

1. BASIC INFORMATION

Course	Sports Physiotherapy III
Degree program	Physiotherapy degree
School	Faculty of health sciences
Year	4
ECTS	6
Credit type	Elective course
Language(s)	English
Delivery mode	Presence-based mode
Semester	7
Academic year	2025-2026
Coordinating professor	María Figueroa Mayordomo Dra. Diana Gallego de Marcos

2. PRESENTATION

The subject of Sports Physiotherapy aims to enable students to acquire knowledge, attitudes and skills using special physiotherapy techniques. With these they will correctly address the different physiotherapy problems characteristic of sports physiotherapy in the different phases of treatment such as prevention, treatment of injuries and readaptation. The contents of this course are: general and specific aspects of physical activity, basic physical abilities of the sportsman, most frequent injuries in the area of sport and physiotherapy techniques applied to the treatment of sport injuries.

It should be noted that through the activities of this subject we will contribute to a greater or lesser extent to the achievement of the following Sustainable Development Goals (SDGs) of the United Nations 2030 Agenda (<https://www.un.org/sustainabledevelopment/es/health/>):

- SDG 3. Health and Well-being
- SDG 4. Quality Education.
- SDG 8. Decent work and economic growth.
- SDG 9. Industry, innovation and infrastructure

3. COMPETENCIES AND LEARNING OUTCOMES

Basic competences:

- **CB1** – That students have demonstrated possession and understanding of knowledge in a field of study that builds upon general secondary education, and is typically found at a level which, while supported by advanced textbooks, also includes some aspects involving knowledge from the forefront of their field of study.
- **CB2** – That students know how to apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the development and defense of arguments and the resolution of problems within their field of study.
- **CB3** – That students have the ability to gather and interpret relevant data (normally within their field of study) to make judgments that include reflection on relevant social, scientific, or ethical issues.
- **CB4** – That students can convey information, ideas, problems, and solutions to both specialized and non-specialized audiences.
- **CB5** – That students have developed the learning skills necessary to undertake further studies with a high degree of autonomy.

General competences:

- **CG18** - Acquire clinical management skills, including the efficient use of healthcare resources, and develop planning, management, and control activities in the care units where physiotherapy services are provided, as well as their relation to other healthcare services.

Cross-curricular competences:

- **CT11** – Planning and time management: Ability to set objectives and choose the means to achieve them using time and resources effectively.
- **CT12** – Critical thinking: Ability to analyze an idea, phenomenon, or situation from different perspectives and adopt one's own stance, built from rigor and objective argumentation, rather than intuition.
- **CT17** – Teamwork: Ability to integrate and collaborate actively with other people, areas, and/or organizations to achieve common objectives.

- **CT4** – Analytical and synthetic skills: Ability to break down complex situations into their constituent parts; also to evaluate other alternatives and perspectives to find optimal solutions. Synthesis seeks to reduce complexity to better understand and/or solve problems.
- **CT8** – Information management: Ability to search for, select, analyze, and integrate information from diverse sources.

Specific competences:

- **CE05** – Understand learning theories to be applied in health education and in the lifelong learning process.
- **CE09** – Know the physiological and structural changes that may occur as a result of physiotherapy application.
- **CE19** – Understand and apply manual and instrumental assessment methods and procedures in Physiotherapy and Physical Rehabilitation, as well as the scientific evaluation of their utility and effectiveness.
- **CE21** – Identify the most appropriate physiotherapy treatment in various processes of alteration, prevention, and health promotion, as well as in growth and development processes.

Learning outcomes:

- **RA1:** Understanding of fundamental concepts related to the subject's content.
- **RA6:** On-field care of the athlete.
- **RA7:** Knowledge of the foundations of prevention in sports.
- **RA8:** Ability to identify characteristic clinical presentations of sports injuries.
- **RA9:** Application of theoretical knowledge to practical scenarios for problem-solving.
- **RA10:** Development of a treatment protocol for the athlete.
- **RA11:** Ability to improve the application of physiotherapy techniques used in sports treatments: massage, functional taping, stretching, proprioception, Cyriax, electrotherapy...
- **RA15:** Importance of motor control in sports.
- **RA16:** Understanding the importance of prevention in different sports injuries.

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

Competencias	Resultados de aprendizaje
CB1, CE09	RA1. Understanding of fundamental concepts related to the subject's content.
CB2, CE21, CG18, CT17	RA6. On-field care of the athlete.
CB3, CE21	RA7. Knowledge of the foundations of prevention in sports.
CB3, CE19, CT4	RA8. Ability to identify characteristic clinical presentations of sports injuries.
CB2, CB5, CT12, CT4	RA9. Application of theoretical knowledge to practical scenarios for problem-solving.
CB2, CB4, CG18, CE21, CT11	RA10. Development of a treatment protocol for the athlete.
CB5, CE21	RA11. Ability to improve the application of physiotherapy techniques used in sports treatments: massage, functional taping, stretching, proprioception, Cyriax, electrotherapy...
CB3, CT12	RA15. Importance of motor control in sports.
CB3, CE21, CT8	RA16. Understanding the importance of prevention in different sports injuries.

