Information about the subject

Degree: Bachelor of Science Degree in Physiotherapy

Faculty: Faculty of Medicine and Health Sciences

Code: 240312 **Name:** Special Procedures in Physiotherapy

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

Module: MODULE 5: UNIVERSITY-SPECIFIC

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

Field of knowledge: Health Sciences

Department: Physiotherapy

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

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Module organization

MODULE 5: UNIVERSITY-SPECIFIC

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

Recommended knowledge

No prior knowledge is established

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	Ability to modify and build an exercise programme according to the needs of the patient without losing its initial purpose, correcting it appropriately.
R2	Select the most appropriate technique or method for physiotherapeutic action, depending on the type of pathology and characteristics of the patient.
R3	Explain what each of the techniques studied consists of, their objectives, indications and therapeutic contraindications.
R4	Elaborate the therapeutic objectives according to the technique or concept chosen for the physiotherapeutic action.
R5	Argue with rational criteria on the basis of their work and treatment plan.
R6	The students are able to write a comprehensible, organised text on topics related to physiotherapy and work in a group.
R7	Knows the conditions and characteristics of therapeutic exercise in special populations (chronic pain, diabetics, oncologists).
R8	The student is able to plan a treatment through therapeutic exercise in special populations (chronic pain, diabetics, oncology).
R9	The student approaches the treatment of myofascial pain through various techniques.

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	
CE7	Students know the application of ergonomic and anthropometric principles.	x		
CE8	The psychological and social factors that influence the health/disease status of the individual, family and community.	x		
CE9	Students assimilate theories of communication and interpersonal skills.	x		
CE10	Learning theories to be applied in health education and in your own lifelong learning process	x		
CE11	Students identify the factors involved in teamwork and leadership situations.		x	
CE12	The general aspects of pathology of endogenous and exogenous etiology related to physiotherapy of all devices and systems with their medical, surgical, physiotherapeutic and orthopedic treatments.		x	
CE13	The structural, physiological, functional and behavioral changes that occur as a result of the intervention of physiotherapy.		x	
CE14	Students identify the theoretical bases of Physiotherapy as a science and profession. The models of action in Physiotherapy. The theoretical bases of the assessments, tests and functional verifications: knowledge of their modalities and techniques as well as the scientific evaluation of their utility and effectiveness. The diagnosis of Physiotherapy. Methodology of the research applied to Physiotherapy.			x
CE15	General physiotherapeutic procedures: Kinesitherapy, Massage and Massage Therapy, Electrotherapy, Magnetic Therapy, Ergotherapy, Hydrotherapy, Balneotherapy, Climatotherapy, Thalassotherapy; Thermotherapy, Cryotherapy, Vibrotherapy, Phototherapy, Pressotherapy, and the derivatives of other physical agents			x
CE16	Physiotherapeutic Procedures based on specific Methods and Techniques of physiotherapeutic actions to be applied in the different pathologies of all the apparatuses and systems, and in all the specialties of Medicine and Surgery, as well as in the promotion and conservation of the health, and in the prevention of the disease.			x
CE18	Students resort to theories that support problem-solving capacity and clinical reasoning.			x

CE22	Students evidence the fundamental concepts of health, health systems and levels of care. Epidemiology. Physiotherapy in the health-disease process.		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	
CE32	Students execute, direct and coordinate the Physiotherapy Intervention Plan, attending to the principle of the user's individuality and using the therapeutic tools typical of Physiotherapy, that is, the set of methods, procedures, actions and techniques that through the application of physical means: cure, recover, enable, rehabilitate, adapt and readapt people with deficiencies, functional limitations, disabilities and handicaps; prevent diseases and promote health to people who want to maintain an optimum level of health.			x
CE33	Students evaluate the evolution of the results obtained with the Physiotherapy treatment in relation to the objectives set and the established results criteria. To do this it will be necessary: to define and establish the results criteria; to carry out the evaluation of the evolution of the patient/user; to redesign the objectives according to the evaluation, if necessary; and to adapt the intervention or treatment plan to the new objectives, if necessary.		x	

