



Teaching Guide

| Identifying Data | | | | | 2022/23 |
|---------------------|---|--------|---------------------------|-----------|---------|
| Subject (*) | Preventive Podiatry [to extinguish] | | 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 | | |
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| Web | campusvirtual.udc.gal/ | | | | |
| 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. Diseñar 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 C8 |
| Identify and analyze the problems of foot health to environmental, biodynamic and social aspects. | A18 | B2 | C1 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"> a. Concepts related to the subject of Preventive Podiatry. b. Natural History of Disease Prevention and podiatric levels. c. Characteristics of each level of health care. Primary Health Care. d. Child programs in adults geriatrics and patients with special needs. e. Present and Future of Podiatry Preventive. |
| 2. Podiatry Preventive Strategies. | <ul style="list-style-type: none"> a. Prevention Strategies. Epidemiological surveillance. b. Prevention Strategies. Health Promotion in Podiatry. Podiatric hygiene. c. Concepts of strategies. Podiatry Preventive Strategies votes. |
| 3. Podiatric Health Program. Sifted. | <ul style="list-style-type: none"> a. Discussion and analysis of Podiatric Health Programs. b. Exploration of foot systematic learning to value: morphology, mobility, and support gear. Performing and interpreting specific footprints in children or adults. |
| 4. Podiatric Health Education. | <ul style="list-style-type: none"> 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. b. Analysis and organization of podiatric health education activities, objectives and designing activities aimed at different sectors of the population. |
| 5. Occupational Health and Preventive Podiatry. Podiatrist Risk Professionals. | <ul style="list-style-type: none"> a. Labor Podiatry. Surveillance podiatric health. b. Occupational Risk Act. c. Occupational risks in Podiatry and prevention. d. Hospital waste management. |
| 6. Podiatry Preventive Communicable Diseases. | <ul style="list-style-type: none"> a. General Bases of the prevention of communicable diseases. b. General epidemiology of communicable diseases. c. Preventive foot care in viral infections, Polio, Hepatitis and HIV / AIDS. d. Podiatry Preventive tetanus. e. Health actions on the subject susceptible. Vaccinations, sera and immunoglobulins. chemoprophylaxis f. Preventive foot care in mycosis. Dermatomycoses. Onychomycosis. g. Podiatry Preventive other communicable diseases in plantar warts. |
| 7. Podiatry Preventive Non communicable Diseases. | <ul style="list-style-type: none"> a. Non communicable diseases. Chronic diseases. b. Non communicable diseases related to Podiatry. c. Preventive foot care in endocrine and metabolic diseases. Diabetic foot. d. Preventive foot care in diseases of the musculoskeletal system. Arthritis and Osteoarthritis. e. Podiatry Preventive dermal disorders and neurological origin. Leprosy and dermatitis. |



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

| Planning | | | | |
|------------------------|---------------------------------------|----------------------|-------------------------------|-------------|
| Methodologies / tests | Competencies | Ordinary class hours | Student?s personal work hours | Total hours |
| Objective test | A17 A18 B2 B3 C1 C3 C4 C5 C6 C7 C8 | 2 | 141 | 143 |
| Personalized attention | | 7 | 0 | 7 |

(*)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. |

| Personalized attention | |
|------------------------|---|
| Methodologies | Description |
| Objective test | <p>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.</p> <p>The personalized service is designed to solve any issue related to the different methodologies and / or contents of the subject.</p> |

| Assessment | | | |
|----------------|---------------------------------------|---|---------------|
| Methodologies | Competencies | Description | Qualification |
| Objective test | A17 A18 B2 B3 C1 C3 C4 C5 C6 C7 C8 | 50 multiple choice questions (closed response) that include questions regarding the content developed both in master classes, seminars and stuff. | 100 |

| Assessment comments |
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| <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> |





