



Information about the subject

Degree: Bachelor of Science Degree in Physiotherapy

Faculty: Faculty of Medicine and Health Sciences

Code: 240314 **Name:** Community Physiotherapy and Public Health

Credits: 6,00 **ECTS Year:** 3 **Semester:** 1

Module: MODULE 2: SPECIFIC

Subject Matter: Legislation, Public Health and Health Administration **Type:** Compulsory

Field of knowledge: Health Sciences

Department: -

Type of learning: Classroom-based learning

Languages in which it is taught: English, Spanish

Lecturer/-s:

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Module organization

MODULE 2: SPECIFIC

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



Legislation, Public
Health and Health
Administration

Social Morality. Ethics

6,00

4/1

Recommended knowledge

Not precise



Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 At the end of the course, the student is able to analyze the concepts of health that have conditioned the conception of health throughout history and its relationship in the process of health and disease.
- R2 The student knows the Spanish health system.
- R3 The student understands the influence of environmental factors in the genesis of health problems in people.
- R4 The student develops a critical sense for reading, in topics related to health, disease, environment and prevention, through the reading of epidemiological articles.
- R5 The student identifies the difference between the concepts related to risks, accidents and diseases associated to work.
- R6 Applies data analysis methods to identify community health problems.
- R7 Identifies the factors that determine the health of populations, as well as their demographic characteristics.
- R8 Relates concepts of epidemiology of communicable diseases and establishes health promotion plans.
- R9 Knows the risk factors of chronic processes and lists preventive measures.
- R10 The student attends and actively participates in the different activities proposed in the course.
- R11 Designs quality management systems consistent with the strategy and mission of the organization.



Competencies

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

BASIC		Weighting			
		1	2	3	4
CB1	Students demonstrate knowledge and understanding in an area of study that is at the core of general secondary education, and is often at a level that, while supported by advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.			X	
CB2	Students know how to apply their knowledge to their work or vocation in a professional way and possess the skills usually demonstrated by developing and defending arguments and solving problems within their area of study.				X
CB3	Students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include reflection on relevant social, scientific or ethical issues.				X
CB4	Students can convey information, ideas, problems and solutions to both specialized and non-specialized audiences.				X
CB5	Students develop those learning skills necessary to undertake further studies with a high degree of autonomy.			X	
SPECIFIC		Weighting			
		1	2	3	4
CE2	Students identify the physiological and structural changes that can occur as a result of the application of physiotherapy.	X			
CE3	Students identify the factors that influence human growth and development throughout life.			X	
CE9	Students assimilate theories of communication and interpersonal skills.				X
CE10	Learning theories to be applied in health education and in your own lifelong learning process			X	



CE11	Students identify the factors involved in teamwork and leadership situations.				X
CE16	Physiotherapeutic Procedures based on specific Methods and Techniques of physiotherapeutic actions to be applied in the different pathologies of all the apparatuses and systems, and in all the specialties of Medicine and Surgery, as well as in the promotion and conservation of the health, and in the prevention of the disease.				X
CE19	Students comprehend the processes of health administration and management, especially of physical therapy services, in the diverse and changing context in which it operates.				X
CE21	Students give proof of the criteria and indicators that guarantee the quality in the provision of the physiotherapy service, through the use of good clinical practice guidelines and professional standards.				X
CE22	Students evidence the fundamental concepts of health, health systems and levels of care. Epidemiology. Physiotherapy in the health-disease process.				X
CE23	Students comprehend the impact of socio-health policies on professional practice				X
CE24	Students identify factors involved in the problems of social inequality and the health needs of different social groups.				X
CE26	Students know the profession's deontological codes.				X
CE27	Students know the legal rules of the professional field.				X
CE29	Students assess the functional state of the patient/user, considering the physical, psychological and social aspects.			X	
CE31	Students know how to design the Physiotherapy Intervention Plan. To elaborate a specific Physiotherapy Intervention Plan using problem-solving skills and clinical reasoning: in line with the available resources; formulating the intervention objectives with the user and, if appropriate, with the significant people in his environment, collecting his expectations regarding care; selecting the protocols or procedures most appropriate to the planned care, attending to criteria of appropriateness, validity and efficiency.			X	



CE32	Students execute, direct and coordinate the Physiotherapy Intervention Plan, attending to the principle of the user's individuality and using the therapeutic tools typical of Physiotherapy, that is, the set of methods, procedures, actions and techniques that through the application of physical means: cure, recover, enable, rehabilitate, adapt and readapt people with deficiencies, functional limitations, disabilities and handicaps; prevent diseases and promote health to people who want to maintain an optimum level of health.	X	
CE36	Students participate in the areas of health promotion and disease prevention. This includes, among others: identifying the social and economic factors that influence health and health care; designing and carrying out disease prevention and health promotion activities; advising on the development and implementation of care and education policies in the field of physiotherapy; identifying risks and risk factors; assessing and selecting users who can benefit from preventive measures; providing health education to the population in the various fields.		X
CE37	Students relate effectively with the whole multidisciplinary team. This includes: establishing the objectives of Physiotherapy within the team; collecting, listening and assessing the reflections of the rest of the multidisciplinary team towards their actions; accepting and respecting the diversity of criteria of the rest of the team members; recognizing the competences, skills and knowledge of the rest of the health professionals.	X	
CE38	Students incorporate the ethical and legal principles of the profession into the professional culture. This implies: respecting the rights of the patient/user and the relatives; identifying possible violations of these rights and taking appropriate measures to preserve them; identifying ethical problems in daily practice and applying reasoning and critical judgment in their resolution; participating in health care ethics committees and clinical research ethics committees; adjusting professional practice to the deontological conditions and legal regulations of professional practice; guaranteeing the confidentiality of user and professional data.		X



Year 2023/2024

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TRANSVERSAL		Weighting			
		1	2	3	4
CT1	Decision-making			X	
CT2	Problem solving.				X
CT3	Capacity for organization and planning.				X
CT4	Analysis and synthesis capacity.			X	
CT5	Oral and written communication in the native language.			X	
CT6	Information management capacity.				X
CT7	Computer skills related to the field of study.				X



CT8	Knowledge of a foreign language.	x		
CT9	Ethical commitment.			x
CT10	Teamwork.			x
CT11	Interpersonal relationship skills.			x
CT12	Work in an interdisciplinary team			x
CT13	Critical Reasoning			x
CT14	Work in an international context.		x	
CT15	Recognition of diversity and multiculturalism		x	
CT16	Motivation for quality			x
CT17	Adaptation to new situations.			x
CT18	Creativity			x
CT19	Autonomous learning			x
CT20	Initiative and entrepreneurship			x
CT21	Leadership.			x
CT22	Knowledge of other cultures and customs		x	
CT23	Sensitivity to environmental issues.			x



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11	20,00%	OPEN QUESTIONS: Written exam in which theoretical knowledge and the student's ability to relate, integrate and express it coherently in written language are evaluated. It allows the following generic or transversal skills to be assessed: 4 Capacity for analysis and synthesis. 3 Capacity for organisation and planning. 5 Oral and written communication in the native language. 8 Knowledge of a foreign language. 2 Problem-solving 19 Autonomous learning.
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11	40,00%	TEST TYPE: Multiple choice test with one correct answer out of five possible ones. It allows the student to know in greater detail the contents acquired by him/her. It allows the following generic or transversal competences to be assessed: 2 Problem solving 1 Decision making 13 Critical thinking
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11	10,00%	PRACTICES: Oral test in which the student is asked to solve practical exercises, clinical cases or problems about the knowledge of the different subjects. It assesses the following generic or transversal competences: 4 Analysis and synthesis capacity. 3 Capacity for organisation and planning. 7 IT Knowledge. 6 Information management skills. 2 Problem-solving 1 Decision-making. 13 Critical thinking. 19 Self-directed learning.



R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11	10,00%	WORKS: The student, individually or in a group, elaborates a revision or research topic and presents it, in writing, for the evaluation by the teacher. The following generic or transversal competences are valued: 4 Capacity for analysis and synthesis. 3 Capacity for organisation and planning. 7 Computer skills. 6 Information management skills. 10 Teamwork. 14 Working in an international context. 11 Interpersonal skills. 13 Critical thinking. 19 Autonomous learning. 18 Creativity. 21 Leadership. 20 Initiative and entrepreneurship. 16 Motivation for Quality. 70 Maintaining an attitude of learning and improvement. 72 Knowing one's own skills and limitations.
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11	10,00%	PRACTICAL EXAM: The student is faced with a test in which s/he must demonstrate through practical application the acquisition of certain knowledge. For example, histological or anatomopathological diagnosis, image interpretation or diagnostic tests. This test evaluates the following generic or transversal skills: 13 Critical reasoning. 19 Autonomous learning.
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11	5,00%	PRESENTATION: The student develops, through an oral presentation, supported or not by audiovisual means, a subject or work commissioned by the teacher. This is the method of evaluation of the Final Degree's Project. At the end of the presentation, the teacher or the audience can ask questions.
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11	5,00%	ATTENDANCE AND PARTICIPATION IN CLASS: The teacher evaluates the participation, involvement and progression of the student's acquisition of knowledge and skills during the theoretical and practical classes. It will not exceed 5% of the final grade.

Observations

Written multiple choice theoretical test (up to 40% of the final grade): it will consist of 40 multi-answer multiple choice questions, with five alternatives per question. Blank answers will not count. Every 4 wrong answers will subtract one right answer.

Theoretical written test with open questions (up to 20%): two open questions will be asked about the subject.



Autonomous activities and supervised individual and/or group work (up to 20% of the final grade, 10% theoretical and 10% practical (presentation of work in class): completion of all exercises and practices developed in class or by the teacher request to do outside of this. In general terms: reading of articles, individual or group work in the classroom or, in the field, online tasks or others. The scoring of the exercises carried out individually will be carried out at the discretion of the teacher, through a correction rubric.

Honor Registrations. The Honors mention may be awarded to students who have obtained a grade equal to or greater than 9.0. Their number may not exceed 5% of the students enrolled in a subject in the corresponding academic year, unless the number of students enrolled is less than 20, in which case a single Honors Degree may be granted. (Royal Decree 1125/2003).

MENTION OF DISTINCTION:

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

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- | | |
|-----|---|
| M1 | Master class Problem solving Exposition of contents by the teacher. Explanation of knowledge and skills |
| M2 | Case resolution: Analysis of sample realities - real or simulated - that allow the student to connect theory with practice, to learn from models of reality or to reflect on the processes used in the cases presented. |
| M3 | Problem solving and case studies Social action activities |
| M4 | Personalized attention. Period of instruction and/or guidance by a tutor with the aim of analyzing with the student their work, activities and their evolution in learning the subjects. |
| M5 | Set of tests carried out to know the degree of acquisition of knowledge and skills of the student. |
| M11 | Oral presentation |
| M14 | Group work to search, discuss and filter information about the subjects |



- M15 Seminar, supervised monographic sessions with shared participation
- M16 Student's study: Individual preparation of readings, essays, problem solving, seminars.

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical lessons M1	R1, R2, R3, R4, R5, R7, R8, R9, R10, R11	45,00	1,80
Practice lessons M2	R1, R2, R4, R6, R7, R8, R9, R10, R11	5,00	0,20
Seminar M14	R1, R2, R4, R6, R7, R8, R9, R10	5,00	0,20
Office Hours M4	R1, R2, R4, R5, R6, R7, R8, R9, R10	3,50	0,14
Assessment M5, M11	R1, R2, R4, R5, R6, R7, R8, R9, R10, R11	1,50	0,06
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Autonomous work M16	R1, R2, R3, R4, R6, R7, R8, R9, R10	65,00	2,60
Group work M14	R1, R2, R4, R6, R7, R8, R9, R10	25,00	1,00
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
UNIT I.- Fundamental concepts of: health; disease; public health.	1. Essential public health functions 2. Role of the physiotherapist: Physiotherapy in the health-disease process.
UNIT II.- Health systems, health organizations and levels	3. Models of health systems. 4. Spanish health system. 5. The Valencian health system. 6. Challenges in health management in the 21st century.
UNIT III. - Epidemiology	7. Determinants of community health. 8. Information systems. 9. Methods of data analysis and demography. 10. Communication.
UNIT IV.- Physiotherapy in primary care and community care	11. Functions of primary care and functions of care teams primary. 12. Contributions of physical therapy in care primary. 13. Community health.
UNIT V.- Role of physical therapy in occupational health: risks, accidents and Work-related diseases. Prevention	14. Work and health. 15. Professional risks and damages Labor derivatives. Environmental control of risks Health surveillance of workers. 16. Conceptual review of disorders Organic of ergonomic origin. Study and determination from Diseases Professionals for ergonomic risk.



