



Information about the subject

Degree: Bachelor of Science Degree in Podiatry

Faculty: Faculty of Medicine and Health Sciences

Code: 473402 **Name:** Practicum III

Credits: 12,00 **ECTS Year:** 4 **Semester:** 2

Module: PRACTICUM AND END OF DEGREE WORK

Subject Matter: Practicum **Type:** Internship

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

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		
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		
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



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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



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[illegible]

in the clinical management of podiatry				X
, skills and attitudes up to date.				X
quality of care in the practice of podiatry.				X
Weighting				
	1	2	3	4
				X
the field of study				X
capacity				X
				X
				X
				X



Course guide

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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 evaluation of the student. 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:

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:

- 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	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
TOTAL		275,00	11,00

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Autonomous work M10	R3	25,00	1,00
TOTAL		25,00	1,00



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Initial session	Generalities, regulations, documents, memory, monitoring, evaluation systems, etc.
Seminars	Supervised monographic sessions with shared participation.
Clinical sessions	There will be brief clinical sessions in which clinical cases, novel articles, as well as topics of interest demanded by the students will be worked on.
Practices	Assistance practices in different areas of knowledge with real patients in the University Clinics of the UCV
Evaluation	ECOE III



Temporary organization of learning:

Block of content	Number of sessions	Hours
Initial session	1,00	2,00
Seminars	15,00	30,00
Clinical sessions	19,00	38,00
Practices	100,00	200,00
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 [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.
7. Manual Interno de protocolos de actuación de la Universidad Católica de Valencia San Vicente Mártir. 2021.



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: