UVIC

Universitat de Vic

STUDENT GUIDE 2011-2012

FACULTY OF HEALTH SCIENCES AND WELFARE

DEGREE IN PHYSIOTHERAPY

CONTENTS

INTRODUCTION

The Faculty of Health Sciences and Welfare is based on six main training areas:

1. Recognise that people, whether healthy or sick, are a unique, dynamic whole in constant interaction with others and with the environment.
2. Use a scientific approach to work that guides interventions and enables the assessment of results.
3. Appreciate communication and the care relationship as an indispensable tool in professional work, from the perspective of education, help and support.
4. Promote appropriate care to restore or improve people's health and quality of life.
5. Adopt an ethical attitude based on respect for the individuality, dignity and autonomy of the other.
6. Adopt an attitude of commitment to constantly updating your knowledge in accordance with scientific advances and the emerging needs of the population.

Teachers promote these training areas through interaction in the classroom, individual or group tutorials, reflection, analysis and decision-making so that students gain the knowledge, skills and attitudes necessary to develop their professional skills.

Margarida Pla

Dean

FACULTY OF HEALTH SCIENCES AND WELFARE

Structure

The Faculty of Health Sciences and Welfare at the University of Vic is a structure for planning, organisation, management and coordination of courses leading to standard degrees in the field of Health Sciences and Social Sciences and Law.

Currently, the following accredited study programmes are offered:

- Diploma in Human Nutrition and Dietetics (in the process of being phased out) Degree in Nursing
- Degree in Physiotherapy
- Degree in Occupational Therapy
- Degree in Human Nutrition and Dietetics
- Degree in Social Work
- Master's degree in Active Aging: Bases for Integrated Care
- Doctorate in Health, Welfare and Quality of Life

The basic units of teaching and research are the departments, which bring together teachers according to related or shared areas of knowledge, study and research.

Each department is led by a professor who acts as Head of Department.

The single-person governing bodies of the Faculty are: Dean, Head of Studies, Coordinators of Study Programmes, Heads of Department and Heads of Functional Areas.

The Faculty's governing bodies for management, coordination and participation are: Board of Management and

Departments

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Each department is led by a professor who acts as Head of Department.

ORGANISATION OF STUDIES

Methodology

ECTS credits

ECTS (or European) credits are the unit of measurement of a student's work on a subject. Each European credit is equivalent to 25 hours, including all the activities that a student will carry out in a subject: attending classes, consulting the library, practicals, research assignments, activities, study and exam preparation, etc. If a subject has six credits, it means that the student's work should be equivalent to 150 hours of dedication to the subject (6 × 25).

Competencies

By competencies, we mean a set of knowledge, skills, abilities and attitudes applied to the development of a profession. Thus, the introduction of competencies into the university curriculum should enable students to gain a set of personal attributes, social skills, teamwork, motivation, personal relationships, knowledge, etc. that allow them to develop social and professional functions in their social and work context.

Some of these competencies are common to all professions at a certain level of qualification. For example, having the ability to solve problems creatively or teamwork skills are general or cross-disciplinary competencies that are common to virtually all professions. University students should acquire, increase and consolidate these competences throughout their studies and then during their professional life.

In contrast, other competencies are specific to each profession. A physiotherapist, for example, must have very different professional competences than those needed by a social worker.

The organisation of academic work

Professional competences require university studies that go beyond the consolidation of basic contents that are key to the profession. Therefore, ways of working are required that complement the transmission of contents. For this reason, there are three types of work in the classroom or other spaces of the University of Vic. Together these constitute the contact hours between students and teachers:

- Class sessions are considered class hours that are taught by teachers to the entire group. These sessions include teachers' explanations, hours spent taking exams, talks, screenings, etc. They are focused on one or more contents of the programme.

- Supervised study sessions are considered hours of student activity in the presence of teachers (working in the computer lab, correcting exercises, group activities in the classroom, discussions or debates, laboratory practicals, small group seminars, etc. These sessions could be aimed at the entire group, a subgroup or a work team.

- Tutorial sessions are the hours when the teacher sees students individually or in small groups to find out how they are progressing with their personal work on the subject, to guide or supervise individual or group work or to discuss assessment results. The initiative for tutorial support may arise from teachers or students to raise doubts about the course work, request guidance on literature or sources, learn the teachers' opinion on academic performance or clarify doubts about the contents of the subject. The tutorial is a key element in the students' learning process.

Within a subject's work plan, some sessions will be planned for students' personal work. These are hours devoted to study, exercises, information searches, library consultations, reading, writing and production of individual or group assignments and exam preparation, among other activities.

The work plan

This new way of working calls for the creation of planning tools for students so that they can organize and plan the work they need to do in the different subjects. That is why the work plan has become an important resource that allows planning of the work that students must do in a limited period of time.

The Work Plan is a document that must include the definition of objectives, contents, methodology and assessment of the subject for a semester or academic year. It is a document that temporarily plans specific subject activities in a way that is consistent with the elements listed above.

The Work Plan is the instrument that serves as a guide for planning the contents and activities of the class sessions, supervised study sessions, tutorial sessions and consultations. In the work plan, individual and group assignments and personal activities of consultation, research and study that must be carried out in the subject are defined and planned.

The work plan should focus primarily on the work of the student and should guide them to plan their study activity to achieve the course objectives and acquire the established competencies.

The work plan may be organised according to criteria associated with time (fortnightly, monthly, six-monthly, etc.) or according to the thematic blocks in a subject's programme (i.e. by establishing a work plan for each topic or block of topics in the programme).

Assessment process

According to the regulations of the University of Vic, the bachelor's degree studies will be assessed in a continuous way and there will be one call for enrolment. To obtain credits for a subject area or subject, students must have passed the assessment tests established in the corresponding programming.

To assess the competences that students must gain in each subject, the assessment process should not be limited to a final examination. Therefore, different instruments are used to ensure more comprehensive, continuous assessment that considers the work that has been done to achieve the different types of competencies. That is why there are two types of assessment with the same level of importance:

- Assessment of the process: Monitoring of individual work to assess the learning process during the academic year. Monitoring can be done in individual or group tutorials; through the submission of assignments on each topic and their subsequent correction; or through the process of organisation and achievement followed by members of a team individually and collectively in group work, etc. The assessment process will be based on activities to be undertaken under supervised or will be aimed at the class and will be associated with the part of the programme that is being worked on. Examples include: commentary on articles, texts and other written or audiovisual material (films, documentaries, etc.); participation in discussion groups, visits, attendance of conferences, etc. These activities will be assessed continuously throughout the semester.

- Assessment of results: Correcting the results of students' learning. Results can be of different types: oral and written group work, class exercises carried out individually or in small groups, individual reflections and analyses that establish relations between sources of information beyond the contents explained by teachers in lectures, writing individual papers, oral presentations, partial or final exams, etc.

The last weeks of the semester will be dedicated to testing and assessment activities. Students who fail the assessment must enrol and repeat the subject the next academic year.

SYLLABUS

Subject area	Credits
Foundation Training	60
Compulsory	117
Optional	15
Final Year Project	8
External Practicums	40
Total	240

Organisation of the studies

FIRST YEAR

First semester	Credits	Types
Biostatistics and Health Information Systems	6.0	Foundation Training

Communication and Health Education	6.0	Foundation Training
Study of the Human Body I	6.0	Foundation Training
Introduction to the Profession I	6.0	Compulsory

Second semester	**Credits**	**Types**
Bioethics	6.0	Foundation Training
Culture, Society and Health	6.0	Foundation Training
Study of the Human Body II	6.0	Foundation Training
Introduction to the Profession II	6.0	Compulsory
Developmental and Health Psychology	6.0	Foundation Training
Public Health	6.0	Compulsory

SECOND YEAR

First semester	Credits	Types
Kinesiology and the Nervous System	6.0	Foundation Training
Kinesiotherapy	6.0	Compulsory
Physiopathology	6.0	Foundation Training
General Procedures in Physiotherapy I	6.0	Compulsory
Assessment and Diagnosis in Physiotherapy	6.0	Compulsory

Second semester	Credits	Types
English for Health Sciences	6.0	Foundation Training
Anthropometrics and Ergonomics	3.0	Compulsory
Project Creation I	3.0	Compulsory
Pharmacology	3.0	Compulsory
Medical Surgical Pathology I	6.0	Compulsory
General Procedures in Physiotherapy II	3.0	Compulsory
Manual Therapy for Upper and Lower Extremities	6.0	Compulsory

THIRD YEAR

First semester	Credits	Types
Methods of Intervention in Trauma, Rheumatism and Orthopedics	6.0	Compulsory
Practicum I	9.0	External Practicums
General Procedures in Physiotherapy III	3.0	Compulsory

Second semester	Credits	Types
Image Diagnosis for Physiotherapy	3.0	Compulsory
Project Creation II	3.0	Compulsory
Cardiorespiratory Physiotherapy	3.0	Compulsory
Community Physiotherapy	3.0	Compulsory
Physiotherapy and Trauma, Rheumatism and Orthopedics	6.0	Compulsory
Physiotherapy and Geriatrics	3.0	Compulsory
Medical Surgical Pathology II	3.0	Compulsory
Practicum II	12.0	External Practicums
Manual Therapy of the Spine	6.0	Compulsory

FOURTH YEAR

First semester	**Credits**	**Types**
Physiotherapy in Pediatrics	3.0	Compulsory
Physiotherapy and Neurology	3.0	Compulsory
Methods of Intervention in Neurology	6.0	Compulsory
Optional	6.0	Optional
Practicum III	9.0	External Practicums
Final Year Project I	3.0	Final Year Project

Second semester	**Credits**	**Types**
Integrated Healthcare	3.0	Compulsory
Management of Health Services	3.0	Compulsory
Optional	9.0	Optional
Practicum IV	10.0	External Practicums
Final Year Project II	5,0	Final Year Project

COMPETENCIES

BASIC SKILLS

- Students have demonstrated knowledge and understanding in a field of study that builds on general secondary education with the support of advanced textbooks and knowledge of the latest advances in this field of study.
- Students have developed the learning skills necessary to undertake further studies with a high degree of independent learning.
- Students can apply their knowledge to their work or vocation in a professional manner and have competencies typically demonstrated through drafting and defending arguments and solving problems in their field of study.
- Students can communicate information, ideas, problems and solutions to both specialists and non-specialists.
- Students have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgements that include reflection on relevant social, scientific and ethical issues.

CORE SKILLS

- Be a critical thinker before knowledge in all its dimensions. Show intellectual, cultural and scientific curiosity and a commitment to professional rigour and quality.
- Use oral, written and audiovisual forms of communication, in one's own language and in foreign languages, with a high standard of use, form and content.
- Become the protagonist of one's own learning process in order to achieve personal and professional growth and acquire all-round training for living and learning in a context of respect for linguistic, social, cultural, gender and economic diversity.
- Exercise active citizenship and individual responsibility with a commitment to the values of democracy, sustainability and universal design, through practice based on learning, service and social inclusion.
- Interact in international and worldwide contexts to identify needs and and new contexts for knowledge transfer to current and emerging fields of professional development, with the ability to adapt to and independently manage professional and research processes.
- Display professional skills in complex multidisciplinary contexts, working in networked teams, whether face-to-face or online, through use of information and communication technology.
- Project the values of entrepreneurship and innovation in one's academic and professional career, through contact with a variety of practical contexts and motivation for professional development.

GENERAL SKILLS

- Analyse care and service needs of people in vulnerable situations, and their social and family environment, from an interdisciplinary and intersectoral perspective, in order to ensure integrated care and continuity of care.
- Appreciation of diversity and multiculturalism.
- Search, obtain, organise, critically assess and use scientific information and evidence to ensure up-to-date and effective care.
- Be able to analyse and summarise.
- Initiative and entrepreneurial spirit.
- Have good leadership skills.
- Be able to give account of the basic principles of the profession.
- Interpersonal skills.
- Be able to speak and write well in one's first language.
- Decision-making.
- Be good at problem-solving.
- Commitment to ethical practice.
- Capacity to adapt to new situations.
- Be able to devise and manage projects.
- Be able to work in a team
- Ability to apply knowledge to practice.
- Have good learning skills.
- Be able to generate new ideas.
- Organizational and planning ability.
- Understand the scientific method through basic, applied research programmes, using both qualitative
- and quantitative methodology, and with due respect for ethical concerns.
- Understand the production mechanisms of diseases at different levels, and their main manifestations.
- Understand and interpret specialised oral and written sources of information about health sciences in a
- second language.
- Understand the molecular and physiological basis of cells and tissues.
- Understand the cultures and customs of other countries.
- Have good basic knowledge.

- Know a second language.
- Know about groups of medicines and understand mechanisms of action, use and effectiveness.
- Know about and understand developmental processes from a psychological and life-cycle perspective.
- Know about and understand sociocultural interactions in the maintenance of health and the onset of disease.
- Know scientific terminology in another language.
- Know about, select, apply and interpret statistical tests for appropriate use in data analysis.
- Establish an empathetic relationship and support for patients and their relatives.
- Be able to use information, with a capacity to understand and analyse information from different sources.
- Have basic computing skills.
- Skill for communicating with experts in other fields.
- Ability to work independently
- Be able to work in an international context.
- Have good research skills.
- Critical and self-critical capabilities.
- Skills for working in an interdisciplinary team.
- Identify the basic principles of active ageing and geriatric care.
- Identify biophysiological modifications and psychosocial phenomena associated with the ageing process.
- Personalise the physiotherapy treatment, taking into account age, gender, cultural differences, ethnic group, beliefs and values.
- Strive for quality.
- Provide care that guarantees the right to dignity, privacy and confidentiality and decision-making capacity for patients and their families.
- Be aware of environmental issues.
- Be capable to self-assessment and of recognizing the need for lifelong learning for development, whilst being aware of your own limitations.
- Use strategies and skills for effective communication with patients, families and social groups, helping them express their concerns and interests.

SPECIFIC SKILLS

- Analyse, design and use movement as a therapeutic measure, promoting the participation of the patient or user in this process.
- Understand psychological aspects of the physiotherapist-patient relationship.
- Understand the basic concepts of health and the role of the physiotherapist in the health system.
- Understand health-related factors and problems related to physiotherapy in primary health care, and specialised and occupational health services.
- Understand the principles of biomechanics and electrophysiology, and their main uses in physiotherapy.
- Understand ergonomic and anthropometric principles.
- Understand and apply manual methods and instruments for assessment in physiotherapy and physical rehabilitation, and scientific assessment of their usefulness and effectiveness.
- Understand and perform specific methods and techniques for the locomotor system (including manual therapies, therapies for manipulation of joints, osteopathy and chiropractic), neurological processes, the respiratory system, the cardiovascular system, and static and dynamic alterations.
- Understand and perform specific methods and techniques taking into account the implications of orthopedics in physiotherapy, reflex techniques, and alternative or complementary methods and techniques whose safety and efficacy has been scientifically demonstrated.
- Understand the general theory of function, disability and health, and its international classification, and models of physiotherapeutic intervention and care.
- Understand learning theory for use in health education and one's own lifelong learning.
- Know about the Spanish health service.
- Know about health service management, in particular aspects related to physiotherapy.
- Know about physiological and structural changes that can occur as a result of physiotherapy.
- Know about ethical codes and professional ethics.
- Know about the principles and theories of physical agents and their use in physiotherapy.
- Know about and analyse management processes in a physiotherapy unit.
- Know about and apply quality processes in the practice of physiotherapy, adjusting to criteria, indicators and quality standards recognised and validated for appropriate professional practice.
- Know about and apply theoretical principles and methods and procedures of physiotherapy.

- Understand and apply good practice guidelines.
- Know about and be able to use communication theory and interpersonal skills.
- Know about and identify psychological and physical problems deriving from gender violence in order to train students in prevention, early detection, assistance and rehabilitation of victims of such violence.
- Know about the pathophysiology of diseases, identifying manifestations throughout the process, and medical surgical treatments concerning physiotherapy and orthopedics.
- Know about the ethical and legal principles of the profession in a changing context.
- Know about, design and apply the modalities and general procedures of intervention in physiotherapy: masotherapy, electrotherapy, magnetotherapy, hydrotherapy, balneotherapy, climatotherapy, thalassotherapy, thermotherapy, cryotherapy, vibrotherapy, phototherapy, presotherapy, therapies based on other physical agents, and basic aspects of ergotherapy and other therapies related to physiotherapy.
- Promote the involvement of users and their families in the recovery process.
- Identify physiotherapeutic concepts, evolution and principles in science and the profession.
- Identify the most suitable physiotherapy treatment in the various processes of alteration, protection and promotion of health, as well as in the processes of growth and development.
- Identify changes deriving from physiotherapeutic intervention.
- Identify psychological and social factors affecting health or illness of individuals, families and the wider community.
- Identify factors involved in teamwork and leadership situations.
- Identify the patient/users situation through diagnosis for the physiotherapy treatment, the planning of interventions, and an assessment of their effectiveness in a cooperative work environment with other health science professionals.
- Identify anatomical structures as a foundation of knowledge for establishing dynamic relationships with the functional organisation of the body.
- Integrate all the knowledge, skills, abilities, attitudes and values gained in the university subjects, to be able to provide effective physiotherapeutic care.
- Promote healthy lifestyles through health education.
- Recognise life-threatening situations and know how to carry out basic and advanced support manoeuvres.
- Be able, from the perspective of physiotherapy, to assess the functional status of the patient or user, taking into account physical, psychological and social aspects.

FIRST YEAR SUBJECTS

Biostatistics and Health Information Systems

Credits: 6.00 First semester

OBJECTIVES

In the global context of health-related careers, Biostatistics is a subject area that should provide the basis for understanding the scientific literature, and training people with a new tool for expression. Put another way, in this subject, students learn how to read and write using statistical language as the basis. Therefore, it is directly related to all other subjects as it gives students tools to be able to both understand information and express themselves. It is a gateway to scientific knowledge, a distinguishing feature of university education. It is an introduction to the world of science and knowledge generation. Scientific knowledge should be used to help students respond to questions that arise in clinical practice. That is why we must also have competencies that are associated with finding relevant information about the problem we want to solve. However, this subject is mainly useful to all those professionals who are interested in evaluating the results of their daily professional practice.

- Understand the stages of the scientific method and its application in health sciences. Understand, select and apply statistical tests for data analysis.
- Use the SPSS programme in the statistical analysis of data. Interpret the results obtained in the analysis of a database.
- Describe the statistical results.
- Know and use the basic rules for publishing and presenting original works in written and oral format. Know and use the main documentary sources in the field of health.
- Identify the structure and content of an original paper in a scientific publication.

CONTENTS

- Module 1. Health information systems
- Module 2.
    - The scientific method
    - Stages in the research process and the contribution of statistics
- Module 3. Descriptive statistics
- Module 4. Probability
- Module 5. Statistical inference
- Module 6. Hypothesis testing

- Module 7. Integrating concepts

ASSESSMENT

Development of a case (group). (30%).

Continuous assessment tests (individual). (70%).

Students must obtain a grade of 5 out of 10 in the group and individual sections.

The individual section will have three compulsory assessment activities that are weighted in proportion to the study hours they require. Students must obtain a minimum grade of 4 points for each activity to be considered for the overall individual assessment.

Communication and Health Education

Credits: 6.00 First semester

OBJECTIVES

This subject is part of the main subject area of Communication and is taught in the foundation training for Physiotherapy. It is related to other subjects from the first year of nursing and will become an important part of the subjects in the following academic years.

Communication is key in all the actions of professionals who work with and for human beings. Therefore it is considered essential in the training of health professionals, as in Physiotherapy, to develop an empathetic relationship with users, relatives and groups. It is also a tool for health education. The role of health education and that of communication is significant in all spheres of integrated care for people. That is, in health promotion, disease prevention, treatment of health problems, physical and/or mental rehabilitation, as well as social reintegration.

- Understand the importance of communication and the therapeutic relationship in the health profession. Understand the importance of communication and health education in the teaching function, in different fields of professional activity.

- Describe models, techniques and strategies of communication and health education.

- Apply knowledge of communication and health education to propose educational activities that are appropriate to the educational needs of individuals, groups and the community.

- Identify communication and health education interventions adapted to the individual, the family, social groups and the community as needed.

CONTENTS

- Human communication

- Relational aspects and the healthcare relationship

- Health professionals and the foundations of health education
- Planning of health education

ASSESSMENT

Continuous assessment: exercises, reading, assignments, oral presentations, attendance and class participation (50% of the final grade for the subject).

Written examination(s) on the syllabus (50% of the final grade for the subject).

Both sections must be passed separately with a score of 5 or above to obtain the final grade for the subject. Objective tests to evaluate theoretical contents and activities to assess practical contents, on a continuous basis.

The evaluation criteria will be specified at the beginning of the subject.

Study of the Human Body I

Credits: 6.00 First semester

OBJECTIVES

This subject, along with the Study of the Human Body II, Kinesiology and Nervous System, comprise the subject of Anatomy and provide knowledge on the structures of the organism and its function. No previous knowledge is required to take this subject.

The main objective of the subject Study of the Human Body I is for students to:

- Learn about and understand the structure and function of the human body.
- Clearly understand the principles of histology and embryology.
- Understand the principles of immunology and genetics. Know the different parts of human anatomy.

CONTENTS

- Embryology
- Blood
- Histology
- Bodily senses
- Immunology
- Genetics

- Cardiovascular
- Respiratory

ASSESSMENT

Continuous and weekly assessment of supervised study activities, which may be theoretical or practical and individual or in groups.

The final mark will be obtained from the following parameters:

80% from the final exam.

20% from continuous assessment.

Introduction to the Profession I

Credits: 6.00 First semester

OBJECTIVES

This subject is part of the subject area Principles and Evaluation in Physiotherapy and is the start of the specific training in Physiotherapy. In this subject, students must learn the foundations of the profession, find out about how it developed over time and acquire basic tools.

CONTENTS

- History, concept and development of physiotherapy
    - Ancient history of physiotherapy
    - History of physiotherapy in Europe
    - History of physiotherapy in Catalonia and in Spain
    - Current world framework of Physiotherapy World Confederation for Physical Therapy (WCPT). Definition and evolution of physiotherapy according to the WCPT
    - Physiotherapy framework in Catalonia and in Spain Definition of physiotherapy. Ethical codes of physiotherapy.
- Organisation of physiotherapy in Catalonia and Spain Professional Colleges and
- Professional Associations.
- Areas of activity of physiotherapy and physiotherapists' functions
- Areas of professional physiotherapy practice

- Functions of the physiotherapist
- Therapeutic procedures: general and specific techniques
- Physiotherapy care processes. Models of care. Theoretical bases and development
- Clinical history of physiotherapy. Information systems.
- Concept of impairment and disability
- Concept of diagnosis in physiotherapy
- Instruments for assessing impairments and disabilities

ASSESSMENT

Written examination with short, multiple choice or true and false questions, equivalent to 50% of the grade.

Oral presentation of the assignments carried out in small groups with the use of multimedia systems, equivalent to 30% of the grade.

Presentation of activities proposed in class, equivalent to 20% of the grade.

Bioethics

Credits: 6:00 Second semester

OBJECTIVES

The objectives of the Bioethics subject are:

- Understand the meaning and scope of ethical reflection in the field of physiotherapy.
- Learn and adopt the values and attitudes that shape the profession of physiotherapy and the provisions in its own code of ethics.
- Identify and analyse ethical issues that arise in the profession and learn to give substantiated answers.
- Gain basic knowledge of the ethical criteria and methodologies used in bioethics to make decisions.

CONTENTS

- Anthropology
- Ethics
- Deontology

- Bioethics
- Biolaw
- Human rights
- Rights and duties of citizens in relation to health and health care
- End-of-life care
- Start of life
- Right to information and informed consent
- Privacy and confidentiality
- Research with humans
- Environmental ethics or ecoethics

ASSESSMENT

Continuous (30%): Reading texts, practical case studies, seminars. Final (70%): Written test on the contents of the syllabus.

Culture, Society and Health

Credits: 6:00 Second semester

OBJECTIVES

The subject aims to raise awareness of human health, disease and health care. The anthropology of medicine and the concept of culture relate all aspects relating to the beliefs, values, symbols and lifestyles of a group that are learned, practiced and transmitted from generation to generation. A basic, key aspect of the subject is to train students to reflect on systems of social organisation, groups, families, communities and healthcare systems in different cultural realities.

The basic objective is to analyse the theoretical and/or methodological contents that health anthropology has developed in the sociocultural study of health/disease/care processes. This helps students to understand and acquire tools and competences from different cultural representations of groups, to respond to needs expressed in the social and multicultural context.

CONTENTS

- Module 1. Introduction to general anthropology. Concepts of group, family, social structure and status.
- Module 2. Construction and the socio-cultural dimension of suffering.

- Module 3. Principles of methodological knowledge
- Module 4. Studies and knowledge of care systems in African societies
- Module 5. Health and medical pluralism
- Module 6. Social and health care support networks from a global perspective
- Module 7. Changes and adaptations of the healthcare system: the duality of medical systems. Official medicine and folk medicine

ASSESSMENT

- Assessment of the literature, reading files as a practical assignment (20% of the final grade for the subject). Participative seminars: contributions of students (15% of the final grade for the subject).
- Practical workshops to gain competencies (10% of the final grade for the subject). First written examination of theoretical content (25%).
- Second written theory examination and/or assessment of the written assignment that the student submits at the end of the course (30% of the final grade for the subject).

The following aspects will be assessed, relating to the competencies acquired during the semester:

- Capacity for theoretical reasoning about reference documents.
- Appreciation of communication and the care relationship as an indispensable tool in professional work, from the perspective of education, help and support.
- Promotion of appropriate care to restore or improve people's health and quality of life.
- Adoption of an ethical attitude based on respect for the individuality, dignity and autonomy of the other.
- Adoption of an attitude of commitment to constantly update your knowledge in accordance with scientific advances and the emerging needs of the population.

Study of the Human Body II

Credits: 6:00 Second semester

OBJECTIVES

This subject, along with the Study of the Human Body I, Kinesiology and the Nervous System, comprises the subject area of Anatomy and provides knowledge on the structures of the organism and its function.

No previous knowledge is required to take this subject.

CONTENTS

- Locomotor
- Renal
- Genital
- Digestive
- Hormones
- Homeostasis

ASSESSMENT

Continuous and weekly assessment of supervised study activities, which may be theoretical or practical and individual or in groups.

The final grade will be obtained from the following parameters:

80% from the final examination.

20% from continuous assessment.

Introduction to the Profession II

Credits: 6:00 Second semester

OBJECTIVES

This subject is part of the subject area Principles and Evaluation in Physiotherapy and forms part of the introduction to specific training in Physiotherapy. Introduction II is the first level of learning the manual skills of a physiotherapist, within the framework of identifying the skeletal and muscle structures of the limbs, trunk and pelvis.

CONTENTS

- Palpation of anatomical structures
- Palpation of the upper limb
- Palpation of the lower limb
- Palpation of the trunk and pelvis
- Joint mobilisations
- Simple and combined passive mobilisations of the upper limb

- Simple and combined passive mobilisations of the lower limb
- Principle of infection prevention
- Basics concepts of cardiopulmonary resuscitation

ASSESSMENT

Continuous assessment

- Assessment of the learning process
    - Student dossiers that contain files submitted on palpation, equivalent to 20% of the overall grade.
    - Practical demonstration of palpation of an anatomical structure during the subject that is equivalent to 10% of the grade.
- Assessment of learning outcomes
    - Examination on palpation of three structures, one for each segment of the body studied, equivalent to 30% of the overall grade.
    - Written examination of theoretical contents equivalent to 40% of the overall grade.

Students who do not attend at least 80% of practical classes, will be given a fail for the continuous assessment.

Continuous assessment is the result of these two assessment processes.

Assessment in the form of an examination

Students who fail the continuous assessment process because they have been unable to attend class for a justified reason, may take a final assessment that consists of a theoretical examination, a practical examination and submission of the subject dossier as a prerequisite to taking the examination.

The theoretical examination is worth 40% of the final grade and the practical examination is worth 60% of the final grade.

Developmental and Health Psychology

Credits: 6:00 Second semester

OBJECTIVES

This subject aims to introduce students to essential contents in developmental and health psychology, and their application in professional practice. It is considered of vital importance in the foundation training of health professionals.

- Understand fundamental events in the past and present of the discipline.
- Gain knowledge of psychological aspects of human development throughout the life cycle. Learn about current trends and models of psychology.
- Identify the importance of critical situations of loss and normal and pathological mourning processes, as well as the range of responses to health and disease.

CONTENTS

- Introduction to psychology
- Theoretical frameworks
    - Behaviourism
    - Cognitive psychology
    - Humanism
    - Psychoanalysis
- Developmental psychology: psychological characteristics of development throughout the life cycle (intelligence, motor skills, language, social and relational skills).

ASSESSMENT

30% Continuous assessment: assignments, clinical commentaries, compulsory reading. 70% Written test on the contents of the syllabus.

Public Health

Credits: 6:00 Second semester

OBJECTIVES

This subject is part of the main subject area of Public Health, Education, Management and Administration of Services. It is taught at the start of the foundation training in Physiotherapy and is associated with other subjects in the first and subsequent years.

The aim of the Public Health subject is for students to learn and understand the conceptual bases of public health and the areas of knowledge required for its development and management.

There are no prerequisites to taking this subject.

Currently, public health has a predominant position in physiotherapy studies due to its involvement in promoting healthy lifestyles. According to WHO guidelines, physiotherapists participate in multidisciplinary primary care teams by creating and running programmes for health promotion and prevention of illness and injury. Moreover, their area of action extends

to the workplace and schools, among other environments, where their knowledge contributes to improving the quality of life of various population groups.

The objectives of the Public Health subject are for students to:

- Understand health as a broad concept and its involvement in health care. Understand public health and its actions aimed at population health.
- Define the Spanish Health System and its organisation and compare it to other models. Relate factors and problems in the environment with the process of health, disease and therapeutic care.
- Recognise the utility of epidemiology, demography and microbiology in public health within the scope of physiotherapy.
- Learn general legal aspects related to health care.

CONTENTS

- Health and its determinants.
- Health care
- The environment and health
    - Knowledge of environmental factors and their influence on population health
    - Basic microbiology
- Study of populations and their health problems: measures in public health and information sources.
    - Demographics
    - Epidemiology
- Legal aspects related to the profession
- Health organisation and legislation

ASSESSMENT

Continuous and at the end of the course.

Continuous assessment: exercises, reading, assignments, oral presentations, attendance and class participation (40% of the final grade for the subject).

Written test(s) on the syllabus (60% of the final grade for the subject).

Both sections must be passed separately with a score of 5 or above to obtain the final grade for the subject.

The evaluation criteria will be specified at the beginning of the subject.

SECOND YEAR COURSES

Kinesiology and the Nervous System

Credits: 6.00 First semester

OBJECTIVES

Objectives of the Kinesiology contents: to provide students with theoretical and practical knowledge about the movements of the human body, based on biomechanical principles.

Objectives of the Nervous System contents: to acquire knowledge of the anatomy, physiology and pathophysiology of the nervous system.

CONTENTS

- Kinesiology:
    - Basic concepts of kinesiology
    - Biomechanical behaviour of body tissues
    - Kinesiology of the upper limbs
    - Kinesiology of the lower limbs
    - Kinesiology of the spine
    - Human posture
    - The human gait
- Nervous system:
    - Structures protecting the central nervous system
    - Spinal cord
    - Brainstem
    - Cerebellum
    - Brain
    - CNS vascular system
    - Autonomic or vegetative nervous system
    - Peripheral nervous system

- Neural pathways for vision
- Nerve transmission
- Neuromuscular transmission
    - Muscle tone
    - Reflex arc

ASSESSMENT

Kinesiology:

- Continuous assessment of supervised study activities, which may be theoretical or practical and individual or in groups.
- The final grade will be obtained from the following parameters: 70% Final examination 30% Seminars

Nervous system:

- 70% Final written examination Continuous assessment of personal assignments set periodically.

The final grade for the subject will be the average of the grade for kinesiology and for the nervous system, each with a weight proportional to the study load.

Kinesiotherapy

Credits: 6.00 First semester

OBJECTIVES

The course develops basics aspects of kinesiotherapy, which consists of treatment through movement, whether it is conducted by the subject or aided by external agents (mobilisations, traction and pulleys). We focus particularly on active kinesiotherapy, although we also discuss some aspects of passive kinesiotherapy and study specific exercises for different situations.

At the end of the subject, students should be able to programme a basic intervention using therapeutic movement, and linking it with the basic therapeutic applications. We identify and quantify changes that the body and specifically the muscles undergo when subjected to different types of exercises and efforts. We also examine the tools that are available to achieve the objectives described above.

CONTENTS

- Basic concepts of kinesiotherapy
- Muscle. Work and effort

- Forces
- Mechanotherapy
- Active kinesiotherapy
- Simple passive mobilisations
- Analysis, programming and applications of therapeutic movement

ASSESSMENT

Continuous assessment:

- Assignment to integrate contents; 25% of the final grade for the subject.
- Participation, rapid tests, exercises in the classroom: 35% of the final grade for the subject. Overall theoretical examination: 40% of the final grade for the subject.
- Attendance of practical classes: Absence will be penalised by subtracting half a point from the final grade for each hour of absence, after the sixth hour.

Students who do not pass the continuous assessment can take a final theoretical and practical examination.

Physiopathology

Credits: 6.00 First semester

OBJECTIVES

The main objective of the subject is for students to acquire:

- More complete and applied knowledge of physiology (normal functioning of the human body) and biochemistry. A strong foundation of knowledge of the structure and function of the human body is vital.
- Knowledge of the mechanisms of production of diseases at different levels (molecular, cellular, tissue, organ and systemic)
- Knowledge of the impact of physiological alterations on the body
- Knowledge of the main clinical manifestations caused by pathophysiological changes in the body.
- Knowledge of specific medical terminology.

CONTENTS

- Module 1. General pathophysiology Basic general pathology

- Module 2. Respiratory system
- Module 3. Cardiovascular system
- Module 4. The blood
- Module 5. Endocrine system, metabolism and nutrition
- Module 6. Digestive system
- Module 7. Urinary system
- Module 8. Neurology
- Module 9. Locomotor system

ASSESSMENT

- Continuous assessment of the theoretical and practical activities in the modules.
- Completion of assignments.
- Final examination (multiple choice and short questions). The final grade will be obtained from the following parameters.
- 70% Final examination
- 30% Continuous assessment of supervised and independent activities. Class attendance

General Procedures in Physiotherapy I

Credits: 6.00 First semester

OBJECTIVES

The subject General Procedures in Physiotherapy I has the following contents. Stretching muscles. Massage therapy. Surface heat therapy. Vibration therapy. Pressure therapy.

In this subject, which is part of the subject area of General Procedures in Physiotherapy, students should meet the following objectives:

- Identify fundamental aspects of the physical agents (electricity, water, heat, etc.) used in physiotherapy, as well as their effects and methods of therapeutic application.
- Recognize the concepts of physics required to understand how techniques of surface heat therapy function.
- Know the physiological effects on the human body of applying the various techniques of surface heat therapy.

- Acquire skills in applying the techniques of surface heat therapy as an indispensable tool for the physiotherapist.
- Explain the mechanical and physiological principles of muscle stretching.
- Describe the types and applications of muscle stretching.
- Perform proper muscle stretching techniques.
- Explain the physiological and mechanical principles of massage and its action on the body.
- Describe in detail the various manoeuvres used in massage and their application.
- Perform massage techniques adequately.
- Learn the evidence (scientific proof) that supports massage-related therapies.

CONTENTS

- Muscle stretching
- Massage therapy
- Surface heat therapy
- Vibration therapy
- Pressure therapy

ASSESSMENT

The practical contents will be assessed continuously by evaluating practical procedures during the learning process (40% of the final grade). Students who have not attended 80% of the practical classes cannot be assessed through the continuous evaluation system and must take a final practical examination in the areas they have not attained.

Theoretical contents will be assessed through continuous evaluation in written tests taken during the semester (60% of the final grade).

Students who have not passed the theoretical contents in the continuous assessment system must take a final theoretical examination on the areas that they have not attained.

Assessment and Diagnosis in Physiotherapy

Credits: 6.00 First semester

OBJECTIVES

This subject is part of the subject area of Principles and Evaluation in Physiotherapy. Students learns to evaluate in a systematic, planned way, the osteoarticular and musculoskeletal systems, as well as human functional activities to establish a physiotherapy diagnosis.

CONTENTS

- Diagnosis in physiotherapy
- Balance in the joints and functional examination
- Muscle balance
- Perimetry and special tests

ASSESSMENT

Continuous assessment:

The practical content is assessed in a continuous way through the submission of practical session dossiers and assessment of practical procedures during the learning process. The theoretical contents will be assessed through written examinations and assignments submitted during the semester.

The final grade for the subject will be 40% for the practical section, 40% for the theoretical section, and 20% for written assignments and dossiers.

Evaluation with a final examination:

Students who have not attended 80% of the practical classes cannot be assessed through the continuous evaluation system. They must take a final theoretical examination and a practical test of all blocks of the subject. In addition, they must submit a dossier.

The final grade is comprised of 40% for the theoretical examination, 40% for the practical test, and 20% for the dossier.

Students who do not pass the continuous evaluation will have the option of taking a final examination with the same evaluation as that described above.

English for Health Sciences

Credits: 6:00 Second semester

OBJECTIVES

English for Health Sciences is a supporting subject that enables students to develop the skills of production and understanding of oral and written texts in English within the context of physiotherapy.

The specific objectives are:

- Promote the independence of students to read, write and understand specialised texts in health sciences and physiotherapy.
- Develop strategies for understanding texts. Develop strategies for writing texts.
- Understand and develop academic oral presentations.
- Learn and use grammatical structures, vocabulary and expressions in the semantic field of health sciences and physiotherapy.

To achieve this objective, grammatical structures are reviewed and work is done on oral and written communication skills, and the specific terminology used in the health sciences.

