

1. BASIC INFORMATION

Course	Basic Physical Therapy
Degree program	Degree in Physiotherapy
School	Physical Activity and Sport Sciences and Physiotherapy
Year	First
ECTS	6 ECTS
Credit type	Compulsory
Language(s)	Spanish/English/French
Delivery mode	Classroom / Online
Semester	First semester
Academic year	2025/2026
Coordinating professor	Marina Castel Sánchez
Professor	

2. PRESENTATION

The subject Basic Physical Therapy represents the student's first approach to the field of physiotherapy. It has a course load of 6 ECTS within the Physiotherapy syllabus and is compulsory within the degree.

It provides the necessary knowledge for assessing, preventing and treating the patient by means of physical therapy agents and methods.

At the end of this subject, the student must be able to propose and carry out treatments in patients with different pathologies by using various physical agents.

This course is a first contact by the student with a more general knowledge of physiotherapy.

The teaching guide for the course Basic Physical Therapy clearly defines the general and specific competencies necessary to develop the different levels of learning in the subject.

The subject is taught in Spanish, English and French, depending on the modality in which Physiotherapy studies are taken and, given the marked international character of the European University of Madrid. It provides students with sufficient tools to achieve a level of knowledge that allows them to develop their professional work internationally in a specific language.

The syllabus provides students with basic knowledge of the evolution and theoretical and practical foundations of physiotherapy as a science and profession.

The training activities and teaching methodologies used in the subject include master classes, classroom practice, case study analysis and independent study, and allow students to progressively acquire knowledge and skills that will serve as a basis for other subjects that make up the syllabus.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- CC 1: Students have demonstrated possession and understanding of knowledge in an area of study which builds on the foundation of general secondary education and is usually at a level that, while relying on advanced textbooks, also includes some aspects involving knowledge from the cutting edge of their field of study.
- CC 2: Students can professionally apply their knowledge to their work or vocation and possess the competencies usually demonstrated through the development and defence of arguments and problem solving within their field of study.
- CC 3: Students can gather and interpret relevant data (usually within their area of study) to make judgements that include reflection on relevant social, scientific or ethical issues.
- CC 4: Students can communicate information, ideas, problems and solutions to specialist and non-specialist audiences.
- CC 5: Students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

Cross-curricular competencies:

- CCC 3: Capacity for organization and planning.
- CCC 4: Capacity for analysis and synthesis.
- CCC 13: Critical reasoning.

Specific competencies:

- SC 108: Acquire the ability to reason and apply the different physical agents in physiotherapy.
- SC 109: Acquire knowledge of the physiological and structural changes that may occur due to applying physical agents.
- SC 110: Introduce the student to a physiotherapeutic diagnosis.
- SC 111: Obtain the necessary skills in applying movement as a therapeutic measure.

Learning outcomes:

- LO 1: Ability to advance the professionalisation of students in patient management and treatment.
- LO 2: Understanding of fundamental concepts related to basic physical therapies.
- LO 3: Ability to design a physiotherapy treatment protocol with the knowledge acquired.

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

Competencies	Learning outcomes
CC2, CC3, CC4, CC5, CCC3, SC108, SC109, SC110, CS111	LO 1: Ability to advance the professionalisation of students in patient management and treatment.
CC1, CC2, CC3 CCC4, SC109, SC110, CS111	LO 2: Understanding of fundamental concepts related to basic physical therapies.
CC2, CC3, CC4, CCC4, CCC13, CS108, SC109, SC110	LO 3: Ability to design a physiotherapy treatment protocol with the knowledge acquired.

4. CONTENT

The subject is organised into twelve learning units, which in turn are divided into themes:

Unit 1: Concept, evolution and theoretical foundations of physiotherapy as a science and profession. Models of intervention in physiotherapy.

- 1.1. Introduction to physiotherapy.
- 1.2. Introduction to pain and inflammation.
- 1.3. Types of injuries.
- 1.4. Physiological effects.

Unit 2: Theoretical and practical study of Massage Therapy.

Unit 3: Theoretical and practical study of Thermotherapy.

- 3.1. Superficial Thermotherapy.
- 3.2. Deep Thermotherapy
 - 3.2.1. Microwave.
 - 3.2.2. Short Wave.
 - 3.2.3. Diathermy / Radiofrequency

Unit 4: Theoretical-practical study of Cryotherapy.

Unit 5: Theoretical-practical analysis of Electrotherapy.

- 5.1. Electroanalgesia
 - 5.1.1. Transcutaneous Electrical Nerve Stimulation (TENS).
 - 5.1.2. Interferential.
 - 5.1.3. Galvanic current.
- 5.2. Electro-stimulation.
 - 5.2.1. Electro-stimulation of the innervated muscle.
 - 5.2.1.1. Transcutaneous electrical stimulation.
 - 5.2.1.2. Russian/KOTZ currents.
 - 5.2.2. Electro-stimulation of the denervated muscle.
- 5.3. Biofeedback.