UNIT VI. - Health promotion and education plans in physiotherapy. Groups of risk. Chronic processes and preventive measures. Communicable diseases

UNIT VII.- Environment and health.
International / Global Health

UNIT VIII.- Quality management in health organizations. Security patient.
Management and strategic planning of health services

UNIT IX.- Economic evaluation of public health

UNIT X.- PRACTICES

17. Health care plans for people and Chronic and disabled patients. Drug dependence programs. He problem of addiction

18. Emerging and reemerging diseases. TB, HIV, bird flu, and others. AIDS plan.

19. Health programs aimed at women. Children's health programs Vaccinations

20. Oncological plans.

21. International health. Healthy conditions in developing countries. Pathologies tropical Globalization and health. Means, medium environment and health. Sector Impact Sanitary in the environment.

22. Childhood and environment. Food and Public Health nutrition. Strategies of Healthy eating Innovation in food safety.

23. Introduction to Quality. System of Quality management.

24. Models of healthcare quality. Situation current in the SNS and situation in the Autonomous Communities. The quality of care in the Community Valencian

25. The quality of care and relations with Health system users.

26. Role of the new technologies of the information in the relationship between health professionals and users/patients

27. Health economics. The economy in the care practice.

28. Economic evaluation techniques

29. Articles and exercises in the environment of practical application of physiotherapy in the area of public health and community health.

30. Practical work in the environment of practical application of physiotherapy in the area of public health and community health.



Temporary organization of learning:

Block of content	Number of sessions	Hours
UNIT I.- Fundamental concepts of: health; disease; public health.	2,00	4,00
UNIT II.- Health systems, health organizations and levels	4,00	8,00
UNIT III. - Epidemiology	4,00	8,00
UNIT IV.- Physiotherapy in primary care and community care	3,00	6,00
UNIT V.- Role of physical therapy in occupational health: risks, accidents and Work-related diseases. Prevention	3,00	6,00
UNIT VI. - Health promotion and education plans in physiotherapy. Groups of risk. Chronic processes and preventive measures. Communicable diseases	4,00	8,00
UNIT VII.- Environment and health. International / Global Health	2,00	4,00
UNIT VIII.- Quality management in health organizations. Security patient. Management and strategic planning of health services	4,00	8,00
UNIT IX.- Economic evaluation of public health	2,00	4,00
UNIT X.- PRACTICES	2,00	4,00



References

Basic

1. De Irala J, Martínez González MA, Seguí Gómez M. Epidemiología aplicada. 2ª ed. Barcelona: Ariel Ciencias Médicas, 2008. 510 pp.
2. Frías Osuna A. Salud Pública y Educación para la salud. 1ª ed. Barcelona: Elsevier Masson, 2000. 456 pp.
3. García-Armesto S, Abadía-Taira MB, Durán A. Hernández-Quevedo C, Bernal-Delgado E. Spain: Health system review. Health Systems in Transition, 2010, 12(4):1-295 [Internet]. Copenhagen: WHO Regional Office for Europe; 2010. Disponible en: www.euro.who.int/__data/assets/pdf_file/0004/128830/e94549.pdf Última lectura: 01/09/17.
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5. Hernández Aguado I, Gil de Miguel A, Delgado Rodríguez M, Bolúmar Montrull F. Manual de Epidemiología y Salud Pública para licenciaturas y diplomaturas en ciencias de la salud. 2ª ed. Madrid: Editorial Médica Panamericana, 2011. 370 pp.
6. Martín Zurro A, Cano Pérez JF, Gené Badía J (Eds). Atención Primaria. 7ª ed. Elsevier España, 2013. 1512 pp.
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8. Martínez Rodríguez A. Fisioterapia en Atención Primaria. Madrid: Editorial Síntesis, 2014. 350 pp.
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Articles

12. Lourido, B. P., & Da Rocha, V. M. (2008). Fisioterapia comunitaria: el camino desde la conceptualización a la intervención con la comunidad. Fisioterapia, 30(5), 244-250.
13. Cueto M. The origins of Primary Health Care and selective Primary Health Care. American Journal of Public Health. 2004;94(11):1864-1874
14. López-Liriaa R et al. Los servicios de fisioterapia domiciliaria en el sistema sanitario público de la Península Ibérica. Rev Iberoam Fisioter Kinesiol 2009; 12:104.
15. Lourido, B. P., & Gelabert, S. V. (2008). La perspectiva comunitaria en la fisioterapia domiciliaria: una revisión. Fisioterapia, 30(5), 231-237.
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Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☒ Kaltura



Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒

Microsoft Teams

☒

Kaltura

Explanation about the practical sessions:



2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

☒

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐

The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System: