1. BASIC INFORMATION

Course	Special Techniques in Physiotherapy I
Degree program	Degree in Physiotherapy
School	Physical Activity and Sport Sciences
Year	Second
ECTS	6 ECTS
Credit type	Mandatory
Language(s)	English / French/ Spanish
Delivery mode	On site
Semester	First Semester
Academic year	2024/2025
Coordinating professor	Lorena Canosa Carro

2. PRESENTATION

The subject Special Techniques in Physiotherapy I is a second-year subject of the degree in Physiotherapy and is taught in the first semester. It has a value of 6 ECTS and is a compulsory subject within the degree.
The subject Special Techniques in Physiotherapy I is a logical progression for the student in the learning of physiotherapeutic application techniques. After having taken the Basic Manual Therapy course, the student continues the evolution of their skills, acquiring new concepts and advanced techniques. This subject provides students with specific tools that they will use in the professional world on a daily basis, while at the same time introducing them to the latest scientific evidence in Physiotherapy.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competences:

• CB1: Students have demonstrated knowledge and understanding in an area of study that builds on the foundation of general secondary education, and is usually at a level, which, 1while relying on advanced textbooks, also includes some aspects that involve cutting edge knowledge 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 competences that are usually demonstrated through the elaboration and defense of arguments and problem solving within their area of study.
• CB3: Students have the ability to gather and interpret relevant data (usually within their area of study) in order to make judgements that include reflection on relevant social, scientific or ethical issues.
• CB4: Students are able to convey information, ideas, problems and solutions to both specialist and non-specialist audiences.
• CB5: That students have developed those learning skills necessary to undertake further

studies with a high degree of autonomy.

Cross-cutting competences:

• TC 1: Decision-making.
• TC 2: Problem Solving.
• TC 3: Organisational and planning skills.
• TC 4: Capacity for analysis and synthesis
• TC 5: Oral and written communication in their native tongue.
• TC 10: Teamwork.
• TC 13: Critical Reasoning.

Specific competences:

• SC 116: Acquire sufficient knowledge for the application of the physiotherapy techniques taught in the module.
• CE 117: Obtain the necessary skills to carry out the physiotherapy techniques taught in the module.
• SC 118: Knowing the assessment tests designed to determine the patient's functional status.
• SC 119: Acquire the ability to teach the patient how to prevent injuries.

Learning outcomes:

2• RA1: Understand the fundamental concepts related to the contents of the subject.
• RA2: Ability to advance in the professionalisation of students when drawing up a treatment protocol using the techniques learnt during the classes of the subject.
• RA3: Ability to carry out in-depth and synthesis work based on research in the fundamental bibliographic sources related to the contents of the subject.

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

Competencies	Learning outcomes
CB1, CB2, CB3, CB4, CB5, CT1, CT2, CT3, CT4, CT5, CT10, CT13, CE 116, CE119	RA1. Understand the fundamental concepts related to the contents of the subject.
CB1, CB2, CB3, CB4, CB5, CT1, CT2, CT3, CT4, CT5, CT10, CT13, CE 116, CE117, CE118, CE119	RA2. Ability to advance in the professionalisation of students when drawing up a treatment protocol using the techniques learnt during the classes of the subject
CB1, CB2, CB3, CB4, CB5, CT1, CT2, CT3, CT4, CT5, CT10, CT13, CE 116, CE117, CE118, CE119	RA3. Ability to carry out in-depth and synthesis work based on research in the fundamental bibliographic sources related to the contents of the subject.

4. CONTENT

The subject is organised into six learning units, which in turn are divided into topics (four or five topics depending on the units):

Unit 1. Evaluation, assessment, clinical reasoning and anatomical, biomechanical and neurophysiological bases.

1.1. Tissue repair
1.2. Pain
1.3. Clinical reasoning

Unit 2. Soft tissue approach

1.1. Myofascial Pain Syndrome and Manual Trigger Point Treatment
1.2. Special and instrumented massage therapy
1.3. Orthopaedic manual therapy techniques

Unit 3. Functional taping techniques in physiotherapy

5. TEACHING-LEARNING METHODOLOGIES

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

• Masterclass.

• Self-study

• Classroom practice

• Case studies

• Scientific papers

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
Case study análisis	20
Master classes	15
Self study	50
Scientific work	20
Clasroom practice	30
Tutorships	5
Practical exercises	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
Tests of practical knowledge	30%
Test of theoretical knowledge	40%
Clinical cases/problem	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.

8. SCHEDULE

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

Assessable activities	Deadline
Activity 1. Exhibition blog, dynamic bandages	Week 6
Activity 2. Practical objective test - Bandages	Week 8
Activity 3. Theoretical objective test	Week 14
Activity 4. Practical objective test - Soft Tissue Boarding	Week 17
Activity 5. Theoretical objective test + Resolution of a clinical case.	Week 18

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

The works of reference for the follow-up of the subject are:

Learning Unit 1: Evaluation, assessment, clinical reasoning, and anatomical, biomechanical and neurophysiological bases

• BAHR, MAEHLUM, Sports injuries. Diagnosis, Treatment and Rehabilitation, PANAMERICANA

• GARCÍA SÁNCHEZ PC Y HERNANDO ROSADO A, Fundamentos de la cinesiterapia, Chapter 03 in
"Cinesiterapia. Bases fisiológicas y aplicación práctica" Melián A, Ed. Elsevier; 2013.
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Therapeutc Exercise, USA, Ed. Mc Graw Hill, 2007
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• KALTENBORN FM, Manual Physiotherapy. Spine. 2nd ed. in Spanish. Madrid: McGraw-Hill-Interamericana; 2004.
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Hill-Interamericana; 2004.
• MCKENZIE R. The Lumbar Spine: Mechanical Diagnosis and Therapy. Volume 1&2.
Minneapolis: OPTP; 2005.
• MULLIGAN B. Manual Therapy 'NAGS', 'SNAGS', 'MWMS' etc. 4th ed. in Spanish, 5th ed. in English. Wellington: Plane View Press; 1995
8• BOYLINGJD, JULL GA. Grieve Contemporary Manual Therapy. Spine. Third ed.: Masson, S.A.; 2006.
Learning Unit 3: Functional bandages in physiotherapy.
• BOVE T, El Vendaje Funcional, Barcelona, Ed. Elsevier, 2005.
• GARCÍA SÁNCHEZ PC, DEL RIEGO CUESTA J, RAMÍREZ ADRADOS A Y PANIAGUA DE LA CALLE R,
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10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

From the Educational Guidance, Diversity and Inclusion 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.