



## 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:** Medical Specialities

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** Spanish

**Lecturer/-s:**

471A

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## 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

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:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.



## 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
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

## 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
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>





## 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 and persuasion. Approval and obedience.13. Attitude, prejudice, attraction and interpersonal relationships.
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 Jiménez 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. Gavia E, López 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 Hernández J, Ortiz Salinas M. Introducción a la psicología. México: 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, Pérez Pérez 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, Schwartz J, Jessell T. Principios de Neurociencia. Madrid: McGraw Hill-Interamericana; 2001.
5. Ortiz E, Prats Mora J, Arolas G. La persona completa. Valencia, España: E DICEP; 2004.
6. Palmero F, Martínez Sánchez F, Huertas Martínez J. Motivación y emoción. Madrid: McGraw Hill; 2008.
7. Papalia DW, Wendkos 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:

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: