# Information about the subject

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

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

**Code:** 240318 **Name:** Preventive and Evolutionary Physiotherapy

**Credits:** 6,00 **ECTS Year:** 3 **Semester:** 2

**Module:** MODULE 5: UNIVERSITY-SPECIFIC

**Subject Matter:** Training in physiotherapeutic techniques **Type:** Compulsory

**Field of knowledge:** Health Sciences

**Department:** -

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

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

**Lecturer/-s:**

# Module organization

## MODULE 5: UNIVERSITY-SPECIFIC

| Subject Matter | ECTS | Subject | ECTS | Year/semester |
|---|---|---|---|---|
| Social Sciences | 6,00 | Science, Reason and Faith | 6,00 | 2/1 |
| Health Research and Documentation | 6,00 | Healh Research and Documentation | 6,00 | 3/2 |
| Training in complementary techniques | 6,00 | Radiology | 6,00 | 2/2 |
| Training in physiotherapeutic techniques | 30,00 | Geriatric Physiotherapy | 6,00 | 4/1 |
| | | Manual Therapy | 6,00 | 3/2 |
| | | Paediatric Physiotherapy | 6,00 | 3/2 |
| | | Preventive and Evolutionary Physiotherapy | 6,00 | 3/2 |
| | | Special Procedures in Physiotherapy | 6,00 | 3/2 |

# Recommended knowledge

No prerequisites 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 anatomy of the pelvic floor being able to describe and analyse its main dysfunctions. |
| R2 | The student assesses and proposes treatments for the different pelvic floor dysfunctions using up-to-date assessment techniques such as ultrasound and electromyography, and treatments based on therapeutic exercise such as hypopressive abdominal gymnastics, the Pilates method or the 5P method. |
| R3 | Describes and assesses the condition of pregnant women in their different phases (pregnancy, childbirth and postpartum). |
| R4 | Seeks bibliographical information from different sources and analyses it with a critical and constructive spirit. |
| R5 | The student knows the physiotherapy activity carried out in Primary Care. |
| R6 | The student knows the different preventive programmes that can be carried out in children , women, adults and the elderly. |

## 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 | |

| SPECIFIC | | Weighting | | | |
|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 |
| CE1 | Students learn human anatomy and physiology, highlighting the dynamic relations between structure and function, especially of the locomotive system and the nervous and cardio-respiratory systems. | | x | | |
| CE2 | Students identify the physiological and structural changes that can occur as a result of the application of physiotherapy. | | x | | |
| CE3 | Students identify the factors that influence human growth and development throughout life. | | | x | |

| | | | | |
|---|---|---|---|---|
| CE4 | Students know the principles and theories of physics, biomechanics, kinesiology and ergonomics, applicable to physiotherapy. | x | | |
| CE7 | Students know the application of ergonomic and anthropometric principles. | | | x |
| CE8 | The psychological and social factors that influence the health/disease status of the individual, family and community. | | x | |
| CE9 | Students assimilate theories of communication and interpersonal skills. | | x | |
| CE10 | Learning theories to be applied in health education and in your own lifelong learning process | | | x |
| CE11 | Students identify the factors involved in teamwork and leadership situations. | | | x |
| CE12 | The general aspects of pathology of endogenous and exogenous etiology related to physiotherapy of all devices and systems with their medical, surgical, physiotherapeutic and orthopedic treatments. | x | | |
| CE13 | The structural, physiological, functional and behavioral changes that occur as a result of the intervention of physiotherapy. | 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 |
| CE15 | General physiotherapeutic procedures: Kinesitherapy, Massage and Massage Therapy, Electrotherapy, Magnetic Therapy, Ergotherapy, Hydrotherapy, Balneotherapy, Climatotherapy, Thalassotherapy; Thermotherapy, Cryotherapy, Vibrotherapy, Phototherapy, Pressotherapy, and the derivatives of other physical agents | | x | |
| CE16 | Physiotherapeutic Procedures based on specific Methods and Techniques of physiotherapeutic actions to be applied in the different pathologies of all the apparatuses and systems, and in all the specialties of Medicine and Surgery, as well as in the promotion and conservation of the health, and in the prevention of the disease. | | | x |

| | | | | |
|---|---|---|---|---|
| CE31 | Students know how to design the Physiotherapy Intervention Plan. To elaborate a specific Physiotherapy Intervention Plan using problem-solving skills and clinical reasoning: in line with the available resources; formulating the intervention objectives with the user and, if appropriate, with the significant people in his environment, collecting his expectations regarding care; selecting the protocols or procedures most appropriate to the planned care, attending to criteria of appropriateness, validity and efficiency. | | x | |
| CE32 | Students execute, direct and coordinate the Physiotherapy Intervention Plan, attending to the principle of the user's individuality and using the therapeutic tools typical of Physiotherapy, that is, the set of methods, procedures, actions and techniques that through the application of physical means: cure, recover, enable, rehabilitate, adapt and readapt people with deficiencies, functional limitations, disabilities and handicaps; prevent diseases and promote health to people who want to maintain an optimum level of health. | | 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 | |
| CE36 | Students participate in the areas of health promotion and disease prevention. This includes, among others: identifying the social and economic factors that influence health and health care; designing and carrying out disease prevention and health promotion activities; advising on the development and implementation of care and education policies in the field of physiotherapy; identifying risks and risk factors; assessing and selecting users who can benefit from preventive measures; providing health education to the population in the various fields. | | | x |
| CE37 | Students relate effectively with the whole multidisciplinary team. This includes: establishing the objectives of Physiotherapy within the team; collecting, listening and assessing the reflections of the rest of the multidisciplinary team towards their actions; accepting and respecting the diversity of criteria of the rest of the team members; recognizing the competences, skills and knowledge of the rest of the health professionals. | | | x |

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|---|---|---|---|---|---|
| CE41 | Students keep the foundations of the knowledge, skills and attitudes of the professional competences updated, through a process of continuous training (throughout life); to critically analyse the methods, protocols and treatments of the care in Physiotherapy and to ensure that they are adapted to the evolution of scientific knowledge. | | | x | |
| CE44 | Students cope with stress, which involves the ability to control oneself and one's environment in stressful situations. | | | x | |
| CE46 | Motivate others. This means having the ability to generate in others the desire to actively and enthusiastically participate in any project or task. | | | 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, R5, R6 | 40,00% | 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 |
| R4 | 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. |
| R2, R5 | 10,00% | 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. |
| | 40,00% | STUDY AND RESOLUTION OF CASES |

**Observations**

1. The theoretical written test (40%)
It will consist of 40 multiple-choice questions, with 5 answers. Every four incorrect answers to the

multiple-choice questions will deduct one correct answer. 2. The practical examination (40%)
It will consist of the resolution of the questions posed on the exercises or techniques explained during the practical exercises carried out in the course. In order to be able to take the practical exam, a numerical score of 5 out of 10 must have been obtained in the theoretical test. 3. To assess class participation (20%)
This will be done through continuous assessment. For this purpose, after each of the practical blocks of the subject, a homework (10%) to be determined at the beginning of the course will be elaborated. In addition, an infographic (10%) will be produced on the subject matter covered, after the completion of the blocks previously mentioned.
In order to pass the course it is essential to have obtained a 5 out of 10 in both the theoretical and practical exams. Once the student has passed with a 5 out of 10 in each of these parts, the rest of the established percentages will be added.

**MENTION OF DISTINCTION:**
According to Article 22 of the Regulations governing the Evaluation and Qualification of UCV Courses, the mention of "Distinction of Honor" may be awarded by the professor responsible for the course to students who have obtained, at least, the qualification of 9 over 10 (“Sobresaliente”). The number of "Distinction of Honor" mentions that may be awarded may not exceed five percent of the number of students included in the same official record, unless this number is lower than 20, in which case only one "Distinction of Honor" may be awarded.

## 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. |
| M7 | Discussion and problem solving. |

M11 Oral presentation

M12 Group work: Group work sessions supervised by the teacher. Knowledge construction through student interaction and activity.

M14 Group work to search, discuss and filter information about the subjects

M15 Seminar, supervised monographic sessions with shared participation

M16 Student's study: Individual preparation of readings, essays, problem solving, seminars.

## IN-CLASS LEARNING ACTIVITIES

| | LEARNING OUTCOMES | HOURS | ECTS |
|---|---|---|---|
| Theoretical lessons<br>M1 | R2, R3, R4, R5, R6 | 36,00 | 1,44 |
| Practice lessons<br>M2 | R2, R3, R4, R5, R6 | 13,00 | 0,52 |
| Seminar<br>M2 | R2, R5, R6 | 4,00 | 0,16 |
| Office Hours<br>M1, M7 | R2, R3, R4, R5, R6 | 4,00 | 0,16 |
| Assessment<br>M5 | R2, R3, R4, R5, R6 | 3,00 | 0,12 |
| **TOTAL** | | **60,00** | **2,40** |

## LEARNING ACTIVITIES OF AUTONOMOUS WORK

| | LEARNING OUTCOMES | HOURS | ECTS |
|---|---|---|---|
| Autonomous work<br>M5, M7 | R2, R3, R4, R5, R6 | 70,00 | 2,80 |
| Group work<br>M2, M5, M7 | R3, R4, R6 | 20,00 | 0,80 |
| **TOTAL** | | **90,00** | **3,60** |

## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

| Content block | Contents |
|---|---|
| UD I Health, Disease, Biopsychosocial Model and Disability | Topic 1 Introduction and reminder of the terms of health, disease, biopsychosocial model and disease. |
| UDII Physiotherapeutic care. | Topic 2 Prevention in Physiotherapy<br>Topic 3 Burnout in health personnel.<br>Topic 4 Occupational prevention, postural hygiene<br>Topic 5 Asepsis<br>Topic 6 Zoonoses<br>Theme 7 School health |
| UNIT IV PELVIC FLOOR | Topic 12 Anatomy of the pelvic floor<br>Topic 13 Assessment of the pelvic floor, ultrasound and biofeedback<br>Topic 14 Main dysfunctions of the pelvic floor<br>Topic 15 Treatment of pelvic floor dysfunctions, therapeutic exercise and manual therapy<br>Topic 16 Pregnancy, main dysfunctions and treatment<br>Unit 17 Therapeutic exercise in pregnant women<br>Item 18 Delivery and postpartum<br>Topic 19 Treatment of scars, episotomy and caesarean section.<br>Topic 20 Pelvic floor in athletes |
| PRACTICES | PX1 ASEPSIA SEMINAR<br>PX2 Pelvic floor evaluation.<br>PX3 Treatments and therapeutic exercise in pelvic floor dysfunctions.<br>PX4 Treatment and therapeutic exercise in pregnancy.<br>PX5 Treatment and therapeutic exercise in postpartum. |

## Temporary organization of learning:

| Block of content | Number of sessions | Hours |
|---|---|---|
| UD I Health, Disease, Biopsychosocial Model and Disability | 2,00 | 4,00 |
| UDII Physiotherapeutic care. | 5,00 | 10,00 |
| UNIT IV PELVIC FLOOR | 18,00 | 36,00 |
| PRACTICES | 5,00 | 10,00 |

## References

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