CE34	Students prepare the report upon discharge from Physiotherapy. When it is considered that the proposed objectives have been met, either because the process has been cured or because the possibilities of recovery with the therapeutic measures available have been exhausted, discharge from Physiotherapy will be proposed and the relevant report will be drawn up		x	
CE35	Students provide a Physiotherapy attention in an effective way, giving an integral assistance to the patients/users, for which it will be necessary: To interpret the medical prescriptions; to prepare the environment in which the Physiotherapy attention will be carried out so that it is comfortable; to keep the patient informed of the treatment that is applied, explaining him/her the tests and maneuvers that are practiced, the preparation that they require, and to exhort him/her to collaborate at all times; to register daily the application of the Physiotherapy attention, the evolution and the incidents of it.			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
CE41	Students keep the foundations of the knowledge, skills and attitudes of the professional competences updated, through a process of continuous training (throughout life); to critically analyse the methods, protocols and treatments of the care in Physiotherapy and to ensure that they are adapted to the evolution of scientific knowledge.		x	
CE44	Students cope with stress, which involves the ability to control oneself and one's environment in stressful situations.		x	

CE46	Motivate others. This means having the ability to generate in others the desire to actively and enthusiastically participate in any project or task.			x	
CE47	Students maintain an attitude of learning and improvement. This includes expressing interest and acting in a constant search for information and professional improvement, committing to contribute to professional development in order to improve practice competence and maintain the status that corresponds to a qualified and regulated profession.			x	
CE48	Students manifest a high degree of self-concept, with optimal self-acceptance, without self-centeredness but without prejudices.			x	
CE49	Students conform to the limits of their professional competence in health care.		x		
CE50	Students collaborate and cooperate with other professionals, enriching each other This includes: resolving most situations by establishing direct and assertive communication and seeking consensus; assisting other health professionals in professional practice; knowing interprofessional boundaries and employing appropriate referral procedures.			x	
CE51	Show respect, appreciation and sensitivity to the work of others.				x
CE52	Develop the ability to organize and lead work teams effectively and efficiently.			x	
CE54	Work responsibly, which means being able to cope with the activities of your job without the need for strict supervision.			x	
CE55	Show its orientation towards the patient/user, making it clear in its actions that the citizen and his/her needs are the axis around which its decisions revolve. As can be seen, some of the competencies that we have gathered as specific coincide in their denomination and contents with certain transversal competencies, but we have decided to incorporate them as specific competencies, given the extraordinary importance that national and international Professional Associations and Colleges confer on them			x	

TRANSVERSAL		Weighting			
		1	2	3	4
CT1	Decision-making		x		

CT2	Problem solving.		x	
CT3	Capacity for organization and planning.		x	
CT4	Analysis and synthesis capacity.	x		
CT5	Oral and written communication in the native language.		x	
CT6	Information management capacity.	x		
CT7	Computer skills related to the field of study.	x		
CT8	Knowledge of a foreign language.	x		
CT9	Ethical commitment.	x		
CT10	Teamwork.	x		
CT11	Interpersonal relationship skills.	x		
CT12	Work in an interdisciplinary team		x	
CT13	Critical Reasoning		x	
CT14	Work in an international context.	x		
CT15	Recognition of diversity and multiculturalism	x		
CT16	Motivation for quality	x		
CT17	Adaptation to new situations.	x		
CT18	Creativity	x		
CT19	Autonomous learning	x		
CT20	Initiative and entrepreneurship	x		
CT21	Leadership.	x		

CT22	Knowledge of other cultures and customs	x			
CT23	Sensitivity to environmental issues.		x		

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5, R7, R8, R9	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, R2, R3, R5, R7, R8, R9	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, R5, R6	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, R5, R6, R7, R8, R9	0,00%	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, R3, R5, R6	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.
R2, R3	0,00%	ATTENDANCE AND PARTICIPATION IN CLASS: The teacher evaluates the participation, involvement and progression of the student's acquisition of knowledge and skills during the theoretical and practical classes. It will not exceed 5% of the final grade.
	45,00%	STUDY AND RESOLUTION OF CASES

Observations

USE OF AI

Students may use AI for personal study of the subject. Students may not use AI for assessable assignments, unless required in a specific activity and indicated by the instructor. If AI is used in any activity, the specific part of the activity, the AI tool used, and the purpose for which it was used must be stated.

1. THEORETICAL WRITTEN TEST (40%)

Test type (30%) It will have 40 multiple response questions (test type) with 5 alternative answers of which only one will be correct. Errors will be penalized as follows (CORRECT ANSWERS = correct answers – (errors/4).A non-eliminating test on the myofascial pain syndrome block will be carried out throughout the semester, which will be taken into account as a continuous evaluation of the subject (5%)Open questions (10%) The test will have 2 questions to be developed by the student about the topics presented in the subject

ONLY THOSE STUDENTS WHO HAVE PASSED THE THEORETICAL EXAM WITH A GRADE OF 5 OR MORE WILL BE ABLE TO ACCESS THE PRACTICAL EXAM.

2. PRACTICAL TEST (40%)

The practical test will consist of 2-3 assumptions related to myofascial pain syndrome and other special techniques explained in the part of Professor Baraja (30%).Resolution of clinical cases with

clinical pathology that the student must pose and resolve on the topic of Professor Lopez (10%)
3. GROUP WORK (20%)
Work in groups (2-3 people) in Task mode through the platform where a clinical case will be prepared. The work must include those techniques explained in the subject. (10%)Presentation of the work 10% The student develops a topic or work related to the subject through an oral presentation, supported by audiovisual means.

MENTION OF DISTINCTION:
In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

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

M1	Master class Problem solving Exposition of contents by the teacher. Explanation of knowledge and skills
M2	Case resolution: Analysis of sample realities - real or simulated - that allow the student to connect theory with practice, to learn from models of reality or to reflect on the processes used in the cases presented.
M4	Personalized attention. Period of instruction and/or guidance by a tutor with the aim of analyzing with the student their work, activities and their evolution in learning the subjects.
M5	Set of tests carried out to know the degree of acquisition of knowledge and skills of the student.
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, M2, M7, M16	R1, R2, R3, R4, R5, R6, R7, R8, R9	36,00	1,44
Practice lessons M1, M7, M16	R1, R3, R4, R5, R7, R8, R9	13,00	0,52
Seminar M7, M15, M16	R1, R2, R3, R4, R5	4,00	0,16
Office Hours M4, M7, M16	R5, R6	3,00	0,12
Assessment M2, M5, M11, M12, M14, M16	R5, R6	4,00	0,16
TOTAL		**60,00**	**2,40**

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Autonomous work M7, M11, M12, M15, M16	R2, R3, R4, R6	30,00	1,20
Group work M7, M11, M12, M14, M16	R2, R3, R5	60,00	2,40
TOTAL		**90,00**	**3,60**

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
DIDACTIC UNIT I:	**Unit 1**. Urogynecology. Anatomical and physiological bases of the pelvic floor. Pelvic floor dysfunctions. Types of incontinence, prolapse and sexual dysfunction. **Unit 2**. Physiotherapy techniques for the treatment of urinary incontinence.
DIDACTIC UNIT II:	**Unit 3**. Neurodynamics. Major nerve pathways **Unit 4.** Zones of entrapment of the main nerves **Unit 5**. Evaluation and treatment of lower and upper limb
DIDACTIC UNIT III.	**Unit 6**. Myofascial pain syndrome SDM **Unit 7**. Treatment techniques for myofascial pain syndrome **Unit 8** intervention techniques in dry needling
DIDACTIC UNIT IV.	**Unit 9** Proprioceptive system. Main mechano receivers. **Unit 10.** Proprioceptive work exercises. Proprioception reception systems.
DIDACTIC UNIT V.	**Unit 11** New applications in physiotherapy **Unit 12** Treatment techniques for pathologies of the spine. Mckenzie method **Unit 13** Diacutaneous fibrolysis **Unit 14** Lumbopelvic stabilization work in clinical practice.CORE concept **Unit 15** Main problems associated with swallowing, dysphagia, physiotherapeutic and multidisciplinary treatment of the same

Practical contents

1. Physiotherapy and therapeutic exercise treatment techniques in patients with metabolic disorders
2. Evaluation and treatment of the lower and upper limbs in peripheral pathology of the nervous system
3. Treatment techniques for myofascial pain syndrome.
4. Direct intervention techniques in dry needling
5. Proprioceptive work exercises.
6. Lumbopelvic stabilization work in clinical practice

Temporary organization of learning:

Block of content	Number of sessions	Hours
DIDACTIC UNIT I:	4,00	8,00
DIDACTIC UNIT II:	4,00	8,00
DIDACTIC UNIT III.	6,00	12,00
DIDACTIC UNIT IV.	4,00	8,00
DIDACTIC UNIT V.	6,00	12,00
Practical contents	6,00	12,00

References

1.A.I. KAPANDJI. Joint physiology. Trunk and spine. Ed. Panamericana. Buenos Aires.
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4.Calais-Germain B. Anatomi´a for movement. The female perineum and childbirth. Elements of anatomy and bases of exercises. The March Hare.
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