



Information about the subject

Degree: Bachelor of Science Degree in Physiotherapy

Faculty: Faculty of Medicine and Health Sciences

Code: 240406 **Name:** Geriatric Physiotherapy

Credits: 6,00 **ECTS Year:** 4 **Semester:** 1

Module: MODULE 5: UNIVERSITY-SPECIFIC

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

Field of knowledge: Health Sciences

Department: -

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

244A	<u>Esther Ramos Castellano</u> (Responsible Lecturer)	esther.ramos@ucv.es
	<u>Pedro Gargallo Bayo</u>	pedro.gargallo@ucv.es
244DAF	<u>Esther Ramos Castellano</u> (Responsible Lecturer)	esther.ramos@ucv.es
	<u>Pedro Gargallo Bayo</u>	pedro.gargallo@ucv.es
244DP	<u>Esther Ramos Castellano</u> (Responsible Lecturer)	esther.ramos@ucv.es
	<u>Pedro Gargallo Bayo</u>	pedro.gargallo@ucv.es
244Q	<u>Esther Ramos Castellano</u> (Responsible Lecturer)	esther.ramos@ucv.es



Universidad
**Católica de
Valencia**
San Vicente Mártir

Course guide

Year 2023/2024
240406 - Geriatric Physiotherapy

244Q

Pedro Gargallo Bayo

pedro.gargallo@ucv.es





Module organization

MODULE 5: UNIVERSITY-SPECIFIC

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

Recommended knowledge

- Basic anatomy and physiology.
- Biomechanics



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 From a theoretical perspective, the student knows and executes correctly in a practical way the techniques and methods of Health Promotion and disease prevention, applying them individually or in groups, knowing the effects and consequences that can derive from their action, through autonomous work and reading scientific articles.
- R2 The student can carry out his/her competences as a physiotherapist in a cooperative, efficient, ethical, responsible and coherent way.
- R3 He/she is able to integrate and adapt health promotion and disease prevention plans within the comprehensive physiotherapy treatment.
- R4 The student is able to carry out his professional work in coordination with a multidisciplinary team, being integrated in a joint treatment with overall objectives of improving the patient's health.
- R5 He/she is capable of expressing him/herself orally or in writing and of giving justified assessments and explanations of his/her therapeutic actions.



Competencies

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

BASIC		Weighting			
		1	2	3	4
CB1	Students demonstrate knowledge and understanding in an area of study that is at the core of general secondary education, and is often at a level that, while supported by advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.			X	
CB2	Students know how to apply their knowledge to their work or vocation in a professional way and possess the skills usually demonstrated by developing and defending arguments and solving problems within their area of study.				X
CB3	Students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include reflection on relevant social, scientific or ethical issues.				X
CB4	Students can convey information, ideas, problems and solutions to both specialized and non-specialized audiences.			X	
CB5	Students develop those learning skills necessary to undertake further studies with a high degree of autonomy.	X			
SPECIFIC		Weighting			
		1	2	3	4
CE1	Students learn human anatomy and physiology, highlighting the dynamic relations between structure and function, especially of the locomotive system and the nervous and cardio-respiratory systems.			X	
CE2	Students identify the physiological and structural changes that can occur as a result of the application of physiotherapy.			X	
CE3	Students identify the factors that influence human growth and development throughout life.			X	



CE4	Students know the principles and theories of physics, biomechanics, kinesiology and ergonomics, applicable to physiotherapy.			X
CE5	Students know the physical bases of the different physical agents and their applications in Physiotherapy.			X
CE8	The psychological and social factors that influence the health/disease status of the individual, family and community.	X		
CE9	Students assimilate theories of communication and interpersonal skills.			X
CE10	Learning theories to be applied in health education and in your own lifelong learning process			X
CE12	The general aspects of pathology of endogenous and exogenous etiology related to physiotherapy of all devices and systems with their medical, surgical, physiotherapeutic and orthopedic treatments.			X
CE18	Students resort to theories that support problem-solving capacity and clinical reasoning.	X		
CE28	Students prepare and systematically fill in the complete Physiotherapy Clinical History, where all the steps followed from the reception of the patient/user to the report at the discharge of Physiotherapy are properly and efficiently recorded.	X		
CE29	Students assess the functional state of the patient/user, considering the physical, psychological and social aspects.			X
CE30	Students determine the Physiotherapy Diagnosis according to the internationally recognized standards and international validation instruments. This competency includes prioritizing the needs of the patient/user to attend with priority to those that most compromise the recovery process.			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



Year 2023/2024
240406 - Geriatric Physiotherapy

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
CT6	Information management capacity.		X		
CT7	Computer skills related to the field of study.	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
R3, R5	10,00%	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, R5	30,00%	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
R2, R3, R4, R5	20,00%	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, R5	35,00%	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.
R2, R4	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

So that the evaluation processes are clear and students can take charge of their own progress, grading will usually have assessment rubrics.

To pass the subject, a total score of 5 out of 10 will be necessary in the total sum of all the items evaluated.

