Information about the subject

Degree: Bachelor of Science Degree in Physiotherapy

Faculty: Faculty of Medicine and Health Sciences

Code: 244402 **Name:** Bachelor's Thesis

Credits: 12,00 **ECTS Year:** 4 **Semester:** 2

Module: MODULE 4: END OF DEGREE WORK

Subject Matter: End of Degree Work **Type:** Final Degree Project

Field of knowledge: Health Sciences

Department: Physiotherapy

Type of learning: Classroom-based learning

Languages in which it is taught: English, Spanish

Lecturer/-s:

244A	Carlos Guillamo Minguez **(Responsible Lecturer)**	carlos.guillamo@ucv.es
	Agustin Benlloch García	AGUSTIN.BENLLOCH@UCV.E
	Alejandro Leal Quiñones	ALEJANDRO.LEAL@UCV.ES
	Alvaro Ortiz Llueca	alvaro.ortiz@ucv.es
	Carlos Barrios Pitarque	carlos.barrios@ucv.es
	Catalina Maria Roser Mas	cm.roser@ucv.es
	Eloy Jaenada Carrilero	eloy.jaenada@ucv.es

244A	Esther Ramos Castellano	esther.ramos@ucv.es
	Francisco Martin Ordoñez	francisco.martin@ucv.es
	Francisco Javier Falaguera Vera	fj.falaguera@ucv.es
	Jaime Gasco Lopez De Lacall	jaime.gascolopez@ucv.es
	Jorge Alarcón Jiménez	jorge.alarcon@ucv.es
	Josep Lopez Soler	josep.lopez@ucv.es
	Juan Vicente Mampel	juan.vicente@ucv.es
	Laura García Martínez	laura.gmartinez@ucv.es
	Luis Baraja Vegas	luis.baraja@ucv.es
	Maria Garcia Escudero	maria.escudero@ucv.es
	Maria Nieves De Bernardo Tejedor	nieves.debernardo@ucv.es
	Marta Martinez Soler	marta.martinez@ucv.es
	Mireia Yeste Fabregat	mireia.yeste@ucv.es
	Monica Alonso Martin	monica.alonso@ucv.es
	Paula Blanco Giménez	paula.blanco@ucv.es
244DAF	Carlos Guillamo Minguez **(Responsible Lecturer)**	carlos.guillamo@ucv.es
	Agustin Benlloch García	AGUSTIN.BENLLOCH@UCV.E
	Alejandro Leal Quiñones	ALEJANDRO.LEAL@UCV.ES
	Alvaro Ortiz Llueca	alvaro.ortiz@ucv.es
	Carlos Barrios Pitarque	carlos.barrios@ucv.es
	Catalina Maria Roser Mas	cm.roser@ucv.es

244DAF	Eloy Jaenada Carrilero	eloy.jaenada@ucv.es
	Esther Ramos Castellano	esther.ramos@ucv.es
	Francisco Martin Ordoñez	francisco.martin@ucv.es
	Francisco Javier Falaguera Vera	fj.falaguera@ucv.es
	Jaime Gasco Lopez De Lacall	jaime.gascolopez@ucv.es
	Jorge Alarcón Jiménez	jorge.alarcon@ucv.es
	Josep Lopez Soler	josep.lopez@ucv.es
	Juan Vicente Mampel	juan.vicente@ucv.es
	Laura García Martínez	laura.gmartinez@ucv.es
	Luis Baraja Vegas	luis.baraja@ucv.es
	Maria Garcia Escudero	maria.escudero@ucv.es
	Maria Nieves De Bernardo Tejedor	nieves.debernardo@ucv.es
	Marta Martinez Soler	marta.martinez@ucv.es
	Mireia Yeste Fabregat	mireia.yeste@ucv.es
	Monica Alonso Martin	monica.alonso@ucv.es
	Paula Blanco Giménez	paula.blanco@ucv.es
244DP	Carlos Guillamo Minguez **(Responsible Lecturer)**	carlos.guillamo@ucv.es
	Agustin Benlloch García	AGUSTIN.BENLLOCH@UCV.E
	Alejandro Leal Quiñones	ALEJANDRO.LEAL@UCV.ES
	Alvaro Ortiz Llueca	alvaro.ortiz@ucv.es
	Carlos Barrios Pitarque	carlos.barrios@ucv.es

244DP	Catalina Maria Roser Mas	cm.roser@ucv.es
	Eloy Jaenada Carrilero	eloy.jaenada@ucv.es
	Esther Ramos Castellano	esther.ramos@ucv.es
	Francisco Martin Ordoñez	francisco.martin@ucv.es
	Francisco Javier Falaguera Vera	fj.falaguera@ucv.es
	Jaime Gasco Lopez De Lacall	jaime.gascolopez@ucv.es
	Jorge Alarcón Jiménez	jorge.alarcon@ucv.es
	Josep Lopez Soler	josep.lopez@ucv.es
	Juan Vicente Mampel	juan.vicente@ucv.es
	Laura García Martínez	laura.gmartinez@ucv.es
	Luis Baraja Vegas	luis.baraja@ucv.es
	Maria Garcia Escudero	maria.escudero@ucv.es
	Maria Nieves De Bernardo Tejedor	nieves.debernardo@ucv.es
	Marta Martinez Soler	marta.martinez@ucv.es
	Mireia Yeste Fabregat	mireia.yeste@ucv.es
	Monica Alonso Martin	monica.alonso@ucv.es
	Paula Blanco Giménez	paula.blanco@ucv.es
244Q	Carlos Guillamo Minguez **(English Responsible Lecturer)**	carlos.guillamo@ucv.es
	Agustin Benlloch García	AGUSTIN.BENLLOCH@UCV.E
	Amariel Enrique Barra Pla	amariel.barra@ucv.es
	Francisco De Asís Martinez Manchón	francisco.deasis@ucv.es

244Q Maria De La Luz Moreno Sancho ml.moreno@ucv.es

Mireia Yeste Fabregat mireia.yeste@ucv.es

Module organization

MODULE 4: END OF DEGREE WORK

Subject Matter	ECTS	Subject	ECTS	Year/semester
End of Degree Work	12,00	Bachelor's Thesis	12,00	4/2

Recommended knowledge

Prerequisites: Have successfully passed 85% of the total credits for the degree.

Prerequisites

Requisitos previos: Tener superado con éxito el 85% de los créditos totales del Grado.

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 Plans and develops training activities related to their field of work.

R2 Demonstrates skills in searching for and managing information and organizing documentation and the preparation of their work.

R3 Develops critical thinking that enables processes of reflection (theory-practice) and decision making about teaching-learning situations.

R4 Elaborates the End Degree Work Report.

R5 Shows ability to critically analyze the relevant literature.

R6 Shows ability to analyze and summarize, organize and plan care, services, resources.

R7 Ability to design a scientific poster and synthesise the scientific information obtained in their Final Degree Project.

R8 Designs the oral presentation of the main lines of the Final Project.

R9 Carries out discussion and debate on the observations and questions formulated by the evaluation committee.

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
CE9	Students assimilate theories of communication and interpersonal skills.		x		
CE17	Students manage research and evaluation methodologies that allow the integration of theoretical perspectives and research experiences in the design and implementation of effective physiotherapy.				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		
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	

CE39	Students incorporate scientific research and evidence-based practice as a professional culture This includes: Establishing lines of research in the field of the competences of the profession and disseminating them in the research group; participating in the research group of the environment; disseminating the research work and its conclusions in the scientific and professional community; establishing physiotherapy care protocols based on practice by scientific evidence; promoting all those professional activities that involve the dynamization of research in physiotherapy				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	
CE51	Show respect, appreciation and sensitivity to the work of others.		x		
CE53	Express discretion, making appropriate use of the information available to him, preserving the dignity of the patient.		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
R3, R5, R6, R8, R9	25,00%	ORAL TEST: Oral test in which the student answers the questions that the teacher asks, explaining verbally the knowledge acquired, allowing interaction with the teacher. It assesses the following generic or transversal competences: 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 11 Interpersonal skills 19 Autonomous learning.
R1, R2, R3, R4, R6	10,00%	ASSESSMENT OF THE TFG SUPERVISOR
R1, R2, R5	5,00%	ATTENDANCE AND PARTICIPATION IN SEMINARS
R7, R8, R9	5,00%	POSTER PRESENTATION AND DEFENCE
R2, R3, R4, R5, R6	55,00%	WRITTEN DISSERTATION

Observations

Use of AI The use of AI is recommended for:
- Answering questions about training activities - Assisted learning (alternative explanations or self-assessment exercises) - Searching for alternative resources and references for study. If AI is used in any of the activities, it must be cited in which part of the activity it was used, which AI was used, and its purpose (source consultation, style analysis, knowledge expansion, etc.). The use of AI is not recommended for writing the final degree project manuscript.
NOTES:
For the presentation and defense of the TFG, the student must have passed 85% of the 240 ECTS (204 ECTS that will include those corresponding to the TFG subject).
1. They will be informed of the fundamental aspects about the completion in time and form of the TFG, among others, choice of the work topic, resources and sources of information, follow-up tutorials, use of UCV material, training workshops proposed by the Guidance Service, delivery

dates of the final written document, etc.
2. The TFG student must record a minimum of 5 face-to-face tutorials with their Director of the whole ones. The student will provide this register to the Coordinator of the subject.
3. The Director will present to the Coordinator of the subject the assessment of the process of development and achievement of the work graded. Furthermore, the Director must validate the work so as to the student is able to present her/his work to the panel.
4. The format of the work as well as the order of the chapters of which it will consist is specified in the Manual of TFG. The student will present the completed work to her/his Director to get her/his validation in the dates which will be specified in time and way vía campus UCVnet.
5. Afterwards, the student will present the work to the Coorindator of the subject, the date which will be specified in time and way vía campus UCV net.
IMPORTANT NOTE
The presentation and defence of the TFG manuscript and poster is subject to the approval of the examining board. The members of the examining board will issue a PASS or NOT PASS decision prior to the defence, which will be communicated to the student and the director for their knowledge. If the work is considered NOT PASS by the members of the examining board by means of an accrediting report, the student will automatically pass to the second round.

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:

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.

M10 Face-to-face class: the student will attend orientation classes for the completion of the end of grade work.

M11 Oral presentation

M13 Production of works or reports

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical lessons M10	R1, R2, R3, R4, R5, R6, R7, R8, R9	18,00	0,72
Office Hours M4	R1, R2, R3, R4, R5, R6, R7, R8, R9	40,00	1,60
Assessment M11, M13	R1, R2, R3, R4, R5, R6, R7, R8, R9	2,00	0,08
TOTAL		**60,00**	**2,40**

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Autonomous work M13	R1, R2, R3, R4, R5, R6, R7, R8, R9	240,00	9,60
TOTAL		**240,00**	**9,60**

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Information session directors / students	Information session directors / students
UCV Guidance Service Seminars	UCV Guidance Service Seminars
ICT use seminars and statistics	ICT use seminars and statistics
Review and monitoring tutorials of the TFG	Review and monitoring tutorials of the TFG
Review and monitoring tutorials of the TFG	Review and monitoring tutorials of the TFG

Temporary organization of learning:

Block of content	Number of sessions	Hours
Information session directors / students	1,00	2,00
UCV Guidance Service Seminars	1,00	2,00
ICT use seminars and statistics	7,00	14,00
Review and monitoring tutorials of the TFG	20,00	40,00
Review and monitoring tutorials of the TFG	1,00	2,00

References

Basic
1. Pardo Merino, A., Ruiz Díaz, M.A. SPSS 11. Guía para el análisis de datos. Madrid: McGraw-Hill; 2002.
2. Rodríguez Yáñez, J.R. Tutorial básico de estadística. StadHelp 2.0K – Medal Project. Medal: Autor; 2000.
3. Härdle, W., Mori, Y., Vieu, P.S. Statistical Methods for Biostatistics and Relate Fields. Verlag Berlin Heidelberg: Springer; 2007.
4. Le, C.T. Introductory Biostatistics. Hoboken (NJ): John Wiley & Sons; 2003.
5. Armitage, P. Colton, T. (editores.). Encyclopedia of Biostatistics. 2ª ed. Hoboken (NJ): John Wiley & Sons; 2007.
6. Hess, George R., Kathryn Tosney, and Leon Leigel. 2009. Creating effective poster presentations. Medical Teacher 31(4): 356-358.
7. Nicol, Adelheid A. M. and Penny M. Pexman. 2003. Displaying your findings: a practical guide for creating figures, posters, and presentations. American Psychological Association, Washington, DC.
8. Borgoñós Martínez MD. Cómo redactar referencias bibliográficas en un trabajo de investigación: aplicación práctica del Harvard Style. Madrid: ANABAD; 2007.
9. Baños López RA. Cómo enseñar a investigar en Internet. Alcalá de Guadaira. Trillas:Eduforma; 2006.
10. Fernández Muñoz E, García AM. Metodología de la investigación en ciencias de la salud: búsqueday lectura crítica de artículos científicos. 3ª ed. Barcelona: Signo; 2007.
11. Hernández Sampieri R. Fundamentos de metodología de la investigación. Madrid:McGraw-Hill; 2008.
12. Jiménez J, Argimón JM, Martín A, Vilardell M. Publicación Científica Biomédica: cómo escribir y publicar un artículo de investigación. Barcelona: Elsevier; 2010.
13. Martínez-Almagro A, Aleixandre Benavent R, Fernández Aparicio T, Ríos Díaz JN, Coy M. Terminología, método científico y estadística aplicada en Ciencias de la Salud.Murcia: Morphos Ediciones; 2007.