



COURSE DATA

DATA SUBJECT

Code: 34330
Name: Psychology
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1208 - Degree in Podiatry	Facultat d'Infermeria i Podologia	1	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1208 - Degree in Podiatry	Psychology	BASIC

COORDINATION

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SUMMARY

The **Law on the Regulation of Health Professions (LOPS 44/2003 of November 21st)** recognizes **Podiatry** as a profession on equal footing with other healthcare disciplines, though with its own distinct characteristics.

Graduates in **Podiatry** are primarily responsible for the **diagnosis and treatment of foot conditions and deformities** through therapeutic techniques specific to their field.

As with all health professions, the methodology used in diagnosis and treatment follows the **steps of the scientific method**: data collection, diagnosis, planning, intervention, and evaluation.

The regulation of health professions also requires an expansion of the professional scope to include broader competencies, such as **disease prevention, health promotion, maintenance of health, and recovery and rehabilitation**.

This healthcare perspective requires a more holistic understanding of the human being ¿ as a **bio-psycho-**



social entity; which broadens the scope of professional practice beyond the reductionist views that have traditionally dominated the field.

Future podiatry professionals, therefore, become healthcare providers whose role extends well beyond mere concern for foot function and physical abnormalities. They are expected to adopt a **more comprehensive view of the human being as a whole**, recognizing alterations at biological, psychological, and social levels.

This way of understanding podiatry demands **knowledge in these areas**. The course described in this guide aims to provide students with an understanding of **how human beings perceive and interact with the world**, as well as how mental processes can become disordered. It offers students a **holistic view of the human being** from a **biopsychosocial model**, in order to guide their future **professional practice and personal development**.

Psychology is the science that studies **human behavior and mental processes**, including individuals; internal processes and influences from their physical and social environment. By addressing human behavior, psychology lies at the **intersection between the biological and the social**, taking into account aspects such as the evolution of psychological processes throughout the lifespan and gender differences.

The course content is therefore aimed at providing students with **basic knowledge of human behavior and its disorders, psychosocial development, sociocultural influences, identification of factors and psychosocial responses** across the health-illness continuum, and **skills in relational and therapeutic techniques**.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

No prior knowledge is required.

COMPETENCES / LEARNING OUTCOMES

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Acquire and apply the theoretical and practical knowledge involved in the psychological aspects of the patient-therapist relationship. Emotional and psychosocial cognitive development of the human being. Know the psychological aspects of pain. Introduction to the study of human behaviour. Social psychology. Influence of the gender factor on the psychological aspects of health and illness.



DESCRIPTION OF CONTENTS

1. FOUNDATIONS OF THE HUMAN PSYCHE (TOPICS 1¿10)

Starting from an introductory topic that includes a brief overview of the perspectives and applications of psychology and the biopsychosocial nature of human behavior, the course then explores the functioning of basic psychological processes in more depth, using the pattern of normality as a reference and examining them as mechanisms that regulate human behavior. It concludes with a look at the main disorders associated with each of these processes.

- **Topic 0. Introduction to the course**
- **Topic 1. Science and Psychology. Psychosocial sciences in the health field**
- **Topic 2. Biopsychosocial nature of behavior**
- **Topic 3. Attention, Sensation, and Perception**
- **Topic 4. Learning**
- **Topic 5. Memory**
- **Topic 6. Intelligence**
- **Topic 7. Thought and Language**
- **Topic 8. Motivation**
- **Topic 9. Emotions**
- **Topic 10. Personality**

2. LIFE CYCLE (TOPICS 11¿13)

From an integrative perspective, this section reviews the fundamental principles of human development and describes the cognitive, social, and personality changes throughout the life cycle, in relation to the individual's environment and unique life experiences, including a gender perspective.



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- **Topic 11. Psychosocial development: principles and generalities**
 - **Topic 12. From childhood to adulthood**
 - **Topic 13. From adulthood to old age**

3. PSYCHOSOCIAL ASPECTS OF HEALTH AND ILLNESS (TOPICS 14;18)

With a focus on practical application, this section reviews various psychosocial factors related to human behavior and the health-illness process, which have notable utility in clinical settings for the prevention, treatment, and recovery from health issues.

- **Topic 14. Health Psychology**
- **Topic 15. Health-promoting behaviors**
- **Topic 16. Illness representation and behavior**
- **Topic 17. Stress and its impact on health**
- **Topic 18. Pain: psychosocial aspects**

4. RELATIONAL AND THERAPEUTIC TECHNIQUES (TOPICS 19;21)

This unit offers students both theoretical and practical foundations in various techniques and skills that enhance interpersonal interaction and communication in both personal and professional settings.

- **Topic 19. Intra- and interpersonal communication processes**
 - **Topic 20. Human communication and social skills**
 - **Topic 21. The professional-patient relationship**
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5. P.1. Communication and Group Dynamics

The 5 mandatory practical sessions complement and reinforce the theoretical content regarding relational and therapeutic techniques, providing students with effective training in skills that enhance interactions with patients, families, and work teams. Evaluation includes practice participation and submission of related assignments.

- **Objectives:**
 - Apply theoretical knowledge about communication styles in various situations
 - Promote participation of all group members in group dynamics
- **Methodology:**
 - Students will be provided with situations and exercises for individual/group work
 - Groups must complete and submit the assigned classroom exercises
 - The instructor's role is primarily to motivate, observe, and record interactions, decisions, and cooperation at both individual and group levels
- **Evaluation Strategy:**
 - Positive evaluation will be granted upon attendance and active participation
- **Coordination with Other Subjects:**
 - Not applicable due to its placement in the first academic year

6. P.2. Social and Therapeutic Skills

- **Objectives:**
 - Enhance personal resources for satisfactory intra- and interpersonal relationships



- Establish empathetic relationships with patients and recognize emotional responses
- Develop assertiveness and self-esteem to improve verbal and non-verbal communication
- Reflect on human experiences from a multicultural perspective within the healthcare system
- **Methodology:**
 - Faculty will provide classroom activities focused on professional development and employability, designed by the educational innovation group GEDI
- **Evaluation Strategy:**
 - Positive evaluation requires attendance and participation
- **Coordination with Other Subjects:**
 - Not applicable due to its placement in the first academic year

7. P.3. Emotional Self-Control: Relaxation Techniques and Anxiety Reduction

- **Objectives:**
 - Become aware of one's own psychophysiological activation levels
 - Learn to reduce stress and anxiety through relaxation
 - Apply techniques in daily life and podiatry practice to reduce patient anxiety
- **Methodology:**
 - Various relaxation techniques will be explained and practiced briefly in class, depending on space and safety measures
- **Evaluation Strategy:**



- Positive evaluation upon attendance and participation
- **Coordination with Other Subjects:**
 - Not applicable due to its placement in the first academic year

8. P.4. Case Representation through Role-Playing

- **Objectives:**
 - Apply theoretical knowledge to real-life situations
 - Develop creative and constructive thinking through formative activities
 - Encourage participation from all group members
- **Methodology:**
 - Students will act out scenarios practicing different communication styles (assertive, manipulative, passive, aggressive) and basic psychological disorders
 - Role-playing will be used to simulate these scenarios
 - Students must identify the different communication styles portrayed by peers
 - The instructor's role is to motivate, observe, and record interactions and cooperation
- **Evaluation Strategy:**
 - Positive evaluation upon attendance and participation
- **Coordination with Other Subjects:**
 - Not applicable due to its placement in the first academic year



9. P.5. Viewing and Analyzing Projections

- **Objectives:**
 - Create a space for critical reflection through viewing of visual material related to course content
- **Methodology:**
 - Projections related to various course topics will be shown
 - Students will engage in reflection and discussion
 - A group-written document will be submitted
- **Evaluation Strategy:**
 - Positive evaluation upon attendance, participation, and submission of required activities
- **Coordination with Other Subjects:**
 - Not applicable due to its placement in the first academic year

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Tutorials	2,00
Theory	48,00
Classroom practices	10,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	10,00
Independent study and work	54,00
Preparation of lessons	26,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00



TEACHING METHODOLOGY

Different methodologies are used in both the theoretical and practical parts of the course, which complement each other.

The content of the theoretical program will be delivered through lectures supported by audiovisual materials, group and individual assignments, and projections that reinforce the theory.

In the **PRACTICAL SESSIONS**, students must develop skills and competencies using various techniques (communication, modeling, role-playing, emotional self-regulation, etc.).

EVALUATION

The assessment of the course will be carried out through **TWO MODALITIES**, which contribute to the final grade as follows:

- a) **THEORETICAL EXAM (multiple choice): 80%**
- b) **PRACTICAL SESSIONS: MANDATORY ATTENDANCE. 20%**

Below are the details of the activities, criteria, and weightings for each assessment modality:

a) A SINGLE EXAM covering all theoretical course content will be administered.

For the **first exam session**, this will consist of 25¿30 multiple-choice questions (with four answer options), with a penalty for incorrect answers.

The grade will be calculated using the following formula:
(Correct Answers - Incorrect Answers/3) × 8 / Number of Questions

For the **second exam session**, the same type of test will be administered.

The maximum grade achievable on this exam is **8 points**. A **minimum of 4 points** must be obtained on the exam in order to be eligible for overall evaluation in the course. Based on this criterion, the course is passed with a **final grade of 5**.



b) The 5 PRACTICAL SESSIONS (NON-RECOVERABLE) are each graded at 0.4 points per session.

Students must attend at least **80%** of these sessions and submit **alternative activities** for any session not attended in order to receive a **PASS** grade for the practical component and be allowed to sit the exam. If the student does **not** receive a PASS grade in the practical sessions, they will **not** be allowed to take the exam or pass the course.

If a student is unable to attend a session for **justified reasons**, they must notify the instructor **via email** either before the session or on the same day it is scheduled.

Students who miss a session for justified reasons must complete the **assigned compensatory activities**. Once practicals are completed, they do **not need to be repeated** in future academic years unless otherwise indicated or if the format of the sessions changes. In such cases, students who previously completed the sessions are exempt but must inform the course instructor at the beginning of the academic year.

The course will be considered **passed** with a **final grade of 5 points or higher**, provided the student has obtained **at least 4 points** on the theoretical exam and the **combined total with the practical grade is at least 5 points**.

If the student **does not pass**, the final grade recorded will be that of the **theoretical exam**.

REFERENCES

- 1. Llor, B.; Abad, MA.; Garcia, M.; Nieto J. (1995). Ciencias Psicosociales Aplicadas a la Salud. Madrid: McGraw Hill.
 2. Cleries X. (2006). La comunicación. Una competencia esencial para los profesionales de la salud. Barcelona: Masson.
 3. Morrison, V.; Benett, P. (2008). Psicología de la salud. Madrid: Prentice Hall.
 4. Myers, DG. (2005). Psicología. Madrid: Panamericana.
 5. Papalia, DE. (2004). Desarrollo humano. (9ª ed.) Madrid: McGraw Hill.

Complementarias:

1. Caballo VE. (2007). Manual de evaluación y entrenamiento de las habilidades sociales. Madrid: S. XXI. (7ª ed.)
2. McKay, M., Davis, M., Fanning, P. (1985). Técnicas cognitivas para el tratamiento del estrés. Barcelona: Martínez Roca.
3. Vallejo J; Leal C. (2010). Tratado de Psiquiatria. Barcelona: Ars Médica. (2ª ed.)



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