Basic

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| <p>Complementary</p> | <ul style="list-style-type: none"> - Corrales R (1999). Epidemiología del pie cavo en la población escolar de Málaga. (Tesis doctoral).. Universidad de Málaga, Málaga. - Palomo-López P, Losa-Iglesias ME, Becerro-de-Bengoa-Vallejo R, López-López D, Rodríguez-Sanz D, Rome (2019). Specific foot health-related quality-of-life impairment in patients with type II versus type I diabetes. <i>Int Wound J</i>. 2019 Feb;16(1):47-51 - Palomo-López P, Calvo-Lobo C, Becerro-de-Bengoa-Vallejo R, Losa-Iglesias ME, Rodríguez-Sanz D, Sánch (2019). Quality of life related to foot health status in women with fibromyalgia: a case-control study.. <i>Arch Med Sci</i>. 2019 May;15(3):694-699 - Calvo Lobo C, Vilar-Fernández JM, Losa-Iglesias ME, López-López D, Rodríguez-Sanz D, Palomo-López P, (2019). Depression Symptoms Among Older Adults With and Without Subacute Low Back Pain. <i>Rehabil Nurs</i>. 2019 Jan/Feb;44(1):47-51 - Alemany J, Flamarich M, Mañe F, Sala, J (1998). Podología historia de una profesión. Barcelona: Index - López-López D, Paineira-Villar R, García-Paz V, Becerro-de-Bengoa-Vallejo R, Losa-Iglesias ME, Rodr (2019). Impact of the Allergic Asthma on Foot Health-Related Quality of Life and Depression: A Novel Case-Control Research. <i>Medicina (Kaunas)</i>. 2019 May 8;55(5). pii: E124 - Lopez-Lopez D, Becerro-de-Bengoa-Vallejo R, Losa-Iglesias ME, Soriano-Medrano A, Palomo-Lopez P, Mor (2019). Relationship Between Decreased Subcalcaneal Fat Pad Thickness and Plantar Heel Pain. A Case Control Study. <i>Pain Physician</i>. 2019 Jan;22(1):109-116. - Calvo A (2007). Estudio de casos y controles para la evaluación de la asociación de parámetros morfológicos del pie y la presencia de Hallux Rigidus.(Tesis doctoral).. Universidad de Rovira y Virgili, Tarragona. - López-López D, Cancela-Carral JM, Araujo R, Losa-Iglesias ME, Becerro-de-Bengoa-Vallejo R, Rodríguez (2019). Association between sex differences on foot health related to the quality of life in a sample of sedentary people.. <i>Rev Assoc Med Bras</i> (1992). 2019 Feb;65(2):149-155 - Calvo-Lobo C, Paineira-Villar R, García-Paz V, Becerro-de-Bengoa-Vallejo R, Losa-Iglesias ME, Munue (2019). Falls rate increase and foot dorsal flexion limitations are exhibited in patients who suffer from asthma: A novel case-control study. <i>Int J Med Sci</i>. 2019 Apr 25;16(4):607-613 - López López D, Bouza Prego Mde L, Requeijo Constenla A, Saleta Canosa JL, Bautista Casasnovas A, Taj (2014). The impact of foot arch height on quality of life in 6-12 year olds.. <i>Colomb Med (Cali)</i>. 2014 Dec 30;45(4):168-72 - Clayton Y, Hay R (1994). Epidemiology of fungal skin and nail disease: roundtable discussion held at Dermatology 2000, Vienna, 17 May 1993.. <i>The British Journal Of Dermatology</i>, 130, 439-11. - Crawford, F., Atkins, D., & Edwards, J. (2003). Interventions for treating plantar heel pain. . <i>Cochrane Database Syst Rev</i> 2003, CD000416 - Dawson, J., Thorogood, M., Marks, S. A., Juszczak, E. D., Dodd, C., Lavis, G., & Fitzpat (2002). The prevalence of foot problems in older women: a cause for concern. . <i>Journal of Public Health Medicine</i>, 24, 77-84. - Domínguez G, Munuera, PV (2009). Evaluación Radiográfica del primer segmento metatarso-digital. En P.V Munuera (Ed). <i>El primer radio biomecánica y ortopodología</i> (pp. 73-103). . Santander: Exa Editores S.L. - Domínguez G, Munuera PV, Lafuente G (2006). Relatiive metatarsal protusion in the adult: a preliminary study.. <i>J Am Podiatr Med Assoc</i>, 96 (3), 238-44. - Dresch V (2006). Relaciones entre personalidad y salud física / psicológica diferencias según sexo / género, situación laboral y cultura / nación. (Tesis Doctoral). . Universidad Complutense de Madrid, Madrid. - Losa ME, Becerro de Bengoa-Vallejo R (2008). Tratamiento no farmacológico del dolor en la osteoartritis basado en la evidencia.. <i>Revista Española de Podología</i> 19 (4), 154-156. - Losa ME, Becerro de Bengoa-Vallejo R, Saez A, Salvadores, P (2009). Poor Sitting Posture and Metatarsus Adductus Deformity.. <i>Journal of the American Podiatric Medical Association</i>, 99 (2), 174-177. - Pérez MC (1999). Epidemiología del pie plano en la población preescolar de Málaga. (Tesis doctoral). . Universidad de Málaga, Málaga. |
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Recommendations

Subjects that it is recommended to have taken before



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

Subjects that are recommended to be taken simultaneously

Podiatric Orthopedics 3 [to extinguish]/750G02019
Podiatric Pathology 2 [to extinguish]/750G02022
Dermatology [to extinguish]/750G02026
Podiatric Surgery 1 [to extinguish]/750G02029

Subjects that continue the syllabus

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