4. CONTENT

- Sports psychology
- Doping. Ergogenic aids and sports nutrition. Sports planning
- Proprioception and readjustment to the sporting gesture. Biomechanics of the sports injury
- Electro-stimulation
- New trends in sports physiotherapy
- Special needs populations. Sport and disability; Sport in the elderly.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Simulation environment
- Master Class
- Cooperative Learning
- Case method
- Dialogical learning
- Autonomous learning

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Campus-based mode:

Learning activity	Number of hours
Tutoring	15
Practical classes	30
Knowledge test	2
Case study analysis	15
Master Classes	18
Self-study	50
Scientific works	20
TOTAL	150

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Campus-based mode:

Assessment system	Weight
Knowledge test	50%
Practical knowledge test	20%
Learning portfolio	20%
Reflective journal	10%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. Ordinary exam period

To pass the course in the ordinary call, you must obtain a grade equal to or greater than 5.0 out of 10.0 in each of the assessment systems of the subject.

If plagiarism is detected in any of the submitted assignments, it will be graded with a 0 and considered failed in the ordinary call. Late submission of assignments is not allowed (they will be graded with a "0"), except in duly justified cases. These assignments must be retaken in the extraordinary call, with the same regulations applying in that call.

Finally, to pass the course in the ordinary call, a minimum of 50% class attendance is required. Absence justifications do not eliminate these absences under any circumstances.

According to the internal regulations of the Faculty of Health Sciences, in the case of theoretical or practical classes designated as mandatory by the lecturer in the subject's schedules, students must record 90% attendance, whether the absence is justified or not. Failure to provide accreditation by the means proposed by the University will entitle the lecturer to grade the course as failed in the ordinary call, in accordance with the grading system.

The European University of Valencia establishes continuous assessment as the system for evaluating the knowledge, skills, and basic, general, transversal, and specific competencies of the "Bachelor's Degree in Physiotherapy," in accordance with the provisions of the Regulations on the evaluation of undergraduate degrees. In this regard, and for the purposes of call consumption, the student must be aware that, if they submit any assessment system foreseen in the Learning Guide during the ordinary call, they will receive an overall grade for the course, thereby consuming the call.

7.2. Extraordinary/Re-Take exam period

To pass the course in the extraordinary call, you must obtain a grade equal to or greater than 5.0 out of 10.0 in each of the assessment systems of the subject.

The activities not passed in the ordinary call must be submitted after having received the corresponding corrections from the lecturer, as well as any activities that were not submitted.

The European University of Valencia establishes continuous assessment as the system for evaluating the knowledge, skills, and basic, general, transversal, and specific competencies of the "Bachelor's Degree in Physiotherapy," in accordance with the provisions of the Regulations on the evaluation of undergraduate degrees. In this regard, and for the purposes of call consumption, the student must be aware that in the extraordinary call it will be the Objective Knowledge Test (OKT) that determines whether the call is consumed or not. In the exceptional case that the student only has to pass assessment system(s) other than the OKT, they will be considered "NP" (Not Presented) if they do not submit them, and will receive a numerical grade if they submit at least one of them.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Knowledge test	Ordinary call: 2nd-4th week of January 2026 Extraordinary call: 1st-2nd week of July 2026
Practical knowledge test	4th week of December 2025
Learning portfolio	3rd week of November 2025
Reflective journal	1st week of October 2025

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAPHY

Below you will find the recommended bibliography:

- Kolt, G.S, Zinder-Mackler, L.: Fisioterapia del Deporte y el Ejercicio. Elsevier, Madrid. 2003
- Benítez, J. Recuperación deportiva. Reeducción funcional, neuromotriz y propioceptiva. Carena. 2008
- López Chicharro J, López Mojares LM. Fisiología clínica del ejercicio. Buenos Aires: Médica Panamericana; 2008.
- Buckup K. Pruebas clínicas para patología ósea, articular y muscular. 3ed. Masson; 2007.
- Izquierdo, M. (2008). Biomecánica y bases neuromusculares de la actividad física y el deporte (2008) Editorial Médica Panamericana S.A.,Madrid.
- Taylor, D. (2014) Physical activity is medicine for older adults. Postgrad Med J. Jan;90(1059):26-32. doi: 10.1136/postgradmedj-2012-131366.
- Pedersen B., Saltin, B. Exercise as medicine - evidence for prescribing exercise as therapy in 26 different chronic diseases. Scand J Med Sci Sports. 25 Suppl 3:1-72. doi: 10.1111/sms.12581

10. DIVERSITY MANAGEMENT UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

orientacioneducativa@universidadeuropea.es

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.