Unit 6: Vibrotherapy.

- 6.1. Shock waves.
- 6.2. Ultrasound.

Unit 7: Phototherapy.

- 7.1. Infrared.
- 7.2. Laser.

Unit 8: Hydrotherapy.

- 8.1. Balneotherapy.

Unit 9: Magnetotherapy.

Unit 10: Climatotherapy.

Unit 11: Thalassotherapy.

Unit 12: Heliotherapy.

5. TEACHING-LEARNING METHODOLOGIES

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

- Master class.
- Self-study.
- Classroom practice.
- Analysis of cases.

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:

Type of educational activity	Number of hours
Autonomous study	65
Master Class	20
Tutoring	5
Problem solving	10
Classroom practice	30
Webinars	10
Case Study Analysis	10
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 tests	50-80%
Learning portfolio	30-60%

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. First exam period

Block I: Practical knowledge 30%. Two sections:

- Practical objective tests 30%.
 - 1 practical test on massotherapy 10%.
 - 2 practical tests on electrotherapy 20%.

Block II: Theoretical knowledge 70%. Three sections:

- Objective theoretical test 30%.
 - 100% Theoretical test.
- Deliveries and dynamics 30%.
 - 6% Pain activity
 - 6% Scientific articles activity.
 - 6% Introduction to electrotherapy questionnaire.
 - 6% Activity I/T curve denervated muscle.
 - 6% Hydrotherapy activity.
- Clinical Cases 10%.
 - 2 clinical cases, the weighting of the first case being 30% and the second 70%.

Within Block I in the section "Objective Practical Tests", it is necessary to obtain a 5 in the practical test of massotherapy, as well as a 5 in the arithmetic average of the 2 practical tests of electrotherapy to pass the subject. If the student obtains a grade lower than 4 on any of the tests, he/she will have to take the exam of entire practical content of the electrotherapy block in an extraordinary exam.

Block I is passed with a mark of 5.

Within block II and within the section "Objective Theoretical Tests", there is the Theoretical Test whose grade must be equal to or higher than 5 to pass the subject.

The Theoretical Test is averaged with the deliveries, dynamics, and clinical cases.

Block II is considered passed when a mark of 5 is achieved.

7.2. Second exam period

The student will present in July **with those blocks failed. Within the practical, massotherapy and electrotherapy, and within the theoretical knowledge, the theoretical knowledge test, deliveries, dynamics and clinical cases.**

If within each block, a section has been passed in the ordinary exam, the grade for that section will be kept.

In the case of students who do not sit the exam, they will have to take all the sections that make up each block.

The percentages in both blocks (I and II) for the Extraordinary Examination:

Block I: *Practical knowledge* 30%.

- Practical objective tests.
 - Practical test on massotherapy 10%.
 - Practical electrotherapy tests 20%.

Block II: *Theoretical knowledge* 70%. Three sections:

- Objective theoretical test 30%.
 - A single theory exam will cover the entire syllabus from the ordinary exam.
- Clinical case 10%.
- Deliveries and dynamics 30%. Students who have not passed the Training Activities block with a minimum of 5 must take a multiple-choice exam using Canvas with content related to these activities.

8. SCHEDULE

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

Assessable activities	Deadline
Knowledge test: theoretical	Week 15
Knowledge test: practical	Week 8 and 9 Week 12 Week 16
Knowledge test: clinical cases	Week 8 Week 15
Learning portfolio: simulation	All practical lessons
Learning portfolio: practice notebook	Week 16
Learning portfolio: MO, OC, IR, US and laser activity	Week 12
Learning portfolio: reading scientific articles	Week 14
Learning portfolio: hydrotherapy activity	Week 12
Knowledge test: theoretical	Week 15

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

9. BIBLIOGRAFÍA

The main reference work for this subject is:

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10. EDUCATIONAL ORIENTATION AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit (ODI) we offer support to our students throughout their university life to help them achieve their academic achievements. Other pillars of our action are the inclusion of students with specific educational support needs, universal accessibility on the different campuses of the university and equal opportunities.

This unit offers students.

1. Accompaniment and monitoring using counselling and personalised plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made, that is, in terms of methodology and assessment, for those students with specific educational support needs, thereby pursuing equal opportunities for all students.
3. We offer students different extracurricular training resources to develop competencies that will enrich their personal and professional development.
4. Vocational guidance through the provision of tools and advice to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students who need educational support can write to us at:
orientacioneducativa@universidadeuropea.es

11. ONLINE SURVEYS

Your opinión 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.