1. Theoretical evaluation (40%): The theoretical evaluation will be carried out at the end of the course, through a final theoretical test and will consist of 30 objective questions (multi-choice type) with multiple answers (5 options) (30%), as well as open questions about a clinical case (10%). Both parts must be approved, separately, with a minimum of 5 out of 10 to be considered approved for the theoretical evaluation. The grade will be saved if approved, for the second call.

2. Practical evaluation (35%): Practical skills will be assessed through the simulation of a clinical case and the technique(s) to be performed. It will be evaluated using a rubric. The minimum score to pass the written test will be 5 out of 10. To access the practical test, you must have passed the written test with a minimum score of 5 out of 10.

3. Jobs (20%): Preparation of different works evaluated using a rubric, previously informing of the execution and delivery date.- **Individuals:** It consists of exercises, tests and activities in the classroom or from home (interview, flipped learning, kahoot), with the intention of promoting progressive student study and continuous evaluation. That is why the option will be given to carry out various activities such as practical demonstrations, reading articles, research work in scientific databases on common pathologies in the elderly patient response to questionnaires, small partial theoretical tests which will not eliminate matter, etc.

- **Group:** It consists in the realization of both a group work of development of group physiotherapeutic intervention program in the elderly patient as well as the conduct of a final contest composed of questions from all over the agenda and organized both with a collaborative working group. Both works will be guided through tutoring or consultations and whose purpose will be to promote the progressive study of the student and the continuous evaluation.

4. Attendance and participation (5%): Class attendance is not mandatory, but attendance and



participation in seminars and practical classes will be counted. In-person attendance on the day of the activities marked in the schedule will be mandatory for the delivery of the corresponding works.

CRITERIA FOR THE AWARD OF HONOR LICENSEE: According to article 22 of the Regulatory Regulations for the Evaluation and Grading of UCV Subjects, the mention of "Distinction of Honor" may be awarded by the professor responsible for the subject to students who have obtained a grade equal to or higher than 9.0. The number of "Distinction of Honor" mentions that can be awarded may not exceed 5% of the students included in the same official record, unless this is less than 20, in which case a single "Distinction of Honor" 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. |
| M4 | Personalized attention. Period of instruction and/or guidance by a tutor with the aim of analyzing with the student their work, activities and their evolution in learning the subjects. |
| M5 | Set of tests carried out to know the degree of acquisition of knowledge and skills of the student. |
| M7 | Discussion and problem solving. |
| M11 | Oral presentation |



M12	Group work: Group work sessions supervised by the teacher. Knowledge construction through student interaction and activity.
M14	Group work to search, discuss and filter information about the subjects
M15	Seminar, supervised monographic sessions with shared participation
M16	Student's study: Individual preparation of readings, essays, problem solving, seminars.

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical lessons M1	R1, R5	36,00	1,44
Practice lessons M2	R1, R2, R3, R4, R5	13,00	0,52
Seminar M15	R1, R2, R5	4,00	0,16
Office Hours M7	R1, R2, R3, R4, R5	4,00	0,16
Assessment M5	R1, R2, R3, R4, R5	3,00	0,12
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Autonomous work M16	R1, R2, R3, R4, R5	60,00	2,40
Group work M12, M14	R1, R2, R3, R4, R5	30,00	1,20
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 1. GENERAL CONCEPTS	1. GENERAL CONCEPTS 2. AGING THEORIES 3. PARTNER-HEALTH PLANNING
UNIT II. MORPHOLOGICAL CHANGES AND PATHOLOGIES OF THE GERIATRIC PATIENT	4. PATTERNS IN THE OLDER ADULT 5. ANATOMOPHYSIOLOGICAL CHANGES IN AGING 6. SKIN AND PRESSURE ULCERS (UPP) 7. GERIATRIC SYNDROMES 8. MILD COGNITIVE IMPAIRMENT AND SENILE DEMENTIA 9. MAIN PATHOLOGIES IN THE OLDER ADULT
UNIT III. REHABILITATION OF THE GERIATRIC PATIENT	10. INTEGRAL GERIATRIC ASSESSMENT (VGI) 11. GERIATRIC REHABILITATION 12. PHYSICAL EXERCISE IN THE OLDER ADULT
UNIT IV. OTHER FACTORS AND CARE OF THE GERIATRIC PATIENT	13. FALLS AND GAIT DISORDERS IN THE ELDERLY ADULT 14. SUPPORT PRODUCTS 15. ATTENTION FOCUSED ON THE PERSON 16. PALLIATIVE CARE
UNIT V. SEMINARS	SEMINAR REHABILITATION OF THE SPINE IN THE GERIATRIC PATIENT SEMINAR DEATH AND GRIEF



UNIT VI. PRACTICES

- 1- PRACTICAL GROUP REHABILITATION OF THE UPPER LIMB AND LOWER LIMB IN THE GERIATRIC PATIENT
- 2- PRACTICAL GROUP REHABILITATION
- 3- PRACTICAL PSYCHOMOTOR REEDUCATION IN THE GERIATRIC PATIENT
- 4- PRACTICAL REHABILITATION OF THE BALANCE, MARCH AND COORDINATION IN THE GERIATRIC PATIENT
- 5- PRACTICAL OF BACK MASSAGE, UPPER AND LOWER MEMBERS IN THE GERIATRIC PATIENT

Temporary organization of learning:

Block of content	Number of sessions	Hours
UNIT 1. GENERAL CONCEPTS	5,00	10,00
UNIT II. MORPHOLOGICAL CHANGES AND PATHOLOGIES OF THE GERIATRIC PATIENT	9,00	18,00
UNIT III. REHABILITATION OF THE GERIATRIC PATIENT	4,00	8,00
UNIT IV. OTHER FACTORS AND CARE OF THE GERIATRIC PATIENT	5,00	10,00
UNIT V. SEMINARS	2,00	4,00
UNIT VI. PRACTICES	5,00	10,00



References

- 1.BURKE,M., WALSH,M. Enfermería Gerontológica. Cuidados integrales del adulto mayor. Editorial Harcourt Brace. 2ª Edición. 1998 Madrid.
- 2.DELGADO,M.A. Rehabilitación y Fisioterapia Geriátrica. Editorial Asociación para la formación continuada en ciencias de la salud y educación Alcalá. 3ª Edición. 2016 Alcalá del Real (Jaén).
- 3.GARCÍA,M.V., RODRIGUEZ,C., TORONJO,A.M. Enfermería del anciano. Editorial DAE. 2ª Edición 2009 Madrid.
- 4.KÖTHER,J. Manual de Geriatria. El cuidado de las personas mayores. Editorial Editex. 2003 Madrid.
- 5.MELÉNDEZ,A. Actividades físicas para mayores. Las razones para hacer ejercicio. Editorial Gymnos. 2000 Madrid.
- 6.PINAZO,S., SANCHEZ,M. Gerontología. Actualización, innovación y propuestas. Editorial Pearson, Prentice Hall. 2005 Madrid.
- 7.RUBENS,J., GERALDO,J. Fisioterapia Geriátrica. Práctica asistencial en el anciano. Editorial McGraw Hill. 2005 Madrid.
- 8.DEBRA, J.R., Equilibrio y movilidad con personas mayores. Editorial Paidotribo. 2ª edición. 2014. Badalona.
- 9.GIL EXTREMERA, B. Manual de Patología del sistema nervioso. Geriatria y oncología. Editorial técnica Avicam. 2014 Granada.
- 10.MONTAGUD MARTINEZ, F., FLOTATS FARRE, G., LUCAS ANDREU, E. Rehabilitación domiciliaria. Principios, indicaciones y programas terapéuticos. Editorial Elsevier Masson. 2ª Edición. 2015. Barcelona.
- 11.WACHTEL, TJ., MARSHA D FRETWELL, MD. Guía práctica para la asistencia del paciente geriátrico. Editorial Elsevier Masson, 3ª edición. 2009. Barcelona.
- 12.GAZQUEZ LINARES, JJ., PEREZ FUENTES, MC. Salud y cuidados en el envejecimiento. Volumen III. Editorial ASUNIVEP. 2015. Almería.
- 13.CALENTI,M. Gerontología y Geriatria. Valoración y prevención. Editorial Panamericana. 2011. Madrid.
- 14.1. SEMFYC. Guía de atención al paciente al final de la vida. Editorial Panamericana. 2015.
- 15.GONZALEZ OTERO, J., STALOLÉ DUHARTE, M. Cuidados paliativos. Recomendaciones terapéuticas para atención primaria. Editorial médica Panamericana. 2013. Madrid.
- 16.SCHÖTTLER, B. Juegos en movimiento para la tercera edad. 1ª Edición. 2013. Badalona.
- 17.Manual de buena práctica en cuidados a las personas mayores. Sociedad española de geriatría y gerontología. 2ª Edición. 2015. Madrid.
- 18.MILLÁN CALENTI JC. Gerontología y geriatría. Valoración e intervención. Editorial Panamericana. 2011. Madrid.
- 19.MATA RAMOS A., CEBALLOS ATIENZA R. Actuación rehabilitadora al paciente geriátrico. Formación Alcalá. 4ª edición. 2005.



20.LA ATENCIÓN CENTRADA EN LA PERSONA EN LOS SERVICIOS GERONTOLÓGICOS.
Modelos de atención y evaluación. Fundación Pilares. Teresa Martínez Rodríguez. 2016.

21.DAVID X. CIFU, HENRY L. LEW, MOOYEON OH-PARK. Rehabilitación geriátrica. Editorial El sevier. 2019.

22.Organización Mundial de la Salud. Decade of Healthy Aging 2020-2030 [Internet]. Available from: <https://www.who.int/docs/default-source/decade-of-healthy-ageing/final-decade-proposal/decade-proposal-final-apr2020-es.pdf>



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:

SE REALIZARÁ DE MANERA ORAL EL DESARROLLO DE INTERVENCIÓN DE UN CASO CLÍNICO Y SE EXPONDRÁ DE MANERA ORAL EL PLAN DE INTERVENCIÓN, PUDIENDO SER NECESARIO LA EXPOSICIÓN DE LAS TÉCNICAS A TRAVÉS DE LAS PLATAFORMAS ANTERIORMENTE CITADAS.



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: