



## Teaching Guide

| Teaching Guide      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |                           |           |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|---------------------------|-----------|
| Identifying Data    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |                           | 2019/20   |
| Subject (*)         | Preventive Podiatry                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |        | Code                      | 750G02015 |
| Study programme     | Grao en Podoloxía                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |                           |           |
| Descriptors         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |                           |           |
| Cycle               | Period                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Year   | Type                      | Credits   |
| Graduate            | 1st four-month period                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Third  | Obligatory                | 6         |
| Language            | SpanishGalician                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |                           |           |
| Teaching method     | Face-to-face                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |        |                           |           |
| Prerequisites       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |                           |           |
| Department          | Ciencias da Saúde                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |                           |           |
| Coordinador         | López López, Daniel                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | E-mail | daniel.lopez.lopez@udc.es |           |
| Lecturers           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | E-mail |                           |           |
| Web                 | moodle.udc.es/                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |        |                           |           |
| General description | <p>A materia de Podoloxía Preventiva ten unha clara importancia de cara a que o alumnado, no marco do proceso de ensino-aprendizaxe da súa formación, desenvolva algunhas das habilidades e destrezas necesarias para mellorar a saúde das persoas en xeral e no tocante ao pé en particular.</p> <p>Xa que logo, o seu valor é moi significativo para os futuros podólogos, ao posibilitarlles comprender e actuar sobre o proceso de saúde-enfermidade en xeral e no ámbito particular do pé. Está enfocada á adopción das medidas preventivas axeitadas en cada situación, así como a realizar unha educación sanitaria preventiva nos pacientes, os sanitarios e as persoas.</p> <p>Por iso, dentro dos denominados procesos de promoción e prevención da saúde, faise fincapé na visión holística da saúde do pé, habida conta do seu interese e importancia dentro da tendencia actual da disciplina no mantemento e mellora da calidade de vida.</p> |        |                           |           |

## Study programme competences

| Code | Study programme competences                                                                                                                                                                                                                                                                                                                            |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A17  | Identificar e analizar os problemas de saúde do pé nos diferentes aspectos ambientais, biodinámicos e sociais, así como unha aprendizaxe relativa á avaliación dos feitos cientificamente probados e á análise dos datos en xeral, para aplicar a Podoloxía Baseada na Evidencia Científica.                                                           |
| A18  | Coñecer e aplicar estratexias de prevención e educación para a saúde en podoloxía. Saúde laboral podolóxica. Prevención de riscos laborais en podoloxía. Saneamento e desinfección. Métodos de educación sanitaria podolóxica. Deseñar e avaliar os programas de educación para a saúde. Podoloxía preventiva. Antropoloxía da Saúde e da Enfermidade. |
| B2   | Resolver problemas de forma efectiva.                                                                                                                                                                                                                                                                                                                  |
| B3   | Aplicar un pensamento crítico, lóxico e creativo.                                                                                                                                                                                                                                                                                                      |
| C1   | Expresarse correctamente, tanto de forma oral coma escrita, nas linguas oficiais da comunidade autónoma.                                                                                                                                                                                                                                               |
| C3   | Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da súa vida.                                                                                                                                                                        |
| C4   | Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común.                                                                                                 |
| C5   | Entender a importancia da cultura emprendedora e coñecer os medios ao alcance das persoas emprendedoras.                                                                                                                                                                                                                                               |
| C6   | Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.                                                                                                                                                                                                                      |
| C7   | Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida.                                                                                                                                                                                                                                                                       |
| C8   | Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade.                                                                                                                                                                                                          |

## Learning outcomes



| Learning outcomes                                                                                                                                         | Study programme competences |    |          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|----|----------|
| Foster on the evaluation of scientifically established facts and the analysis of learning data in general to apply Podiatry Based on Scientific Evidence. | A17                         | B3 | C6<br>C8 |
| Identify and analyze the problems of foot health to environmental, biodynamic and social aspects.                                                         | A18                         | B2 | C1<br>C5 |
| Learn to design and implement strategies and programs for prevention and health education in podiatry, podiatric and methods of health education.         | A18                         | B2 | C4       |
| Meet and take podiatric occupational health and prevention of occupational hazards in podiatry.                                                           | A18                         | B2 | C3       |
| Designing and evaluating programs of health education.                                                                                                    | A18                         | B2 | C8       |
| Meet the anthropology of Health and Illness, sanitation and disinfection.                                                                                 | A17                         | B3 | C7       |

