basic biological foundations of behavior.
R3	Differentiates the basic psychological concepts and processes.
R4	Knows the structural and evolutionary aspects of the personality.
R5	Knows the psychosocial aspects involved in the field of health.
R6	Knows the different models of intervention from Health Psychology in the multidisciplinary field.
R7	Knows the different models of intervention from Health Psychology in the multidisciplinary field.
R8	Knows and develops interpersonal communication and leadership skills

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

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			
CG10	Identify that the practice of the profession is based on respect for patient autonomy, beliefs, culture, genetic, demographic and socio-economic determinants, applying the principles of social justice and understanding the ethical implications in a changing global context.	x			

SPECIFIC		Weighting			
		1	2	3	4

CE34	Students acquire and apply the theoretical and practical knowledge involved in the psychological aspects involved in the patient-therapist relationship. Cognitive, emotional and psychosocial development of the human being To know the psychological aspects of pain. Introduction to the study of human behaviour. Social Psychology				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		
CT12	Interpersonal skills		x		
CT13	Recognition of diversity and multiculturalism		x		
CT14	Critical Reasoning			x	
CT15	Ethical commitment			x	
CT16	Autonomous learning			x	
CT17	Adaptation to new situations		x		
CT18	Creativity	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	20,00%	Open questions
R1, R2, R3, R4, R5, R6, R7, R8	50,00%	Tests
R1, R2, R3, R4, R5, R6, R7, R8	20,00%	Oral presentation
	0,00%	Practice (exercises, case studies, problems)
R1, R2, R3, R4, R5, R6, R7, R8	10,00%	Class participation

Observations

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.

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	40,00	1,60
Seminar M2	R1, R2, R3, R4, R5, R6, R7, R8	10,00	0,40
Practice lessons M4	R1, R2, R3, R4, R5, R6, R7, R8	5,00	0,20
Office Hours M7	R1, R2, R3, R4, R5, R6, R7, R8	3,00	0,12
Evaluation M8	R1, R2, R3, R4, R5, R6, R7, R8	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, R8	70,00	2,80
Group work M10	R1, R2, R3, R4, R5, R6, R7, R8	20,00	0,80
TOTAL		**90,00**	**3,60**

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
UNIT I. INTRODUCTION TO PSYCHOLOGY	Presentation of the subject.1. Introduction to psychology.2. Biological bases of behaviour.3. The life cycle.4. Learning.
UNIT II. BASIC PSYCHOLOGICAL PROCESSES	5. Thought, language and intelligence.6. Attention and memory.7. Motivation and emotion.8. Personality.
UNIT III. PSYCHOSOCIAL PROCESSES THAT INTERVENE IN THE BEHAVIOUR HUMAN	9. Introduction to social psychology.10. Concept and structure of group. Leadership.11. Rules and roles.12. Social influence: Communication andpersuasion. Approval and obedience.13. Attitude, prejudice, attraction and interpersonalrelationships.
UNIT IV. BASIC ASPECTS OF THE RELATIONSHIP BETWEEN HEALTH PERSONNEL AND PATIENTS	14. Acute pain and chronic pain. 15. Adhesion to treatments. 16. Verbal and nonverbal language. 17. Social skills for podiatrists.

Temporary organization of learning:

Block of content	Number of sessions	Hours
UNIT I. INTRODUCTION TO PSYCHOLOGY	5,00	10,00
UNIT II. BASIC PSYCHOLOGICAL PROCESSES	5,00	10,00
UNIT III. PSYCHOSOCIAL PROCESSES THAT INTERVENE IN THE BEHAVIOUR HUMAN	10,00	20,00
UNIT IV. BASIC ASPECTS OF THE RELATIONSHIP BETWEEN HEALTH PERSONNEL AND PATIENTS	10,00	20,00

References

MAIN BIBLIOGRAPHY

1. Ballesteros Jimenez´ S, García Rodríguez B. Procesos psicológicos básicos. Madrid: Universitas; 2001.
2. Caballo V. Manual de evaluación y entrenamiento de las habilidades sociales. Madrid: Siglo XXI; 2015.
3. Carlson N. Fisiología de la conducta. Madrid: Pearson Educación; 2014.
4. Gaviria E, Lopez´ Saez´ M, Cuadrado Guirado M. Introducción a la psicología social. Madrid: Sanz y Torres; 2013.
5. Merayo A, Bravo E, Gordon´ F. La comunicación con el paciente. [S.l.]: Elsevier; 2014.
6. Morrison V, Bennett P. Psicología de la salud. Madrid: Pearson Prentice Hall; 2013.
7. Morris C, Maisto A, Pecina Hernandez´ J, Ortiz Salinas M. Introducción a la psicología. Mexico:´ Prentice-Hall Hispanoamericana; 2001.
8. Papalia D.Olds S. Psicología. México: Mc Graw-Hill; 1998.
9. Wade C, Travis C. Psicología. Madrid: Pearson Prentice Hall; 2008.

SUPPLEMENTARY BIBLIOGRAPHY

1. Cantero Vicente M, Navarro Soria I, Perez´ Perez´ N. Psicología del desarrollo humano. San Vicente, Alicante: Club Universitario; 2011.
2. Frankl V. El hombre en busca de sentido. Barcelona: Herder; 2004.
3. Frankl V. El hombre doliente. Barcelona: Herder; 1987.
4. Kandel E, Schawartz J, Jesell T. Principios de Neurociencia. Madrid: McGraw Hill-Interamericana; 2001.
5. Ortiz E, Prats Mora J, Arolas G. La persona completa. Valencia, Espana:~ E DICEP; 2004.
6. Palmero F, Martínez Sánchez F, Huertas Martínez J. Motivación y emoción. Madrid: McGraw Hill; 2008.
7. Papalia DWendkos S. Psicología del desarrollo. Madrid: McGraw-Hill; 2001.

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:

X	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:

X	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:

| X | 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: