



## Information about the subject

**Degree:** Bachelor of Science Degree in Physiotherapy

**Faculty:** Faculty of Medicine and Health Sciences

**Code:** 240103 **Name:** Assessment in Physiotherapy

**Credits:** 6,00 **ECTS Year:** 1 **Semester:** 2

**Module:** MODULE 2: SPECIFIC

**Subject Matter:** Assessment in Physiotherapy **Type:** Compulsory

**Field of knowledge:** Health Sciences

**Department:** Physiotherapy

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

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

### Lecturer/-s:

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## Module organization

### MODULE 2: SPECIFIC

Subject Matter	ECTS	Subject	ECTS	Year/semester
Fundamentals of Physical Therapy	6,00	Fundamentals of Physiotherapy	6,00	1/1
Assessment in Physiotherapy	6,00	Assessment in Physiotherapy	6,00	1/2
General Procedures for Intervention in Physiotherapy	12,00	General Procedures of Intervention I	6,00	2/1
		General Procedures of Intervention II	6,00	2/2
Physiotherapy in clinical specialties	6,00	Medical-Surgical Conditions and their Treatments	6,00	2/2
Specific Methods of Intervention in Physical Therapy	30,00	Cardiocirculatory and Respiratory Physiotherapy	6,00	3/1
		Physiotherapy of the Locomotive System I	6,00	2/2
		Physiotherapy of the Locomotive system II	6,00	3/1
		Physiotherapy of the Nervous System	6,00	2/2
		Sports Physiotherapy	6,00	3/1
Kinesitherapy	6,00	Kinesitherapy	6,00	2/1
Legislation, Public Health and Health Administration	12,00	Community Physiotherapy and Public Health	6,00	3/1



Legislation, Public  
Health and Health  
Administration

Social Morality. Ethics

6,00

4/1

## Recommended knowledge

Not required

## 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 different types of joints and their musculoskeletal system.
- R2 Knows the scales and methodology of joint assessment and muscle balance.
- R3 The student is able to discover possible limitations or injuries in the patient's joints.
- R4 Correctly locates the joints, bone formations, the various muscles and soft tissues.
- R5 Knows and handles the necessary material for a correct joint evaluation.
- R6 Argues with rational criteria from his/her work.
- R7 The student is able to write a comprehensible text, organized on topics related to physiotherapy and work in a group.



## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

BASIC		Weighting			
		1	2	3	4
CB1	Students demonstrate knowledge and understanding in an area of study that is at the core of general secondary education, and is often at a level that, while supported by advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.			X	
CB2	Students know how to apply their knowledge to their work or vocation in a professional way and possess the skills usually demonstrated by developing and defending arguments and solving problems within their area of study.			X	
CB3	Students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include reflection on relevant social, scientific or ethical issues.			X	
CB4	Students can convey information, ideas, problems and solutions to both specialized and non-specialized audiences.			X	
CB5	Students develop those learning skills necessary to undertake further studies with a high degree of autonomy.			X	
GENERAL		Weighting			
		1	2	3	4
CG1	Students know the methods, procedures and physiotherapeutic actions, for the free exercise of the profession.			X	
CG4	Assess the functional state of the patient, considering the physical, psychological and social aspects.				X
SPECIFIC		Weighting			
		1	2	3	4



CE9	Students assimilate theories of communication and interpersonal skills.	X			
CE11	Students identify the factors involved in teamwork and leadership situations.	X			
CE14	Students identify the theoretical bases of Physiotherapy as a science and profession. The models of action in Physiotherapy. The theoretical bases of the assessments, tests and functional verifications: knowledge of their modalities and techniques as well as the scientific evaluation of their utility and effectiveness. The diagnosis of Physiotherapy. Methodology of the research applied to Physiotherapy.				X
CE18	Students resort to theories that support problem-solving capacity and clinical reasoning.		X		
CE29	Students assess the functional state of the patient/user, considering the physical, psychological and social aspects.				X
CE33	Students evaluate the evolution of the results obtained with the Physiotherapy treatment in relation to the objectives set and the established results criteria. To do this it will be necessary: to define and establish the results criteria; to carry out the evaluation of the evolution of the patient/user; to redesign the objectives according to the evaluation, if necessary; and to adapt the intervention or treatment plan to the new objectives, if necessary.		X		
CE47	Students maintain an attitude of learning and improvement. This includes expressing interest and acting in a constant search for information and professional improvement, committing to contribute to professional development in order to improve practice competence and maintain the status that corresponds to a qualified and regulated profession.				X
CE48	Students manifest a high degree of self-concept, with optimal self-acceptance, without self-centeredness but without prejudices.		X		
CE51	Show respect, appreciation and sensitivity to the work of others.		X		
CE52	Develop the ability to organize and lead work teams effectively and efficiently.		X		

## TRANSVERSAL

## Weighting

1 2 3 4



CT1	Decision-making								X
CT2	Problem solving.								X
CT3	Capacity for organization and planning.								X
CT4	Analysis and synthesis capacity.								X
CT5	Oral and written communication in the native language.								X
CT6	Information management capacity.								X
CT7	Computer skills related to the field of study.						X		
CT8	Knowledge of a foreign language.					X			
CT9	Ethical commitment.								X
CT10	Teamwork.								X
CT11	Interpersonal relationship skills.								X
CT12	Work in an interdisciplinary team					X			
CT13	Critical Reasoning								X
CT14	Work in an international context.					X			
CT15	Recognition of diversity and multiculturalism					X			
CT16	Motivation for quality					X			
CT17	Adaptation to new situations.							X	
CT18	Creativity							X	
CT19	Autonomous learning							X	
CT20	Initiative and entrepreneurship								X



CT21 Leadership.

X

CT22 Knowledge of other cultures and customs

X

CT23 Sensitivity to environmental issues.

X



## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5, R7	20,00%	OPEN QUESTIONS: Written exam in which theoretical knowledge and the student's ability to relate, integrate and express it coherently in written language are evaluated. It allows the following generic or transversal skills to be assessed: 4 Capacity for analysis and synthesis. 3 Capacity for organisation and planning. 5 Oral and written communication in the native language. 8 Knowledge of a foreign language. 2 Problem-solving 19 Autonomous learning.
R1, R2, R3, R4, R5, R7	35,00%	TEST TYPE: Multiple choice test with one correct answer out of five possible ones. It allows the student to know in greater detail the contents acquired by him/her. It allows the following generic or transversal competences to be assessed: 2 Problem solving 1 Decision making 13 Critical thinking
R1, R2, R3, R4, R5, R6	10,00%	PRACTICES: Oral test in which the student is asked to solve practical exercises, clinical cases or problems about the knowledge of the different subjects. It assesses the following generic or transversal competences: 4 Analysis and synthesis capacity. 3 Capacity for organisation and planning. 7 IT Knowledge. 6 Information management skills. 2 Problem-solving 1 Decision-making. 13 Critical thinking. 19 Self-directed learning.





R1, R2, R3, R4, R5, R6, R7	10,00%	WORKS: The student, individually or in a group, elaborates a revision or research topic and presents it, in writing, for the evaluation by the teacher. The following generic or transversal competences are valued: 4 Capacity for analysis and synthesis. 3 Capacity for organisation and planning. 7 Computer skills. 6 Information management skills. 10 Teamwork. 14 Working in an international context. 11 Interpersonal skills. 13 Critical thinking. 19 Autonomous learning. 18 Creativity. 21 Leadership. 20 Initiative and entrepreneurship. 16 Motivation for Quality. 70 Maintaining an attitude of learning and improvement. 72 Knowing one's own skills and limitations.
R1, R2, R3, R4, R5, R6	25,00%	PRACTICAL EXAM: The student is faced with a test in which s/he must demonstrate through practical application the acquisition of certain knowledge. For example, histological or anatomopathological diagnosis, image interpretation or diagnostic tests. This test evaluates the following generic or transversal skills: 13 Critical reasoning. 19 Autonomous learning.
	0,00%	ATTENDANCE AND PARTICIPATION IN CLASS: The teacher evaluates the participation, involvement and progression of the student's acquisition of knowledge and skills during the theoretical and practical classes. It will not exceed 5% of the final grade.

## Observations

\* The theoretical exam will consist of thirty test questions with five possible answers, subtracting one correct question for every four errors and one open question.  
To consider the theoretical exam passed, both parts of the exam must be eligible, (Test and Short Questions)

\*\* This item includes the tasks performed in class and the presentation of them.

- 1) Only students who have passed the theoretical exam (with a grade of at least 5 out of 10) may take the practical exam
- 2) It is necessary to have both exams passed in order to pass the subject.



## 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 Master class Problem solving Exposition of contents by the teacher. Explanation of knowledge and skills
- M2 Case resolution: Analysis of sample realities - real or simulated - that allow the student to connect theory with practice, to learn from models of reality or to reflect on the processes used in the cases presented.
- M4 Personalized attention. Period of instruction and/or guidance by a tutor with the aim of analyzing with the student their work, activities and their evolution in learning the subjects.
- M5 Set of tests carried out to know the degree of acquisition of knowledge and skills of the student.
- M6 Problem solving and case studies Written work Online activity in the e-learning platform Personal study. Search of information and documentation.
- M11 Oral presentation
- M12 Group work: Group work sessions supervised by the teacher. Knowledge construction through student interaction and activity.
- M13 Production of works or reports



- M14 Group work to search, discuss and filter information about the subjects
- M16 Student's study: Individual preparation of readings, essays, problem solving, seminars.

## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical lessons M1, M6	R1, R2, R6, R7	40,00	1,60
Practice lessons M2, M6, M12	R1, R4, R5, R6, R7	14,00	0,56
Office Hours M4	R1, R2, R3, R4, R5, R6, R7	4,00	0,16
Assessment M5	R1, R2, R3, R4, R5, R6, R7	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 M6, M16	R1, R2, R3, R4, R5, R6, R7	70,00	2,80
Group work M12	R1, R2, R3, R4, R5, R6, R7	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 1 ANATOMY AND ARTROLOGY	1 BASIC GENERAL ANATOMY 2 ARTROLOGY
UNIT 2 GENERAL STUDY OF THE HUMAN MOVEMENT	3 PLANS AND AXIS. KINETICS AND ARTICULAR KINEMATICS. 4 EXAMINATION OF THE POSITION IN BIPEDESTATION 5: PAIN EXAMINATION
UNIT 3 ARTICULAR BALANCE AND MUSCLE BALANCE	6 VALUATION OF ARTICULAR MOVEMENT 7 MUSCLE BALANCE 8 GLOBAL ASSESSMENT 9 THERMOGRAPHY
UNIT 4 THE HUMAN MARCH	10 THE HUMAN MARCH 11 TECHNICAL AID FOR DEMOBULATION
PRACTICES	PRACTICE 1: SUPERIOR MEMBER ARTICULAR ASSESSMENT PRACTICE 2: LOWER MEMBER ARTICULAR ASSESSMENT.  PRACTICE 3: SUPERIOR MEMBER MUSCLE BALANCE. LOWER PRACTICE 4: FUNCTIONAL TESTS PRACTICE 5: STUDY OF THE RAQUIS AND GLOBAL ASSESSMENT PRACTICE 6: THERMOGRAPHY. CLINICAL EXAMINATION PRACTICE 7: VALUATION SIMULATION



## Temporary organization of learning:

Block of content	Number of sessions	Hours
UNIT 1 ANATOMY AND ARTROLOGY	5,00	10,00
UNIT 2 GENERAL STUDY OF THE HUMAN MOVEMENT	7,00	14,00
UNIT 3 ARTICULAR BALANCE AND MUSCLE BALANCE	8,00	16,00
UNIT 4 THE HUMAN MARCH	3,00	6,00
PRACTICES	7,00	14,00



## References

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KAPANDJI, I.A.: Cuadernos de fisiología articular. Masson. Barcelona, 1988

KENDALL, F.P.:Músculos pruebas y funciones. Jims. Barcelona, 1985

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NETTER. Atlas de Anatomía Humana. Ed. Saunders-Elsevier, 2010

DRAKE, Vogl, Mitchell. Gray Anatomía para Estudiantes. Ed. Elsevier 2007

Visionado del vídeo: "Tame the Beast" <https://www.youtube.com/watch?v=ikUzvSph7Z4>. Puede consultar la web original donde encontrará, además del vídeo, otros recursos útiles

en <https://www.tamethebeast.org/#tame-the-beast>

BMJ Best Practice - Fibromyalgia [internet]. Disponible

en: <https://bestpractice.bmj.com/topics/en-gb/187>

Fitzcharles MA, Ste-Marie PA, Goldenberg DL, Pereira JX, Abbey S, Choinière M, Ko G, Moulin DE, Panopalis P, Proulx J, Shir Y, and the National Fibromyalgia Guideline Advisory Panel. 2012 Canadian Guidelines for the diagnosis and management of Fibromyalgia síndrome: Executive summary. Pain Nada Manag. 2013 May-Jun; 18 (3): 119-126. Disponible

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