| Contents                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Topic                                                                          | Sub-topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 1. General                                                                     | <ul style="list-style-type: none"> <li>a. Concepts related to the subject of Preventive Podiatry.</li> <li>b. Natural History of Disease Prevention and podiatric levels.</li> <li>c. Characteristics of each level of health care. Primary Health Care.</li> <li>d. Child programs in adults geriatrics and patients with special needs.</li> <li>e. Present and Future of Podiatry Preventive.</li> </ul>                                                                                                                                                                         |
| 2. Podiatry Preventive Strategies.                                             | <ul style="list-style-type: none"> <li>a. Prevention Strategies. Epidemiological surveillance.</li> <li>b. Prevention Strategies. Health Promotion in Podiatry. Podiatric hygiene.</li> <li>c. Concepts of strategies. Podiatry Preventive Strategies votes.</li> </ul>                                                                                                                                                                                                                                                                                                             |
| 3. Podiatric Health Program. Sifted.                                           | <ul style="list-style-type: none"> <li>a. Discussion and analysis of Podiatric Health Programs.</li> <li>b. Exploration of foot systematic learning to value: morphology, mobility, and support gear. Performing and interpreting specific footprints in children or adults.</li> </ul>                                                                                                                                                                                                                                                                                             |
| 4. Podiatric Health Education.                                                 | <ul style="list-style-type: none"> <li>a. Assess the health of a population, relating Podiatry Preventive, by analyzing and interpreting indicators of public health or the experience gained by the students themselves participants in the workshop.</li> <li>b. Analysis and organization of podiatric health education activities, objectives and designing activities aimed at different sectors of the population.</li> </ul>                                                                                                                                                 |
| 5. Occupational Health and Preventive Podiatry. Podiatrist Risk Professionals. | <ul style="list-style-type: none"> <li>a. Labor Podiatry. Surveillance podiatric health.</li> <li>b. Occupational Risk Act.</li> <li>c. Occupational risks in Podiatry and prevention.</li> <li>d. Hospital waste management.</li> </ul>                                                                                                                                                                                                                                                                                                                                            |
| 6. Podiatry Preventive Communicable Diseases.                                  | <ul style="list-style-type: none"> <li>a. General Bases of the prevention of communicable diseases.</li> <li>b. General epidemiology of communicable diseases.</li> <li>c. Preventive foot care in viral infections, Polio, Hepatitis and HIV / AIDS.</li> <li>d. Podiatry Preventive tetanus.</li> <li>e. Health actions on the subject susceptible. Vaccinations, sera and immunoglobulins. chemoprophylaxis</li> <li>f. Preventive foot care in mycosis. Dermatomycoses. Onychomycosis.</li> <li>g. Podiatry Preventive other communicable diseases in plantar warts.</li> </ul> |
| 7. Podiatry Preventive Non communicable Diseases.                              | <ul style="list-style-type: none"> <li>a. Non communicable diseases. Chronic diseases.</li> <li>b. Non communicable diseases related to Podiatry.</li> <li>c. Preventive foot care in endocrine and metabolic diseases. Diabetic foot.</li> <li>d. Preventive foot care in diseases of the musculoskeletal system. Arthritis and Osteoarthritis.</li> <li>e. Podiatry Preventive dermal disorders and neurological origin. Leprosy and dermatitis.</li> </ul>                                                                                                                       |



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|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8. Role of the Podiatrist in Multidisciplinary Health Team. | <ul style="list-style-type: none"> <li>a. Definition, members and the current paradigm of a health team.</li> <li>b. Social Perception Foot Health.</li> <li>c. Benefits of a multidisciplinary team of foot health.</li> <li>d. Functions and Management of a team of health.</li> </ul>                                                       |
| 9. Podiatry Preventive and Quality of Life.                 | <ul style="list-style-type: none"> <li>a. Levels of health and quality of life.</li> <li>b. Perception of quality of life and its components.</li> <li>c. Theoretical framework of the quality of life.</li> <li>d. Features, dimensions and quality assessment and life.</li> <li>e. Quality of life related to health in Podiatry.</li> </ul> |

| Planning                                                                                                                        |                     |                      |                               |             |
|---------------------------------------------------------------------------------------------------------------------------------|---------------------|----------------------|-------------------------------|-------------|
| Methodologies / tests                                                                                                           | Competencies        | Ordinary class hours | Student?s personal work hours | Total hours |
| Objective test                                                                                                                  | A17 A18 B2          | 2                    | 18                            | 20          |
| Guest lecture / keynote speech                                                                                                  | A17 A18 C3 C7       | 21                   | 42                            | 63          |
| Seminar                                                                                                                         | A17 A18 C1 C4 C6 C8 | 14                   | 28                            | 42          |
| Online forum                                                                                                                    | C5 C6               | 0                    | 5                             | 5           |
| Laboratory practice                                                                                                             | A17 A18 B3          | 7                    | 7                             | 14          |
| Personalized attention                                                                                                          |                     | 6                    | 0                             | 6           |
| (*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students. |                     |                      |                               |             |

| Methodologies                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Methodologies                  | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Objective test                 | 50 multiple choice questions (closed response) that include questions regarding the content developed both in master classes, seminars and stuff.                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Guest lecture / keynote speech | <p>The master class sessions consist of master-participatory exhibition of basic contents of the subject, supported by images, video, etc classes.</p> <p>The keynote sessions will focus on the main contents of the syllabus.</p> <p>Students will be provided the agenda with the basic theoretical contents of the subject, as well as material to work in the classroom or outside it.</p> <p>All material will be accessible to students in distance learning platform Moodle <a href="https://campusvirtual.udc.es/moodle/">https://campusvirtual.udc.es/moodle/</a>.</p> |
| Seminar                        | Seminar in specific topics of seminars teaching units of the syllabus of the subject on which group activities to be delivered through distance learning platform Moodle for further exposure in the art workshops will be developed will be addressed.                                                                                                                                                                                                                                                                                                                          |
| Online forum                   | <p>Participación activa e periódica do alumnado a través da plataforma de teleensinanza moodle.</p> <p>Esta ferramenta de comunicación asíncrona (foro) esta destinada ao tratamento das cuestións que se formulen a través dun contorno virtual de aprendizaxe, poñendo interese en xerar empatía e solucionar as tarefas que se proporcionen no proceso de ensino-aprendizaxe.</p>                                                                                                                                                                                             |
| Laboratory practice            | <p>A asistencia ás prácticas de laboratorio é obrigatoria na súa totalidade para superar a materia. As dúas últimas horas de prácticas destinaranse a realizar un exame práctico con preguntas teórico-prácticas sobre os contidos da materia tratados nelas.</p> <p>Para obter o apto/a nas prácticas de laboratorio debe contestarse ou realizarse correctamente o 50% das actividades e/ou preguntas do exame, alén de ter asistido á totalidade das prácticas.</p>                                                                                                           |

| Personalized attention |             |
|------------------------|-------------|
| Methodologies          | Description |



|                                |                                                                                                                                                                                                            |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Laboratory practice            | The personalized service will run on a scheduled basis in times of teacher attention to students, to face service; and virtually, through email and other electronic means to enable the virtual platform. |
| Online forum                   |                                                                                                                                                                                                            |
| Seminar                        |                                                                                                                                                                                                            |
| Guest lecture / keynote speech |                                                                                                                                                                                                            |
| Objective test                 |                                                                                                                                                                                                            |
|                                | The personalized service is designed to solve any issue related to the different methodologies and / or contents of the subject.                                                                           |

| Assessment                     |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |               |
|--------------------------------|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Methodologies                  | Competencies        | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Qualification |
| Laboratory practice            | A17 A18 B3          | A asistencia ás prácticas de laboratorio é obrigatoria na súa totalidade para superar a materia. As dúas últimas horas de prácticas destinaranse a realizar un exame práctico con preguntas teórico-prácticas sobre os contidos da materia tratados nelas.<br>Para obter o apto/a nas prácticas de laboratorio debe contestarse ou realizarse correctamente o 50% das actividades e/ou preguntas do exame, alén de ter asistido á totalidade das prácticas.                                                                                                        | 10            |
| Online forum                   | C5 C6               | As actividades relacionadas co foro virtual (FV) son optativas e non poden recuperarse ou ser substituídas por outras actividades da materia.<br>A puntuación no FV especificarase o día da presentación da asignatura e estará a disposición do alumnado na plataforma de teleensinanza moodle.                                                                                                                                                                                                                                                                   | 10            |
| Seminar                        | A17 A18 C1 C4 C6 C8 | The master class sessions consist of master-participatory exhibition of basic contents of the subject, supported by images, video, etc classes.<br>The keynote sessions will focus on the main contents of the syllabus.<br><br>Students will be provided the agenda with the basic theoretical contents of the subject, as well as material to work in the classroom or outside it.<br>All material will be accessible to students in distance learning platform Moodle <a href="https://campusvirtual.udc.es/moodle/">https://campusvirtual.udc.es/moodle/</a> . | 15            |
| Guest lecture / keynote speech | A17 A18 C3 C7       | A asistencia as aulas de sesión maxistral é obrigatoria na súa totalidade para superar a materia e non se poden recuperar ou substituir por outras tarefas.                                                                                                                                                                                                                                                                                                                                                                                                        | 5             |
| Objective test                 | A17 A18 B2          | 50 multiple choice questions (closed response) that include questions regarding the content developed both in master classes, seminars and stuff.                                                                                                                                                                                                                                                                                                                                                                                                                  | 60            |

| Assessment comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>In presenting the PREVENTIVE PODIATRY subject succinctly explain the program course, and the rules for the evaluation of it, to be made available to students in the distance learning platform Moodle, being sine qua non to pass the course in:</p> <p><u>1 First OPPORTUNITY CALL REGULAR:</u></p> <p>1.1 Attend 80% of the seminars, as well as implement the proposed activities and get a total score on a numerical scale of 1 to 10, from 5 (suitable), which only counted in the event of exceeding the consideration of the Final Test of the subject.</p> <p>1.2 Getting the Test Final Test score on a numeric scale of 1 - 10 from 5 (suitable).</p> <p><u>2, SECOND REGULAR CALL, AND SUBSEQUENT CALLS EARLY OPPORTUNITY:</u></p> <p>2.1 Getting the Test Final Test score on a numeric scale of 1 to 10, from 5 (suitable).</p> <p>2.2 The scores for the seminars but will not count the activities necessary to overcome to pass the subject in successive calls.</p> <p><u>3. PARTIAL TUITION PUPILS:</u></p> <p>3.1 Getting the Test Final Test score on a numeric scale of 1 to 10, from 5 (suitable).</p> |

| Sources of information |
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| Basic | <ul style="list-style-type: none"><li>- Robbins JM (1995). Podología y Atención primaria.. Madrid: Panamericana.</li><li>- Gil P (2001). Medicina Preventiva y Salud Pública. (10ª Ed). . Barcelona: Masson.</li><li>- Gestal JJ (1993). Riesgos del trabajo del personal. Madrid: Interamericana Mc Graw-Hill.</li><li>- Rodríguez-Sanz D, Tovaruela-Carrión N, López-López D, Palomo-López P, Romero-Morales C, Navarro-Flor (2018). Foot disorders in the elderly: A mini-review.. Mosby-Elsevier, Maryland Heights</li><li>- López-López D, García-Mira R, Palomo-López P, Sánchez-Gómez R, Ramos-Galván J, Tovaruela-Carrión N, (2017). Attitude and knowledge about foot health: a spanish view.. Rev Lat Am Enfermagem. 2017 Apr 6;25:e2855</li><li>- López-López D, Grela-Fariña M, Losa-Iglesias ME, Calvo-Lobo C, Rodríguez-Sanz D, Palomo-López P, Bec (2018). Clinical Aspects of Foot Health in Individuals with Alzheimer's Disease.. Int J Environ Res Public Health. 2018 Feb 7;15(2). pii: E286</li><li>- López DL, Fernández JM, Iglesias ME, Castro CÁ, Lobo CC, Galván JR, de Bengoa Vallejo RB (2016). Influence of depression in a sample of people with hallux valgus. Int J Ment Health Nurs. 2016 Dec;25(6):574-578</li><li>- Palomo-López P, Becerro-de-Bengoa-Vallejo R, Losa-Iglesias ME, Rodríguez-Sanz D, Calvo-Lobo C, López (2017). Impact of Hallux Valgus related of quality of life in Women.. Int Wound J. 2017 Oct;14(5):782-785</li><li>- López D, Ramos J, Alonso F, García R (2012). Manual de Podología. Conceptos, Organización Psicológica y Práctica Clínica. . Madrid: CERSA.</li><li>- López D (2011). Podología y Salud: Un análisis de las representaciones sociales de las enfermedades del pie desde una perspectiva psicosocial.. A Coruña: Universidade da Coruña.</li><li>- Agencia Nacional de Evaluación de la Calidad y Acreditación (2005). Libro Blanco. Título de Grado en Podología. Madrid</li><li>- Alonso B, Martínez A, Pérez JJ, Blanco O, Lado ME, González-Zaera J, Hervada J (2006). Programa galego de actividades saludables, exercicio e alimentación (PASEA). Documentos técnicos de saúde pública serie A. Nº 17. . Santiago de Compostela: Xunta de Galicia.</li><li>- Álvarez J (2006). Estudio de las creencias, salud y enfermedad. Análisis Psicosocial.. Sevilla: Editorial Mad SI.</li><li>- Beneson AS (1992). El control de las enfermedades. . Washington: Organización Panamericana de Salud.</li><li>- Navarro-Flores E, Losa-Iglesias ME, Becerro-de-Bengoa-Vallejo R, López-López D, Rodríguez-Sanz D, Pa (2018). Translation and Test?Retest of the Spanish Podiatry Health Questionnaire (PHQ-S). Int J Environ Res Public Health. 2018 Oct 10;15(10)</li><li>- López-López D, Rodríguez-Vila I, Losa-Iglesias ME, Rodríguez-Sanz D, Calvo-Lobo C, Romero-Morales C, (2017). Impact of the quality of life related to foot health in a sample of pregnant women: A case control study.. Medicine (Baltimore). 2017 Mar;96(12):e6433</li><li>- Palomo-López P, Rodríguez-Sanz D, Becerro-de-Bengoa-Vallejo R, Losa-Iglesias ME, Guerrero-Martín J, (2017). Clinical aspects of foot health and their influence on quality of life among breast cancer survivors: a case-control study. Cancer Manag Res. 2017 Nov 1;9:545-551</li><li>- Lopez-Lopez D, Vilar-Fernandez JM, Calvo-Lobo C, Losa-Iglesias ME, Rodriguez-Sanz D, Becerro-de-Beng (2017). Evaluation of Depression in Subacute Low Back Pain: A Case Control Study. Pain Physician. 2017 May;20(4):E499-E505</li><li>- Becerro de Bengoa R, Losa ME, Berzosa M (2005). Estudio bibliométrico de la producción científica en materia de podología a través de la revista Podoscopio desde los años 1984-2001. Madrid: C.E.R.S.A.</li><li>- López-López D, Martínez-Vázquez M, Losa-Iglesias ME, Calvo-Lobo C, Rodríguez-Sanz D, Palomo-López P, (2018). Foot health-related quality of life among elderly with and without lesser toe deformities: a case-control study. Patient Prefer Adherence. 2018 Feb 12;12:251-255</li><li>- López DL, Callejo González L, Losa Iglesias ME, Canosa JL, Sanz DR, Lobo CC, Becerro de Bengoa Valle (2016). Quality of Life Impact Related to Foot Health in a Sample of Older People with Hallux Valgus. Aging Dis. 2016 Jan 2;7(1):45-52</li><li>- Blain H, Jeandel C (2007). Prevención y EnvejecimientoEn I. Herbaux, H. Blain, &amp;&amp;&amp; C. Jeandel (Eds), Podología Geriátrica. (pp. 14-40).. Badalona : Paidotribo.</li><li>- Godoy JF (1999). Psicología de la Salud: delimitación conceptual. En M.A. Simón (Eds). Manual de Psicología de la Salud. Fundamentos, Metodología y Aplicaciones (pp. 39-45). Madrid: Biblioteca Nueva S.L</li><li>- Navarro-Flores E, Losa-Iglesias ME, Becerro-de-Bengoa-Vallejo R, Lopez-Lopez D, Vilar-Fernandez JM, (2018).</li></ul> |
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## Recommendations

Subjects that it is recommended to have taken before





Psychology/750G02006  
General Pathology/750G02008  
Information and Communication Systems in Health Science/750G02010  
Scientific Method and Public Health/750G02011  
General Podiatry/750G02012  
Podiatric Orthopedics 1/750G02017  
Podiatric Orthopedics 2/750G02018  
Podiatric Pathology 1/750G02021  
Infection Prevention Techniques and Procedures/750G02032

#### Subjects that are recommended to be taken simultaneously

Podiatric Orthopedics 3/750G02019  
Podiatric Pathology 2/750G02022  
Dermatology/750G02026  
Podiatric Surgery 1/750G02029

#### Subjects that continue the syllabus

Bioethics, Legislation and Management in Podiatry/750G02016  
Digital Orthopedics and Footwear Therapy/750G02020  
Sports Podiatry/750G02025  
Diabetic Foot/750G02031  
Practicum 1/750G02033  
Practicum 2/750G02034  
Practicum 3/750G02035  
Final Dissertation/750G02036

#### Other comments

Para o seguemento das diferentes metodoloxías na aula da materia recoméndase a utilización dun ordenador portátil que dispoña de conexión wifi. Asemade, ca finalidade de conquistar unha contorna inmediata sustentable e cumprir o obxectivo estratéxico do Plan de Sustentabilidade Medio-ambiental Green Campus FEP, tódolos traballos documentais que se realicen nesta materia serán entregados a través de Moodle, en formato dixital, sen necesidade de imprimilos. De realizarse en papel:- Non se empregarán plásticos.&nbsp;- Realizaráanse impresións a dobre cara.- Empregarase papel reciclado.- Evitaranse imprimir borradores.

(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.