CONTENTS

Block 1:

- Vocabulary: technical health words. Lay terms. Abbreviations and acronyms.
- Pronunciation and stress guidelines. Using dictionaries.
- Language in use review: Passive and active voice, relative clauses, conditional structures, reported speech, questions and linking words

Block 2:

- Working as part of a health care team
- Health and illness
- The human body
- Taking a patient history: Anamnesis, taking obs
- Pain description, assessment and treatment
- ADLS (activities of daily living)
- ED and the physiotherapist block 3:
- Understanding charts and written documents: Patient's notes, referral forms, etc.
- Research articles, abstracts and presentations
- Case presentations

ASSESSMENT

- Continuous assessment of activities undertaken by the student through: Attendance and participation in sessions (10% of the final grade)
- Personal work (30% of the final grade): Production of written assignments to deepen knowledge and oral presentations on topics related to health sciences. (All assignments

must be original and produced by the students themselves).

- Reading comprehension tests and analysis of articles on health sciences. (15% of the final grade for the subject).
- Oral comprehension and communication test (15% of the final grade for the subject).
- Tests to evaluate the contents of blocks 1, 2 and 3 (30% of the final grade for the subject). There will be two tests during the semester that are called In-Course Exam 1 & 2.

The final grade for the subject is the average of the grades obtained in the assessment activities. Students must pass the contents of blocks 1,2 and 3 (30% of the overall grade for the subject) with a mark of at least 5 to average with the rest of the grades obtained in other assessment activities.

At the end of the semester, there will be a session to retake contents (In-Course 1 & 2) (30% of the final grade) and on reading comprehension and analysis of health sciences articles (15% of the final grade).

Anthropometrics and Ergonomics

Credits: 3:00 Second semester

OBJECTIVES

This subject belongs to the Kinesiotherapy subject area.

The aim of this subject is for students to gain basic knowledge of ergonomics and anthropometry applied to transfers and handling of patients in prone, seated and walking positions, and the use and selection of technical aids.

To take this subject successfully, students should have previously studied the subject Kinesiology and the Nervous System.

- Understand the theoretical principles of ergonomics and anthropometry applied to transfers and handling of patients.
- Know the basic principles of techniques to transfer and handle patients.
- Learn how to analyse static standing and normal gait, and gain an introduction to pathological gait. Know the main assistive technologies for transfers, handling and walking. Acquire the skills and abilities required for transfers and handling of patients in prone, seated, standing and walking positions with and without assistive technology.

CONTENTS

Topic 1:

- Introduction to the basic concepts of ergonomics and anthropometry.

- Transfers and handling in a prone position.
- Transfers from the seated position.

Topic 2:

- Standing and walking.

ASSESSMENT

Assessment of the process:

Monitoring of each student's learning process and each working group, based on tutorials.

Assessment of results:

The learning outcomes of the subject will be assessed continuously based on the following elements:

Attendance and participation in classes. (40%) Submission of written work. (20%) Completion of a final examination. (40%)

To pass the course students must pass each section.

As a practical subject, class attendance is compulsory. (80% attendance).

Assignments that are not completed or are submitted late will be given a fail grade and cannot be handed in on a later date.

Students who do not pass the continuous assessment or students who have not met some of the requirements for assessment may take a final examination and a practical test of all blocks of the subject.

The final grade will be: 50% theoretical examination and 50% practical test.

If part of the final test is failed, the subject will be pending a pass mark.

Project Creation I

Credits: 3:00 Second semester

OBJECTIVES

This subject is part of the subject area Professional Development and Innovation. The objective is to present basic contents to develop evidence-based clinical practice. It is a gateway to scientific knowledge that arises from doubts and a critical spirit, which are essential elements for learning to make decisions. It is an introduction to the world of science and the creation of knowledge and should serve to help students answer questions that arise in clinical practice on the application of existing knowledge, and on the creation of new knowledge based on project proposals.

The objectives of the subject are for students to:

- Understand the stages of the scientific method and its application in physiotherapy.
- Use the most important sources of information and the main databases in the field of health to obtain information.
- Identify the structure and content of an original scientific paper and the various publication formats.
- Interpret the results of scientific publications and use them to address a question and give an answer based on the scientific evidence found.
- Know and identify in publications the main designs of quantitative studies in the field of health care.
- Find out about the development of measuring instruments that are valid and reliable: tests, surveys and questionnaires in the field of health.

CONTENTS

- Module 0. General considerations of research in the health sciences.
- Module 1. Application of the scientific method.
- Module 2. The original problem.
- Module 3. Literature and document review.
- Module 4. Objectives, hypotheses and variables.
- Module 5. Quantitative methods of information collection:
- Module 6. Study designs.
- Module 7. Sampling.

ASSESSMENT

a) Group (30%).

If it has not been possible to complete them in a group, they must be submitted individually. Group assignments and activities.

Various activities: Passed with a mark of 5.

b) Individual (70%).

- Literature search on a clinical question or concern with a reasoned response, based on evidence. (40%)
- Knowledge test 1. (15%)

- Knowledge test 2. (15%)

Final grade:

In the continuous assessment, students must obtain a minimum grade of 5 points. All tests with a grade below 5 points must be retaken.

The final grade is obtained by calculating the weighted average of all the continuous assessment marks. If students have to retake any tests:

The retakes of activities AC2 and AC3 are based on improving the same activity, following the teacher's instructions. This grade can be increased by a maximum of 50% of the number required to reach ten (10) points: a student who obtains a grade of two (2) can increase it to a maximum of six (6). If a student wants to obtain a higher grade there is a second option that involves starting a new assignment (that cannot be based on the same topic as the submitted paper).

The proposed activities may change depending on the dynamics and circumstances of each class group.

Pharmacology

Credits: 3:00 Second semester

OBJECTIVES

Drugs have become a widely used therapeutic tool. The use of drugs should be approached from an interdisciplinary perspective and physiotherapy professionals need sufficient knowledge for professional practice, within a multi- and interdisciplinary healthcare system. The objectives that students should achieve are:

- Understand the general concepts of pharmacology as a basic science of pharmacotherapy. Learn the pharmaceutical forms in which drugs can be found, the routes of administration and how they should be used.
- Understand pharmacokinetic and pharmacodynamic processes.
- Identify the main drugs in therapeutic groups and relate them to the possible routes of administration, therapeutic indications and potential problems associated with their use. Inform and educate patients, relatives, caregivers and the community in general about the appropriate use of drugs and the consequences of both rational use and misuse of them.
- Learn the social problems of inappropriate drug use to be able to intervene efficiently in prevention.

CONTENTS

- Pharmacology of the nervous system

- Pharmacology of the respiratory system
- Pharmacology of the cardiovascular system and the internal environment: cardiotonic, antiarrhythmic, antianginal, diuretic, antihypertensive, lipid-lowering, antiplatelet and anticoagulants.
- Pharmacology of the digestive system. Antiulcer, antiemetics, laxatives, purgatives and antidiarrheal.
- Pharmacology of the musculoskeletal system. Anti-inflammatory (steroidal and non-steroidal) and muscle relaxants.
- Anti-infectious and antineoplastic pharmacology
- Pharmacology of the endocrine system
- Pharmacology of the genitourinary system

ASSESSMENT

Students will be assessed on a continuous basis. The final grade will take into account students' knowledge of theoretical and practical contents.

Assessment instruments and calculation of the final grade for the subject:

- A written test that is worth 80% of the grade.
- Tutored practical activities are worth the remaining 20%.

Students who pass after retakes will be penalised, depending on the grade for the retake of the assessment.

To be able to calculate the average, students must pass the written test and the assignment independently, with a grade of 5 or above for each.

Medical Surgical Pathology I

Credits: 6:00 Second semester

OBJECTIVES

- Know the diseases as well as the disorders and disabilities that they cause in people. Become familiar with general diagnostic methods.
- Know the medical and surgical treatments that are applied and the basis for their application. Understand the benefits, functional disorders and limitations of the treatments.

CONTENTS

- Module 1. Rheumatological disease.
- Module 2. Orthopedic surgery and traumatology.
- Module 3. Neurological disease.
- Module 4. Pathology of the respiratory system.
- Module 5. Infectious diseases.
- Module 6. Endocrine disease.
- Module 7. Gynecological pathology.
- Module 8. Clinical oncology.

ASSESSMENT

Continuous assessment of the theoretical and practical activities in the modules.

Completion of assignments.

Final examination (short questions).

The final grade will be obtained from the following parameters: 70% Final examination

30% Continuous assessment of supervised and independent activities. Class attendance

General Procedures in Physiotherapy II

Credits: 3:00 Second semester

OBJECTIVES

The aim of the subject General Procedures in Physiotherapy II, which is part of the subject area General Procedures in Physiotherapy, is for students to gain basic knowledge of the latest techniques in electrotherapy, cryotherapy, hydrotherapy and balneotherapy and their indications and contraindications.

CONTENTS

- Deep thermotherapy
- Cryotherapy
- Electrotherapy
- Hydrotherapy
- Balneotherapy

- Climatotherapy
- Thalassotherapy
- Magnetotherapy
- Laser therapy

ASSESSMENT

Continuous assessment:

The practical content (10% of the final grade) is assessed in a continuous way through the presentation of a practical session dossier by the student, and assessment of practical procedures during the learning process.

Students who have not attended 80% of the practical classes must take a practical test of all blocks and submit the dossier for the subject.

The theoretical contents (90% of the final mark) will be evaluated by two written examinations held during the semester. The first written examination is worth 30% of the final grade, the 2nd written examination is worth 60% of the final grade.

Students who do not pass the subject with the grade resulting from the sum of marks for written examinations and the dossier will have the option of taking a written examination at the end of the semester.

Manual Therapy for Upper and Lower Extremities

Credits: 6:00 Second semester

OBJECTIVES

This subject is part of the subject area of Specific Methods of Intervention in Physiotherapy and is designed for students to gain the theoretical and practical knowledge required to carry out passive analytical manual therapy.

CONTENTS

- Manual therapy theory:
    - Introduction to passive analytical manual therapy, objectives and principles
    - Joint biomechanics of the lower limbs and upper limbs
    - Description of passive analytical mobilisation of limbs
- Practical on the upper limb:
    - Scapular girdle

- Elbow and forearm
- Hand

- Practical on the upper limb:
  - Hip
  - Knee and leg
  - Foot

ASSESSMENT

Continuous assessment:

The practical content is assessed in a continuous way through the presentation of practical session dossiers and assessment of practical procedures during the learning process. The theoretical contents will be assessed through written examinations and assignments submitted during the semester.

The final grade is comprised of 40% for the theoretical examination, 40% for the practical test, and 20% for the dossier.

Evaluation with a final examination:

Students who have not attended 80% of the practical classes cannot be assessed through the continuous evaluation system. They must take a final theoretical examination and a practical test of all blocks of the subject. In addition, they must submit a dossier.

The final grade is comprised of 40% for the theoretical examination, 40% for the practical test, and 20% for the dossier.

Students who do not pass the continuous evaluation will have the option of taking a final examination with the same evaluation as that described above.

THIRD YEAR SUBJECTS

Methods of Intervention in Trauma, Rheumatism and Orthopedics

Credits: 6.00 First semester

OBJECTIVES

This course is included in Subject 13, Specific Intervention Methods in Physiotherapy. It is part of the professional area.

Its main objectives are:

- Facilitate understanding and provide theoretical and practical knowledge of neuromotor

programming, containment systems, muscle chains and pathological changes of the spine.

- Gain practical skills of the physiotherapist in areas or fields of central and peripheral neuromotor programming and containment systems, as a daily tool in professional treatment, and the study of myofascial chains and their treatment.
- Deepen knowledge of scoliosis and other spinal disorders.

CONTENTS

- Neuromotor programming.
- Containment systems.
- Pathological changes of the spine.
- Muscle chains.

ASSESSMENT

Students are evaluated through a process of continuous assessment.

Submission of a dossier of theoretical and practical contents drawn up by the student, 20%. Assessment of practical procedures during the learning process, 20%.

Theoretical and practical contents will be assessed with written or multiple choice examinations, 60%.

Students who have not attended 80% of the practical classes cannot be assessed by the continuous assessment method. They must complete a theory examination and a practical test of the entire contents of the subject. Submission of the dossier is a prerequisite for taking the examination and test.

Practicum I

Credits: 9:00 First semester

OBJECTIVES

The external placements module is part of the Clinical Practicum subject area, which is divided into four subjects called: Practicum I, Practicum II, Practicum III and Practicum IV.

The clinical practicum is organised between the third and fourth year (5th, 6th, 7th and 8th semester). These periods follow a progressive sequence for the acquisition of competencies, according to different levels of learning of the competencies and the integration of contents of the degree subjects in each of the programmed periods. Students must pass each practicum to be able to take the next one.

The clinical practicums are carried out in healthcare organisations through collaboration

agreements between the University of Vic and each of the centres.

The clinical rotation will take place in hospitals, health and social care centres, primary health centres, mutual health insurance centres, early care centres, specialised social care centres and private physiotherapy centres.

The aim of supervised clinical placements is for students to develop and integrate, continuously and progressively, the required competences so that they can apply in a real context the knowledge acquired in the subjects of the syllabus.

- Integrate the holistic concept of the person through the knowledge of different disciplines.
- Assume responsibility for responding to varying needs of the individual and/or group in relation to the prevention, promotion, maintenance and recovery of functionality of the human body using manual and/or physical therapeutic techniques.
- Analyse the relationship between health and disease as a dynamic process that can help develop personal capacities and resources.
- Assume the role of physiotherapist and that of collaboration with other health professionals.
- Provide appropriate care according to the evolution of science and society, current legislation and the professional code of ethics.
- Integrate the principles of communication as the basis of the healthcare relationship.
- Integrate the physiotherapy model based on the contributions of the International Classification of Functions, to use a working method that encourages individual care.
- Develop an awareness of the need for professional development.

CONTENTS

Presentation of a seminar and delivery of the practical sessions dossier explaining the placement guide and the work plan, and containing all the documents on the centre and service assigned to the student and the name of the tutor monitoring the student at the University.

During the placement period of Practicum I, students must complete a weekly assignment supervised and checked by the tutor who monitors the placements.

Completion of an assessment meeting between the monitoring tutor and the student on completion of the placement period.

ASSESSMENT

The final assessment of the Practicum I subject is obtained from two indicators:

- First. Joint assessment between teachers/tutors and the placement student to analyse the results obtained during the presentation of their files, the content of the student self-

assessment and the agreement between teachers and students on the grade for this section. This assessment represents 50% of the grade.

If the student fails, they must repeat the content indicated by the University placement tutor. In this case, the highest grade students can obtain if they pass the assessment is 5. If it is not passed, students must repeat the placement period.

- Second. Assessment of the student by the tutor from the placement centre. This assessment represents 50% of the grade. If students fail, they must repeat the placement period.

General Procedures in Physiotherapy III

Credits: 3.00 First semester

OBJECTIVES

In General Procedures in Physiotherapy III, the student learns basic aspects of two special techniques of massage therapy: manual lymphatic drainage (MLD) and deep transverse massage, through theoretical and practical content classes in small groups.

CONTENTS

Theoretical content:

- Manual lymphatic drainage
- Deep transverse massage

Practical content:

- Introduction to manual lymphatic drainage (MLD)
- Introduction to deep transverse massage manoeuvres

ASSESSMENT

Assessment is continuous and involves three processes: assessment of the practical learning process, which is worth 50% of the final grade; assessment of the theoretical learning process, which is worth 40% of the final grade; and submission of the student dossier, which is worth 10% of the final grade.

Students who fail the continuous assessment, may be evaluated through a final examination.

Continuous assessment

Student dossier that shows the learning process and is equivalent to 10% of the overall grade.

Practical assessment during the subject that is equivalent to 50% of the grade.

Assessment in the form of a written test of theoretical contents of the subject, equivalent to 40% of the overall grade.

Continuous assessment is the result of these three processes of assessment and students must pass each part.

Students who do not attend at least 80% of practical classes, or those who have failed part of the continuous assessment, will be given a fail.

Assessment in the form of an examination

Students who fail the continuous assessment process could take a final assessment that consists of a theoretical examination, an examination of practical contents, and the submission of the subject dossier as a prerequisite to taking the examination.

The theoretical examination is worth 40% of the final grade and the practical examination is worth 60% of the final grade.

Students must pass each of the sections, that is, the theoretical examination and the practical examination, to pass the subject.

Image Diagnosis for Physiotherapy

Credits: 3:00 Second semester

OBJECTIVES

The objectives of the subject:

- Learn basic criteria for the interpretation of diagnostic imaging techniques.
- Acquire basic knowledge of the physics of radiodiagnosis and understanding of radiographic images.

CONTENTS

- Chronology of the diagnosis:
- Introduction to diagnosis through bone radiology and joint disease.
- Basic concepts of fractures
- Basic radiology of joint diseases
- Basic radiology of solitary bone lesions.
- Upper limb.
- Lower limb.

- Vertebral column and pelvis.
- Basic principles of other diagnostic imaging techniques.

ASSESSMENT

Continuous assessment of supervised study activities, which may be theoretical or practical and individual or in groups. The final grade will be obtained from the following parameters:

70% Final written examination It includes theoretical concepts and interpretation of images.
30% Seminars

Cardiorespiratory Physiotherapy

Credits: 3:00 Second semester

OBJECTIVES

The subject focuses on basic aspects of these areas of the profession that have so many points in common.

It covers respiratory physiotherapy, which is included in pulmonary rehabilitation programmes. In 1994, Sangenís defined respiratory physiotherapy as "the art of applying physical techniques based on knowledge of respiratory pathophysiology together with psycho-emotional knowledge of the patient to prevent, cure, or sometimes just to stabilise disorders affecting the thoracic-pulmonary system." However, in the subject, we focus more on learning the application of physical, manual and mechanical techniques to the bone-tendon-muscle and visceral structures involved in respiratory movement and the physiology of the cardiopulmonary system of the patient, based on clinical examination and auscultation and according to the scientific method and the mechanistic paradigm.

The subject also covers cardiac rehabilitation programmes, in which the physiotherapist is responsible for the physical exercises performed by this type of patient.

CONTENTS

- Pulmonary rehabilitation (concept)
- Anatomical review of the respiratory system.
- Physiological review of the respiratory system.
- Assessment in respiratory physiotherapy
- Intervention in physiotherapy.
- Areas of intervention of respiratory physiotherapy
- Cardiac rehabilitation

ASSESSMENT

Continuous assessment:

- Group work: 20% of the final grade for the subject
- Participation, rapid tests, exercises in the classroom: 20% of the final grade for the subject Practical evaluation: 20% of the final grade for the subject
- General written exam: 40% of the final grade for the subject.
- Attendance of practical classes: Students who do not attend at least 80% of practical classes, will be given a fail for the continuous assessment.

Students who fail the continuous assessment process, may take a final evaluation, which consists of a theoretical examination and a practical examination, as well as the submission of all the assignments and/or classroom exercises if they have not passed the continuous assessment.

The theoretical examination is worth 50% of the final grade and the practical examination is worth 50% of the final grade.

Community Physiotherapy

Credits: 3:00 Second semester

OBJECTIVES

This subject is part of the main subject area of Community Physiotherapy, Public Health, Management and Administration of Services. Specifically, the subject focuses on:

- Physiotherapy in primary health care.
- Health promotion and prevention programmes aimed at the community. Intervention strategies in physiotherapy at home.
- The concepts of occupational health.
- The basics principles of physiotherapy intervention in antepartum, postpartum and puerperium. Gender violence and other types of violence.
- Early detection, prevention, assistance and rehabilitation of victims.

CONTENTS

- Community physiotherapy.
- Occupational health.
- Intervention in physiotherapy in antepartum, postpartum and puerperium.

ASSESSMENT

Continuous assessment:

The practical contents are assessed in a continuous way through the assessment of practical procedures during the learning process in practicals on antepartum and postpartum. Students also submit two assignments (critical summaries of an article on primary care physiotherapy and a second article on physiotherapy homecare) that they work on during the semester.

The theoretical contents are assessed through written tests, a group oral presentation using PowerPoint (see the attached format), based on an article about community physiotherapy.

Evaluation with a final examination:

Students who have not attended 80% of the practical classes cannot be assessed through the continuous evaluation system. They must take a final theoretical examination, a practical test of all blocks of the subject and give an oral presentation using PowerPoint based on an article about community physiotherapy.

Students who do not pass the continuous assessment must complete a final theoretical examination, a practical test on all blocks, and a presentation.

PowerPoint of the oral presentation based on an article on community physiotherapy.

Values of the grades

Theoretical contents: 60% = 40% examination + 20% oral examination in groups of up to 4 people. Practical contents: 40% = 20% practicals + 20% article on primary care physiotherapy or article on homecare physiotherapy.

Physiotherapy and Trauma, Rheumatism and Orthopedics

Credits: 6:00 Second semester

OBJECTIVES

This subject is part of the subject area of Physiotherapy in clinical specialties.

- Learn the main principles and most common diseases in the field of traumatic and rheumatoid physiotherapy.
- Know how to assess and treat the patient, from a physiotherapy perspective, in the various diseases of the musculoskeletal system.
- Identify the most appropriate physiotherapy treatment in the different stages of the disease, by applying the treatment according to the disease evolution.

CONTENTS

- General concepts of physiotherapy and trauma, rheumatism and orthopedics

- Assessment, objective and treatment of diseases of the upper limb.
- Assessment, objective and treatment of diseases of the lower limb.
- Assessment, objective and treatment of the most common rheumatic diseases.

ASSESSMENT

Assessment of the process: Continuous assessment

Assessment of the theory cycle will be based on written tests that must be passed with a grade of 5 or more. To obtain the average, students must have taken 100% of the written tests.

Students who do not meet the established requirement, will take a final examination of all the subject contents.

Depending on the group dynamics, the teacher may set an extra test to examine the contents taught up to that point.

Practical assessment:

The evaluation of practical contents will be carried out in a continuous way, considering the active participation of the student, attendance, skills and knowledge, among other factors.

To pass the practical content, students must attend 90% of the practical classes.

Depending on the group dynamics, the teacher may set an extra practical test to examine the contents taught at any time.

Students must pass the theoretical and practical contents of the subject.

Assessment of results:

The learning outcomes of the subject will be assessed continuously based on the following elements:

Presentation of clinical cases and evidence-based articles. Participation in classes (50%) Tests taken during the semester (50%)

To pass the course students must pass each section.

As this is a practical subject, class attendance is compulsory (90% attendance).

Assignments, tests, reading exercises and presentations that are not completed or submitted on time will be given a fail and cannot be handed in at a later date.

Students who do not pass the continuous assessment or students who have not met some of the requirements for assessment may take a final examination and a practical test of all blocks of the subject.

The final grade will be: 50% theoretical examination and 50% practical test.

If part of the final test is failed, the subject will be pending a pass mark.

Physiotherapy and Geriatrics

Credits: 3:00 Second semester

OBJECTIVES

The student learns about the main principles of active aging and gerontological and geriatric care from the perspective of prevention and healthcare. Through lectures and practical experimentation.

CONTENTS

- Theoretical and practical contents
- Introduction to geriatric physiotherapy. Aging, frailty and geriatric care. Geriatric syndromes. Abuse. Care policies for the elderly.
- General process of intervention in geriatrics. Geriatric assessment.
- Physiotherapy care.
- End-of-life accompaniment, death and mourning.
- Physical activity for elderly people
- Active aging: Biological and psychosocial changes. Social representation of aging.
- Physical activity objectives, requirements and programmes.
- Planning physical activity sessions for elderly people. Evaluation of programmed activities.
- Psychomotricity for elderly people
- Psychomotricity for other bodily practices.
- The possibilities and limitations of psychomotricity for elderly people. Motor skills proposal for elderly people.
- Objectives, materials, spaces and personal attitude. Planning of sessions.

ASSESSMENT

The subject is assessed in a continuous way through theoretical and/or practical examinations, individual or small group assignments that each teacher will establish during the module.

Students must pass three modules to pass the subject.

Students who fail the continuous evaluation can take a final evaluation that will consist of an examination with written questions on all contents of the subject, both theoretical and practical.

Students must attend 80% of practical classes. If they do not, they will fail the continuous assessment.

Medical Surgical Pathology II

Credits: 3:00 Second semester

OBJECTIVES

Students should attain the following objectives of the subject:

- Know the diseases and the disorders and disabilities that they cause in people.
- Become familiar with general diagnostic methods.
- Know the medical and surgical treatments that are applied and the basis for their application.
- Learn about the benefits, functional disorders and limitations caused by the treatment.

CONTENTS

- Pathology of the respiratory system
- Cardiovascular disease
- Pathology of the digestive system
- Pathology of the urinary system
- Dermatology
- ENT-ophthalmological pathology

ASSESSMENT

Continuous assessment of the theoretical and practical activities in the modules.

Completion of assignments.

Final examination (short questions)

The final mark will be obtained from the following parameters: 70% Final examination

30% Continuous assessment of supervised and independent activities. Class attendance

Practicum II

Credits: 12.00 second semester

Credits: 6:00 Second semester

OBJECTIVES

Manual Therapy of the Spine is part of subject area 13, Specific Intervention Methods in Physiotherapy. It is part of the professional area.

Its main objectives are:

- Facilitate general understanding and knowledge of the vertebral column and its biomechanics, through the comprehensive study of the vertebrae in relation to the chest, scapular girdle and pelvic girdle.
- Acquire knowledge of various muscle and joint disorders of the spine. Gain an introduction to osteopathy as an integrating concept in functional clinical practice.
- Gain the knowledge required to carry out examinations and manual therapy treatments and to review the musculoskeletal system.

CONTENTS

- Anatomy and Biomechanics of the Spine
- Basic and Complex Biomechanical Testing
- Vascular and Neurological Tests
- Methods, Concepts and Manual Therapy of the Spine

ASSESSMENT

Students will be evaluated through a process of continuous assessment.

Submission of a dossier of theoretical and practical contents drawn up by the student, 20%. Assessment of practical procedures during the learning process, 20%.

Theoretical and practical contents will be assessed with written or multiple choice tests and examinations, 60%.

Students who have not attended 80% of the practical classes cannot be assessed by the continuous assessment method. They must complete a theory examination and a practical test of the entire contents of the subject. Submission of the dossier is a prerequisite for taking the examination and test.

Manual therapy of the spine

Credits: 6.00

OBJECTIVES

- Provide general understanding and knowledge of the vertebral column and its biomechanics, through the comprehensive study of the vertebrae in relation to the chest, scapular girdle and pelvic girdle.
- Acquire knowledge of various muscle and joint disorders of the spine.
- Gain an introduction to osteopathy as an integrating concept in functional clinical practice.
- Gain the knowledge required to carry out examinations and manual therapy treatments and to review the musculoskeletal system.

CONTENTS

1. Anatomy and biomechanics of the spine

2. Basic and complex biomechanical testing

3. Vascular and neurological tests

4. Methods, concepts and manual therapy of the spine

ASSESSMENT

In this subjects, students will be assessed continuously on various contents:

Submission of a dossier of theoretical and practical contents drawn up by the student. (20% of the subject).

Assessment of practical procedures during the learning process. (30% of the subject).

Theoretical and practical contents will be assessed with written or multiple choice examinations. (50% of the subject).

This examination will take place at the end of the teaching period.

Students must attend at least 80% of the practicals to be assessed by the system for evaluating practical procedures.

All the planned evaluation activities can be retaken during the additional period, as long as the student has passed 50% of the content of the subject.

To pass the subject, students must a mark of at least 5 for each of the evaluation activities that have been set.

FOURTH YEAR COURSES

Physiotherapy in Paediatrics

Credits: 3.00

OBJECTIVES

Students will learn the factors that promote successful overall development of the child, alterations in normal development, and specific characteristics of the most common diseases of early childhood. Physiotherapy interventions in children with or at risk of disease.

CONTENTS

Theoretical

1. Intrinsic and extrinsic factors that affect psychomotor development of the child. The influence of tonicity and tone regulation on the control of posture and functional activity.
2. The motor skill development process of a healthy child in the first year.
3. Differentiate disorders and diseases in children.
4. Take a specific medical history for paediatrics, assessment and planning of objectives.
5. The motor, emotional, mental and relational characteristics of the most common diseases in childhood.
6. Application of direct and indirect treatment interventions, depending on the child's age and condition.
7. Watching videos showing the treatment of children with illnesses, for analysis and reflection.

Practical sessions

1. Increase the capacity to observe postural and functional abilities in the healthy child.
2. Experiment with postural factors that support the possibility of gaining postural control of the body over gravity in the first year of life.
3. The achievement of progressive functional activities: rolling over, commando crawling, crawling and independent movement.
4. Observe the difference between the postural, functional and relational development of the healthy child, disorders and diseases.

ASSESSMENT

The assessment of the subject will be continuous through the teacher's questions in class, attendance and participation.

The analysis, synthesis and reflection on suitable reference material.

Passing the practical exercises.

A written test on all theoretical topics.

Physiotherapy in Neurological Processes

Credits: 3.00

OBJECTIVES

- Identify physiotherapy treatments to help people with neurological diseases.
- Integrate theoretical and practical principles of physiotherapy into the care of a person with a neurological disease
- Develop treatment guidelines according to the type of impairments that are secondary to neurological diseases
- Promote proper physiotherapy interventions to improve, complete or enhance functionality, skills, knowledge and/or motivation of the person affected by neurological diseases to meet their needs

CONTENTS

1. Gain an introduction to anatomical and physiological structures of the nervous system.

2. Assessment of muscle tone

3. Physiotherapy assessment and treatment of the most frequent pathologies of the central nervous system in adults:

- Strokes
- Parkinson's disease
- Spinal cord injuries
- Head injuries
- Other diseases of the CNS

ASSESSMENT

In official UVic studies, students will be evaluated continuously and there will be only one assessment session.

Submission of a dossier of theoretical and practical contents drawn up by the student: 25%.

Assessment of practical procedures during the learning process: 25%.

Theoretical and practical contents will be assessed with written or multiple choice examinations: 50%

Students must pass each of the assessments in order to pass the subject.

Students who have not attended 80% of the practical classes cannot be assessed in the system for assessing practical procedures.

Methods of Intervention in Neurology

Credits: 6.00

OBJECTIVES

In the subject, rehabilitation methods are taught for various diseases of the musculoskeletal system, which may have a neurological or muscle origin. Integrative techniques are used that include the nervous system and muscle. Exteroceptive stimuli and cognitive processes are used to recover movement. They are drawn from the motor programs associated with the bases of development.

CONTENTS

1. Bobath

- Description of treatment methods
- Description/history of the Bobath concept
- Theory and basic principles
- Clinical history
- Evaluation and examination
- Guideline for intervention

2. Kabat

- Origins.
- Kabat’s diagonal movements.
- Relationship between the diagonal movements and the activities of daily living.
- Therapeutic application.
- Practical implementation of the technique.
- Muscle chains and innervation.

3. Perfetti

- Systemic vs. mechanical view.
- History of Cognitive Therapeutic Exercise
- Neurocognitive theory and its basic principles.
- Interpretation of the hemiplegic patient's pathology: motor characteristics and profile.
- Instruments of work: problem, hypothesis, perception and control. The motor image.
- Observation of a hemiplegic patient and planning of treatment.

ASSESSMENT

Regular period:

Continuous assessment items:

1. Participation, rapid tests, exercises in the classroom in theoretical classes: 15% of the final grade for the subject. (No repeat assessment).
2. Practical assessments: 45% of the final grade for the subject (15% Kabat, 15% Perfetti and 15% Bobath)
3. Comprehensive written exam (test, short questions or oral exam): 40% of the final grade for the subject.

Attendance of practical classes: Students who are absent from over 20% of the practical sessions will fail the practical section and cannot take the practical exam within the regular period.

The marks obtained can be averaged to establish the final grade, as long as the student receives a mark of 5 or higher for the practical assessments and the overall written examination. Otherwise, students must be reassessed in the additional assessment period.

Practicum III

Credits: 9.00

OBJECTIVES

The external placements module is part of the Clinical Practicum subject area, which is divided into four subjects: Practicum I, Practicum II, Practicum III and Practicum IV.

The clinical practicum is organised between the third and fourth year (5th, 6th, 7th and 8th semesters). These periods follow a progressive sequence for the acquisition of competencies, according to different levels of learning of the competencies and the integration of contents from the various subject areas of the degree in each of the programmed periods.

It is essential to pass practicums I and II to take practicums III and IV.

The clinical practicums are carried out in healthcare organisations through collaboration agreements between the University of Vic and each of the centres.

The clinical rotation will be carried out in hospitals, health and social care centres, primary health centres, mutual health insurance centres, early care centres, specialised social care centres and private physiotherapy centres.

The aim of supervised clinical placements is for students to develop and integrate the required competences continuously and progressively, so that they can apply in a real context the knowledge acquired in the syllabus subjects.

- Integrate the holistic concept of the person through knowledge of different disciplines.
- Assume responsibility for responding to the different needs of the individual and/or group in relation to the prevention, promotion, maintenance and recovery of functionality of the human body using manual and/or physical therapeutic techniques.
- Analyse the relationship between health and disease as a dynamic process that can help develop personal capacities and resources.
- Assume the role of physiotherapist and that of collaboration with other health professionals.
- Provide appropriate care according to the evolution of science and society, current legislation and the professional code of ethics.
- Integrate the principles of communication as the basis of the healthcare relationship.
- Integrate a physiotherapy model based on the contributions of the International Classification of Functions (ICF), to use a working method that promotes individual care.
- Develop an awareness of the need for professional development.

CONTENTS

An introductory seminar and delivery of the practical sessions dossier that contains the practicum guide and work plan. Students will be given all the documents on the centre and service to which they have been assigned and the name of the tutor monitoring them at the university.

Clinical placement in a functional rehabilitation service, whether it is a hospital or private centre, in the basic health area or a health centre for a mutual insurance company.

During the placement period of Practicum III, students must complete an assignment that is supervised and checked by the tutor monitoring the placements. The assignment will be on a clinical case and in accordance with the contents provided up to that point. At the end of the placement, students must submit the assignment.

ASSESSMENT

The final assessment of the subject Practicum III is obtained from the result of the evaluation made by the tutor at the placement centre (50%) and the Practicum III assignment (50%).

The assignment will be delivered in the week following completion of the placement.

Students who fail the written assignment must rewrite it with the corrections indicated by the tutor and submit the assignment again within 48 hours. In this case, the grade cannot under any circumstances be higher than a pass.

Students who fail the practical part in the centre will fail the subject.

Participation and attendance of Practicum III is part of the placement process. Not attending could lead to a fail for the practicum. Absences must be justified. If a student is absent for over 10% of the hours in the placement period, it will be assessed whether there are grounds for invalidating the placement or whether the student needs to make up the hours.

Final Year Project I

Credits: 3.00

DESCRIPTION

The final year project (TFG) forms part of all undergraduate courses in all universities, as established in the current legislation. Aspects relating to the final year project are regulated by the UVic Academic regulations for undergraduate degrees (final year project).

The final year project is the result of training and experience gained in the course of undergraduate studies and should allow students to show the level of acquisition of competences for the qualification and the principles on which their future professional work will be based.

The syllabus for the Degree in Physiotherapy from the University of Vic includes a final year project worth eight credits, divided into two subjects: TFG_I (3 credits, 7th semester) and TFG_II (5 credits, 8th semester) in the final year of the degree (4th year). These subjects are compulsory to obtain the qualification. The final year project has only one call for registration.

If a student has opted to take a degree certificate specialisation, the objectives and topics of the final year project must be related to the chosen specialisation. If the student has not opted for a degree certificate specialisation, he/she can chose a final year project and configure it within the subject area offered by the FCSB, which the student will find described in detail on the topic proposal form.

The final year project must be completed individually. Students will present their proposed subject of interest at the beginning of the subject TFG_I so that it can be approved by the final year project committee and a tutor can be assigned. During the process of carrying out the final year project, students will receive support and guidance from the assigned tutor teacher at the faculty.

The tutoring process will start with a seminar to explain, in general terms, useful strategies in the process of selecting a topic, preparation, tutoring, monitoring and assessment of the project. The tutor is the same person in TFG_I and II and will organise the tutorials. The format of a small group and individual tutorials will be combined, at the tutor's discretion. In TFG_I, the foundations and viability of the proposal will be drawn up. In TFG_II, the proposal will be developed according to the proposed report and a presentation and oral defence of the final year project will be carried out and assessed by an evaluation committee.

In the folder 'Organization of the subject' on the Virtual Campus, students will find the course plan and guidance documents, regulations and assessment criteria related to the final year project.

OBJECTIVES

Develop and present a research proposal focused on a problem in the discipline of physiotherapy.

For students who are taking the degree certificate specialisation in Prevention and care in chronic cases:

- Develop and present a research project proposal in the field of physiotherapy within the subject area of prevention and care in chronic cases.

For students who are taking the degree certificate specialisation in Physical Activity and Health:

- Develop and present a research project proposal in the field of physiotherapy within the subject area of physical activity and health.

CONTENTS

In the final year project, the main activity is based on integrating the knowledge the student has gained during the undergraduate studies.

ASSESSMENT

The following are considered in the assessment of the final year project:

1. The process of developing the project. The tutor draws up a monitoring report and assesses the student as specified in document number three (doc3) called the TFG I Monitoring Report. This document can be found on the Virtual Campus. The assessment is worth 30% of the grade for TFG I.
2. Written presentation of the project proposal. The students present a project proposal according to the guide, using the instructions and specifications found in document number 2 (doc2), entitled the final year project proposal. The assessment is worth 70% of the grade for TFG I and is carried out by the tutor.

Integrated Healthcare

Credits: 3.00

OBJECTIVES

The objective of the Integrated Healthcare subject is for students to gain knowledge of the needs and resources available for integrated care in situations of chronic illness and vulnerability, teamwork skills and problem solving, and attitudes that favour the process of integrated care, continuity of health and social care, and cooperation on integrated care proposals between professionals and health care levels.

CONTENTS

1. Justification and models

- Current healthcare system: dimensions of the fragmentation.
- New strategies of care in the health-disease process: holistic and integrated care.
    - Definitions of holistic and integrated care
    - Common characteristics and distinguishing features.

2. Social, health and social care, and health policies.

- Department of Welfare and Family. Social needs: concepts.
- Resources and basic and specialised social services. Individualised care plan. Local policies and collaborative experiences: one-stop shop, integration office for service planning, joint personalised plans involving local health and social services.
- Policies of coordination and integration between health and social services. Social and healthcare network: intermediate care, long stay, day hospital, outpatient integral assessment teams. Care alternatives. Mental health network: proposals to improve integration. Specialised health care. Redefining roles.

3. Integrated healthcare

- Analysis of the environment:
- Analysis of health practices:
- Analysis of organizational models of service delivery:
- Analysis of financing:
- Tools and intervention strategies.
- Skills for integration and interdisciplinary work.

ASSESSMENT

Continuous assessment of activities undertaken by the student through:

A written, multiple-choice test on theoretical contents (50% of the final grade) is taken at the end of the semester. Repeat assessment.

Group exercise (30% of the final grade) on a case analysis. No repeat assessment.

Exercises in the classroom (20% of the final grade). Repeat assessment.

The final grade is the result of the weighting of the marks obtained for each of the sections, when these have been approved.

Management and Administration of Health Services

Credits: 3.00

OBJECTIVES

- Learn the basics of economics, health and policy, planning and health assessment.
- Identify distinguishing aspects of various health systems and learn about the Catalan health system.
- Integrate clinical management applied to practice.
- Analyse and identify criteria and indicators of factors that impact on quality and safety.

CONTENTS

Unit 1. Health care and health economics

- Topic 1: Health care
- Topic 2: Fundamentals of economics
- Topic 3: Health and economics

Unit 2. Organization of health care

- Topic 4. The Catalan health system
- Topic 5. Clinical management

Unit 3. Quality and safety of health services

- Topic 6. Quality of health care
- Topic 7. Clinical safety

ASSESSMENT

Continuous assessment through two written tests (70%) and two assignments (30%):

Written tests (40% + 30%)

Two written tests will be carried out. The first is scheduled in class time and is worth 40% of the final grade (units 1 and 2). The second is scheduled in exam week at the end of the semester and is worth 30% (unit 3). The pass mark for the tests is 5. They are comprised of short questions and multiple-choice questions (approximately 30 questions for each written test).

Assignments (20% + 10%)

20% Group work on the master plan. Delivery date: the day of the second written test

10%: Individual/group assignments: preparation of topics that will be specified in class in relation to topic 7. These cannot be completed at a later date.

Optional assignments: these can be carried out to deepen knowledge and increase the mark. Delivery date: the day of the second written test. The file on optional work describes the task to carry out. This option is also viable in September.

To pass the course, students must obtain at least a mark of 5 in each of the three sections: written test 1, written test 2 and assignments. If you do not deliver the Master Plan assignment

on the day of second written test, you will fail the subject. In this case, and when the mark for the assignment is less than 5, you can resubmit the assignment in September.

Students who do not pass 50% of the course between the three sections, will be given a fail and will not have the option to take the repeat examination during the additional period in September.

Students who pass over 50% of the course among the three sections will have the option to retake the part that they have failed in an examination during the additional period in September.

Practicum IV

Credits: 10.00

DESCRIPTION

The external practicums module is part of the Clinical Practicum subject area, which is divided into four subjects: Practicum I, Practicum II, Practicum III and Practicum IV.

The clinical practicum is organised between the third and fourth year (5th, 6th, 7th and 8th semesters). These periods follow a progressive sequence for the acquisition of competencies, according to different levels of learning of the competencies and the integration of contents from the various subject areas of the degree in each of the programmed periods.

It is essential to pass practicums I and II to be able to take practicums III and IV.

The clinical practicums are carried out in healthcare organisations through collaboration agreements between the University of Vic and each of the centres. The clinical rotation will take place in hospitals, health and social care centres, primary health centres, mutual health insurance centres, early care centres, specialised social care centres and private physiotherapy centres.

The aim of supervised clinical placements is for students to develop and integrate the required competences continuously and progressively, so that they can apply in a real context the knowledge acquired in the syllabus subjects.

Students who opt for a degree certificate specialisation, either in "Physical activity and sport" or "Prevention and care in chronic cases" must complete this final period in the area of the specialisation and carry out a final project associated with it.

OBJECTIVES

- Integrate the holistic concept of the person through knowledge of different disciplines.

- Assume responsibility for responding to the different needs of the individual and/or group in relation to the prevention, promotion, maintenance and recovery of functionality of the human body using manual and/or physical therapeutic techniques.
- Analyse the relationship between health and disease as a dynamic process that can help develop personal capacities and resources.
- Assume the role of physiotherapist and that of collaboration with other health professionals.
- Provide appropriate care according to the evolution of sciences and society, current legislation and the professional code of ethics.
- Integrate the principles of communication as the basis of the healthcare relationship.
- Integrate a physiotherapy model based on the contributions of the International Classification of Functions (ICF), to use a working method that promotes individual care.

CONTENTS

An introductory seminar and delivery of the practical sessions dossier that contains the practicum guide and work plan. Students will be given all the documents on the centre and service to which they have been assigned and the name of the tutor monitoring them at the university.

Clinical placement in a functional rehabilitation service, whether it is a hospital or a private centre, in a basic health area or a mutual insurance company health centre. Students who opt for a degree certificate specialisation in "Physical activity and sport" or "Prevention and care in chronic cases" must carry out this placement in the same field as the specialisation.

During the placement period of Practicum IV, students must complete an assignment supervised and checked by the tutor monitoring the placements. The assignment will be on a clinical case, in accordance with the contents provided up to that point. At the end of the placement, students must submit the assignment.

This work involves creating a poster in relation to the clinical practice that has been carried out, and a written explanation or oral defence.

ASSESSMENT

The final assessment of the subject Practicum IV is obtained from the result of the evaluation of the tutor at the placement centre (50%) and the Practicum IV assignment (50%).

The assignment will be delivered in the week following completion of the placement.

Students who fail the written assignment must rewrite it with the corrections indicated by the tutor and submit the assignment again within 48 hours. In this case, the grade cannot under any circumstances be higher than a pass.

Students who fail the practical part in the centre will fail the subject.

Participation and attendance of Practicum IV is part of the placement process. Not attending could lead to a fail for the practicum. Absences must be justified. If a student is absent for over 10% of the hours in the placement period, it will be assessed whether there are grounds for

invalidating the placement or whether the student needs to make up the hours.

Final Year Project II

Credits: 5.00

DESCRIPTION

The final year project (TFG) forms part of all undergraduate courses in all universities, as established in the current legislation. Aspects relating to the final year project are regulated by the UVic Academic regulations for undergraduate degrees (final year project).

The final year project is the result of training and experience gained in the course of

undergraduate studies and should allow students to show the level of acquisition of competences for the qualification and the principles on which future professional work will be based.

The syllabus for the Degree in Physiotherapy from the University of Vic includes a final year project worth eight credits, divided into two subjects TFG_I (3 credits 7th semester) and TFG_II (5 credits 8th semester) in the final year of the degree (4th year). These subjects are compulsory to obtain the qualification. The final year project has only one call for registration.

If a student has opted to take a degree certificate specialisation, the objectives and topics of the final year project must be related to the chosen specialisation. If the student has not opted for a degree certificate specialisation, he/she can chose a final year project and configure it within the subject area offered by the FCSB, which the student will find described in detail on the topic proposal form.

The final year project must be completed individually. Students will present their proposed subject of interest at the beginning of the subject TFG_I so that it can be approved by the final year project committee and a tutor can be assigned. During the process of carrying out the final year project, students will receive support and guidance from the assigned tutor teacher at the faculty.

The tutoring process will start with a seminar to explain, in general terms, useful strategies in the process of selecting a topic, preparation, tutoring, monitoring and assessment of the project. The tutor is the same person in TFG_I and II and will organise the tutorials. The format of a small group and individual tutorials will be combined at the tutor's discretion. In TFG_I, the foundations and viability of the proposal will be drawn up. In TFG_II, the proposal will be developed according to the proposed report and a presentation and oral defence of the final year project will be carried out and assessed by an evaluation committee.

In the folder 'Organization of the subject' on the Virtual Campus, students will find the course plan and guidance documents, regulations and assessment criteria related to the final year

project.

TFG II is the continuation of TFG I. To be able to carry out TFG II, students must have passed TFG I.

OBJECTIVES

- Develop a research project focused on a problem in the discipline of physiotherapy, and present it before an examination committee.
- For students who are taking the degree certificate specialisation in Prevention and care in chronic cases:
- Develop and present a nursing research project in the subject area of prevention and care in chronic cases.
- For students who are taking the degree certificate specialisation in Physical activity and health:
- Develop and present a physiotherapy research project within the subject area of physical activity and health.

CONTENTS

In the final year project, the main activity is based on integrating the knowledge the student has gained during their undergraduate studies.

ASSESSMENT

The evaluation will be individual and based on three concepts: the process of preparing or monitoring the project, the report, and the presentation and oral defence:

1. Process of preparing the project or monitoring report (30%): in this process, students are accompanied by a tutor who guides and supports them. The tutor and the student must establish a work plan and a tutorial plan specifying the frequency of meetings, so that the tutor can monitor the process of carrying out the project, guide the drafting of the written report and the development of the oral and public defence.

A table of indicators has been designed that will help to grade the process of preparing the project, called the TFG_II Monitoring Report (Appendix 6, doc6). A sheet (doc8) has also been designed that could be useful for planning tutorials. It can be found in Appendix 8.

2. Written report (50%): in this written document, students describe the entire project and the final result of the process. It must be written in accordance with the guidelines that the student can find in document 4 (Appendix 4, doc4). These sections and their indications have been drawn up to assess a project as it would be undertaken in the real context, and to balance the requirements of this project in the academic context and, therefore, the competences that should be assessed. A table of indicators has been drawn up to help members of the examination committee in the process of assessment and marking. It also provides guidance for the student (Appendix 9, doc9).

3. Oral presentation and defence (20%): The public defence of the final year project is carried out in person at the UVic.

Students must present their work before an examination committee of two professors who have read the written report. It is a public academic event. The duration will be a maximum of 30 minutes distributed as follows: 10-15 minutes for the oral presentation and a maximum of 10 minutes for the examination committee's questions and the students' answers. To help in the evaluation, a table of indicators has been drawn up (Appendix 5, doc5).

The overall and final grade for TFG_II will be given by the examination committee, considering these three concepts. Document number 7 sums up the final assessment and how it is calculated. If the student obtains a grade of 9 points.

OPTIONAL

Support and Intervention in Families

Credits: 3.00

OBJECTIVES

The course aims to provide students with the knowledge, skills and attitudes required to provide aid, security, acceptance and support for people in a situation of significant vulnerability, complexity and dependency.

The teaching staff are multidisciplinary to provide an interdisciplinary perspective of intervention and the approach to the family.

CONTENTS

1. Definitions of family
2. Impact of the process of health and illness in the family. Structural alterations
3. Situations of "dependence"
4. Gender and family
5. Intervention in families
6. Communication and mediation
7. Group dynamics

ASSESSMENT

Continuous assessment of activities undertaken by the student through:

Written multiple-choice test on theoretical contents (50% of the final grade) to be held at the end of the semester. No repeat assessment.

Group exercise (20% of the final grade): dramatization drawn from the contents of the subject. No repeat assessment.

Individual exercises (30% of the final grade): carried out during the semester based on reading and class exercises. Repeat assessment.

The final grade is the result of the weighting of the marks obtained for each of the sections, when these have been approved.

Sports Activity and Disability

Credits: 3.00

OBJECTIVES

The aim of the subject Sports Activity and Disability, which is part of the subject area Physical Activity, Sport and Health, is to provide students with a theoretical basis to be able to use physical activity as a preventive strategy for people with disabilities. The aim is also to provide

basic resources for future physiotherapy professionals, so they can respond appropriately to people with disabilities in relation to the practice of physical activity.

CONTENTS

1. Adapted physical activity
3. Objectives of adapted physical activity
2. Visual impairment
3. Hearing impairment
4. Physical disabilities
5. Intellectual disability and mental disorder

ASSESSMENT

Continuous assessment:

The practical content (25% of the final grade) will be evaluated continuously during the learning process.

Students who have not attended 80% of the practical classes must take a practical test of all blocks at the end of the semester.

Presentation of group work and an oral presentation (25% of the final grade) to be delivered at the end of the semester.

The theoretical contents (50% of the final grade) will be evaluated by a written examination held at the end of the semester.

Assessment is continuous and students must pass each of the sections to pass the subject. If a student fails some of the parts and these do not represent more than 50% of the total evaluation of the subject, they will be considered to be pending evaluation. The pending section can be assessed again during the evaluation period in June.

Physical Activity and Precautions with Specific Groups

Credits: 3.00

OBJECTIVES

The course explores the theoretical concepts of some diseases to help professionals in the preparation of programmes to prevent and improve health through physical activity.

CONTENTS

1. Chronic diseases
2. Chronic diseases and physical activity
3. Designing a physical activity programme
4. Programming physical exercise for arthritis
5. Programming physical exercise for emotional disorders: depression, anxiety and stress

6. Programming physical exercise for cardiovascular diseases
7. Programming exercise for obesity

ASSESSMENT

1. Individual work A: Evaluation of the process and the result

- Choose a person and follow the requirements to perform a preliminary assessment. Then design a physical activity programme. Class discussions and written presentation of the assignment. 30%

2. Individual work B: Evaluation of the result

- Choose an inadvisable exercise and draw up a factsheet following the model of inadvisable exercises. 15%

3. Group work: Evaluation of the process and the result

- A physical activity session with classmates and a specific objective. Practical presentation of the session and submission of a written assignment on it. 40%

4. Reading and participation in the sessions: Assessment of the process 15%

Biomechanical analysis of movement

Credits: 3.00

OBJECTIVES

The subject is part of the degree certificate specialization in Physical Activity and Health, and aims to provide students with the basic knowledge of human movement analysis in sports, whether aimed at the prevention of or improved sports performance.

CONTENTS

1. Kinesiology and biomechanics of physical activity
2. The human body and its movements
3. Structure and movement analysis
4. Technological applications for the analysis of physical activity
5. Practical applications

ASSESSMENT

The practical content (25% of the final grade) will be evaluated continuously during the learning process.

Students who have not attended 80% of the practical classes must take a practical test of all blocks at the end of the semester.

Presentation of group work (25% of the final grade) to be delivered at the end of the semester.

The theoretical contents (50% of the final grade) will be evaluated by a written examination held at the end of the semester.

Assessment is continuous and students must pass each of the sections to pass the subject. If a student fails some of the parts and these do not represent more than 50% of the total evaluation of the subject, they will be considered to be pending evaluation. The pending section can be assessed again during the evaluation period in September.

Innovative Healthcare in Chronic Conditions

Credits: 3.00

OBJECTIVES

On completion of the subject Innovative Healthcare in Chronic Conditions, which is part of the subject area Chronic Conditions and Long-Term Illnesses, students should gain knowledge, skills and abilities about concepts and models related to the most prevalent chronic conditions, health and social problems, models of care and service provision, the role of the professional, the techniques and instruments required for innovative care and community strategies for chronic care.

Interaction, communication and collaboration among students of different undergraduate courses in the health field is considered a vital element of the subject, to create shared knowledge and strategies that facilitate innovative care.

CONTENTS

1. Chronic diseases and care models
2. Case management
3. Specific innovative interventions
4. Community focus

ASSESSMENT

Continuous assessment of activities undertaken by the student through:

Written multiple-choice test on theoretical contents (50% of the final grade) to be held at the end of the semester.

Group exercise (50% of the final grade) on the analysis of an innovative programme or intervention for chronic care.

Individual exercise on a case. Obligatory.

The final grade is the result of the weighting of the marks obtained for each of the sections, when these have been approved.

Physiotherapy and Sport

Credits: 3.00

OBJECTIVES

The subject belongs to the subject area of Physical Activity, Sport and Health, which aims to provide students with basic knowledge to act in sport, whether aimed at prevention or treatment of sports injuries.

CONTENTS

- Introduction to sports medicine
- Factors that predispose to sports injury
- Diagnosis of sports injuries
- Most common sports injuries
- Types of treatments for sports injuries
- Most common injuries in different sports
- Fatigue recovery methods in athletes
- Physiotherapy treatment and prevention of the most common sports injuries

ASSESSMENT

The practical content (25% of the final grade) will be evaluated continuously during the learning process.

Students who have not attended 80% of the practical classes must take a practical test of all blocks at the end of the semester.

Presentation of a study monitoring a clinical case relating to a sports injury (25% of the final grade) to be delivered at the end of the semester.

The theoretical contents (50% of the final grade) will be evaluated by a written examination held at the end of the semester.

Assessment is continuous and students must pass each of the sections to pass the subject. If a student fails some of the parts and these do not represent more than 50% of the total evaluation of the subject, they will be considered to be pending evaluation. The pending section can be assessed again during the evaluation period in June.

Health Politics in Europe. Critical Readings of Documents in English

Credits: 6.00

OBJECTIVES

The course will provide a general, broad overview of the main political and policymaking trends that have emerged in Europe and at global scale over the past two decades. Using a number of technical and academic texts on the issue, we will examine from a critical perspective, the current political and ideological premises shaping international health policies. Then, we will explore the relationship between health equity and various concepts and phenomena such as

the physical and natural environment, work and employment, social and health protection, and resources and power relations. The course will end with an analysis of the politics behind European health policies, both at policy-making level and through an examination of the responses, resistance and proposals stemming from civil society and social movements.

As a course taught in English to students whose first language is not English, language is a fundamental part of it. The English language will be used as a means to teach and learn content. Students are expected to follow explanations, make oral contributions, understand texts and express themselves in writing in English. In a nutshell, the students will need a certain level of English proficiency to keep up with the course and, at the same time, they will be able to improve their language skills along the way.

CONTENTS

1. The Need for New Paradigms in Global Health
2. Health and the Environment
3. Health, Work and Employment
4. Social Protection and Health Care
5. Health Equity, Resources and Power Relations
6. The Politics Behind European Policies on Health

ASSESSMENT

Students' work and competences will be evaluated in the following way:

1. In-class tests: 20% (individual)
2. Attendance and participation: 15% (individual)
3. Glossary: 15% (group)
4. Reading guides: 20% (group)
5. Final project: 30% (group)

The final grade for the course will result from the sum and average of each of the five activities.

If students fail in June, they may enter an additional evaluation, involving tests and the final year project. To access the additional evaluation, students must have passed at least 50% of the class work.

Plagiarism is penalised by all universities and, according to UVic's Students' Rights and Duties Regulation, it is a serious misdemeanour. Any indication of the existence of plagiarism or inadequate appropriation of someone's ideas or texts (whether authors, the internet or classmates) will automatically lead to failing the course.

Treatment of Urinary Incontinence

Credits: 3.00

OBJECTIVES

This subject belongs to the Optional Physiotherapy subject area. Specifically, the subject will

focus on the methodology of physiotherapy intervention for urinary incontinence in primary health care.

Health promotion and prevention programmes aimed at the community. Physiotherapy intervention strategies in primary and home care for urinary incontinence. The concepts of ICF

International Classification of Functioning, 2001. Fundamentals of physiotherapy interventions for urinary incontinence. Physiotherapy diagnosis based on the clinical diagnosis. Prevention, preventive treatment and curative treatment. Evaluation and monitoring.

CONTENTS

1. Functional anatomy of the lumbo-pelvic-hip complex. Lumbar area. Trochanteric-pelvic area. Diaphragm area.
2. Diaphragm breathing and its relationship with the pelvic-perineal complex.
3. Lumbo-pelvic-hip complex. Lumbar area. Trochanteric-pelvic area. Diaphragm area.
4. Association of validated assessment and diagnostic tools and tests based on the ICF.
5. Clinical diagnosis (medical) versus physiotherapy diagnosis.
6. Active and passive preventive and curative techniques in physiotherapy treatment for male and female urinary incontinence.

ASSESSMENT

Continuous assessment:

The practical contents are assessed in a continuous way through the assessment of practical procedures during the learning process in the practical sessions. Students also submit two assignments (critical summaries of an article on primary care physiotherapy and a second article on physiotherapy homecare in urinary incontinence) that they work on during the semester.

The theoretical contents are assessed through written tests, a group oral presentation using PowerPoint (see the attached format), based on an article about community physiotherapy in urinary incontinence.

Evaluation with a final examination:

Students who have not attended 80% of the practical classes cannot be assessed through the continuous evaluation system. They must take a final theoretical examination, a practical test of all blocks of the subject and give an oral presentation using PowerPoint based on an article about community physiotherapy for urinary incontinence.

Students who do not pass the continuous assessment must complete a final theoretical examination, a practical test on all blocks, and a presentation.

PowerPoint of the oral presentation based on an article on community physiotherapy for urinary incontinence.

Values of the grades

- Theoretical contents: 60% = 40% examination + 20% oral examination in groups of up to 4 people.
- Practical contents: 40% = 20% practicals + 20% article on primary care physiotherapy or homecare physiotherapy to treat urinary incontinence.

Motor skills

Credits: 3.00

OBJECTIVES

- The subject of motor skills provides students with an overview of human development as a mental and motor unit, which provides a holistic vision of the entire process.
- During the course, students will learn the origins of this discipline and the different schools
- of intervention, areas of intervention and their methodology.
- The aim is to convey to students the preventive approach of this discipline, which helps people throughout the life cycle, promoting their emotional and motor expression

CONTENTS

1. Brief history of motor skills.
2. Basis of motor skills.
3. Schools of motor skills intervention.
4. Intervention methods
5. Psychomotor skills and attitudes.
5. The body as a relational mediator.
6. Structure of motor skills sessions.
7. Goals of motor skills in different areas where action is taken.

ASSESSMENT

Regular period:

Continuous assessment items:

1. Participation in motor skills sessions and in the synthesis assignments: 15% of the final grade for the subject (no repeat assessment).
2. Practical assessments: 45% of the final grade
3. Comprehensive written exam (test, short questions or oral exam): 40% of the final grade for the subject.

Attendance of practical classes: Students who are absent from over 20% of the practical sessions will fail and cannot take the practical exam within the regular period.

The marks obtained can be averaged to establish the final grade, as long as the student receives a mark of 5 or higher for the practical assessments and the overall written

examination. Otherwise, students must be reassessed in the additional assessment period.

Social Psychology and Handicap

Credits: 3.00

CONTENTS

1. Sociology of disability.
2. Social exclusion and inclusion.
3. Social theories.
4. Comparative analysis of European policies.
5. The social model.
6. Social construction and representations of disability.
7. Attitudes towards people with disabilities.
8. Psychology and disability.
9. Psychosocial factors involved in disability. Models.
10. Evaluation techniques and psychological intervention.
11. Preventive or intervention strategies from an educational perspective.
12. The concept of normalization, physical activity, recreation and employment integration. Social support.

Sexuality and Chronic Conditions

Credits: 3.00

OBJECTIVES

- Analyse the factors that contribute to sexual health
- Understand the basic concepts of sexuality with respect to chronic illness
- Differentiate between concepts of identity, role and orientation in human sexuality
- Analyse and approach the difficulties that occur in several chronic diseases with respect to the sexual dimension
- Understand and use pedagogical approaches for various disabilities
- Clinical approach to sexual dysfunction in people who have chronic disease

CONTENTS

1. Introduction to sexual health
2. The concept of sexuality and disability
3. Identity-role-orientation in the general population
4. Sexual rights of people with disabilities
5. Sexuality and high blood pressure
6. Sexuality and intersex states
7. Sexuality and mental health
8. Sexuality and aging

9. Sexuality and chronic pain
10. Sexuality and physical disability
11. Sexuality and diabetes
12. The sexology clinic. Factors and evaluation
13. Male sexology clinic
14. Female sexology clinic

ASSESSMENT

The process of assessing the subject will take into consideration assigned personal and group activities (the execution and delivery of all assessment activities is non-extendable).

The overall grade for the subject will be the result of the sum obtained in the various tasks and the final examination. To calculate this amount, students must have passed the examination.

The percentages are as follows:

- 30% assignments and individual exercises
- 20% teamwork
- 50% examination

Water Therapy and Equine Therapy

Credits: 3.00

OBJECTIVES

Completion of the subject aims to provide students with a theoretical and practical basis of the main therapeutic principles in both techniques. Graduates will be able to identify indications and contraindications, and plan a session according to the needs of each patient and their disease.

CONTENTS

Equine therapy

1. Current framework of equine therapy.
2. Definition of equine therapy techniques
3. Therapeutic principles of equine therapy
4. Contraindications of equine therapy.
5. Safety measures.
6. The correct position on the horse.
7. Planning and structure of an equine therapy session.
8. Professionals who can take part in an equine therapy session.
9. Ethology of the horse. Knowledge of the world and environment of the horse
10. Riding using a saddle and using a saddle pad.
11. Handling the bridle.
12. Ways of working on the horse.

13. Vestibular rehabilitation and perception of the changes caused by the movement of the horse.
14. Physiotherapy techniques that apply to equine therapy: Kabat technique, proprioceptive neuromuscular facilitation, respiratory physiotherapy, Pold method, Bobath method, Votja method, Feldenkrais, etc.

Aquatic therapy

1. Introduction to aquatic therapy.
2. Properties of water, benefits of water and forms of application.
3. Methodology for working in water
4. Guidelines for action in the water according to the different pathologies.
5. Practical sessions in the pool.

ASSESSMENT

Equine therapy:

The written test is worth 40% of the assessment on the equine therapy module.

Attendance of practicals at the equestrian centre corresponds to 50% of the assessment of the equine therapy module.

Participation in the video discussion of the clinical case corresponds to 10% of the evaluation of the equine therapy module.

Aquatic therapy:

Attendance of the practice sessions in the pool corresponds to 20%; the practical test in the pool corresponds to 50% and the theoretical exam corresponds to 30% of the grade for the aquatic therapy module.

The assessment is continuous and students must pass each of the sections to pass the subject. If a student fails some of the parts and these do not represent more than 50% of the total evaluation of the subject, they will be considered to be pending evaluation. The pending section can be assessed again during the additional evaluation period in September.