

1. OVERVIEW

Subject area	OSTEOPATHIC PHYSIOTHERAPY II AND MUSCLE CHAINS
Degree	Bachelor's Degree in Physiotherapy
School/Faculty	Physical Activity and Sports Science & Physiotherapy
Year	3º
ECTS	6 ECTS (150 hours)
Type	Compulsory
Language(s)	Spanish, French, english
Delivery Mode	On campus
Semester	Semester 2
Year	2025-2026
Coordinating professor	Mónica García Mateos
Teacher	

2. INTRODUCTION

Osteopathic Physiotherapy II is a subject area taught in the third year of the Bachelor's Degree in Physiotherapy, once the student has acquired the relevant theoretical knowledge and manual skills required to complete it. The aim of this subject area is to prepare the student for the examination, diagnosis and treatment of the cervical spine and the pelvis and sacrum region. The student will also be introduced to the concept of muscle chains.

3. SKILLS AND LEARNING OUTCOMES

Basic skills (CB, by the acronym in Spanish):

- CB1: Students have shown their knowledge and understanding of a study area that builds on general secondary school education, and are usually at the level where, with the support of more advanced textbooks, they may also demonstrate awareness of the latest developments in their field of study.

- CB2: Students know how to apply their knowledge to their work or vocation professionally and have the skills that are usually demonstrated by forming and defending opinions and solving problems within their study area.
- CB3: Students have the ability to gather and interpret relevant data (normally within their area of study) to form opinions which include reflecting on relevant social, scientific or ethical matters.
- CB4: Students can convey information, ideas, problems and solutions to both specialist and nonspecialist audiences.
- CB5: Students have developed the necessary learning skills to undertake further studies with a high degree of independence.

Cross-curricular skills (CT, by the acronym in Spanish):

- CT3: Organisational and planning skills.
- CT4: Analysis and synthesis skills.
- CT6: Information management.
- CT9: Commitment to ethics.
- CT10: Teamwork.
- CT11: Interpersonal relationship skills.
- CT15: Appreciation of diversity and multiculturalism.
- CT17: Adaptation to new situations.
- CT18: Creativity.
- CT20: Initiative and entrepreneurial spirit.

Specific skills (CE, by the acronym in Spanish):

- CE137: Learning and development of the techniques dealt with in the subject area.
- CE138: Integrate the knowledge required for proper patient coordination and management.
- CE139: Acquire the manual skills necessary to carry out:
 - Diagnostic tests in osteopathic physiotherapy.
 - Techniques for localisation and palpation of body structures.

Learning outcomes (RA, by the acronym in Spanish):

- RA1: Understanding of the key concepts related to osteopathy and muscle chains.
- RA2: Be able to administer treatment based on the osteopathic method, according to the patient in question.
- RA3: Ability to acquire the manual skills necessary for carrying out the diagnostic tests and techniques corresponding to the discipline.
- RA4: Acquire the ability to analyse chain-reaction injuries.

The following table shows how the skills developed in the subject area relate to the intended learning outcomes:

Skills	Learning outcomes
CB1,CB2,CB3,CB4,CB5,CT4,CT6,CE137, CE138, CE139	RA1: Understanding of the key concepts related to the subject matter.
CB1, CB2, CB3, CB4,CB5 CT4,CT6,CT9,CT10,CT11, CT15, CT17, CT18, CT20 CE137, CE138 and CE139	RA2: Be able to administer treatment based on the osteopathic method, according to the patient in question.
CB1,CB2,CB3,CB4,CB5 CT4,CT6,CT9,CT10,CT11, CT15, CT17, CT18, CT20, CE137, CE138 and CE139	RA3: Ability to acquire the manual skills necessary for carrying out the diagnostic tests and techniques corresponding to the discipline.
CB1, CB2,CB3,CB4,CB5 CT3, CT4,CT6,CT9,CT15 CE137, CE138, CE139	RA4: Acquire the ability to analyse chain-reaction injuries.

4. CONTENTS

Anatomy, joint physiology and somatic dysfunctions of the cervical spine. Anatomy, joint physiology and somatic dysfunctions of the pelvis. Fundamentals of manual therapy and osteopathy; spinal biomechanics; neurophysiological bases; somatic dysfunction; osteopathic diagnosis and treatment, holistic treatment techniques. Diagnosis and Treatment: Cervical spine, pelvis and sacrum. General considerations; what is a muscle chain: Muscle chain methods. Body language; balance of a standing person; effects of breathing on the erectness of the spine; typologies. Diagnosis and Treatment of Different Types of Spine Disorders.

5. TEACHING-LEARNING METHODS

The types of teaching-learning methods are as follows:

- Lecture.
- Simulation environments.
- Collaborative learning.
- Independent learning.
- Dialogic learning.

6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

On campus:

Learning activity	Number of hours
Lecture	10
Independent learning	50
Laboratory practicals	47.5
Scientific projects	12.5
Practical case studies	12.5
Online seminars	12.5
Tutorials	5
TOTAL	150

7. ASSESSMENT

The assessment systems, plus their weighting in the final grade for the subject area, are as follows:

On campus:

Assessment system	Weighting
Oral presentation	22%
Reports	8%
Theoretical knowledge tests	35%
Practical knowledge tests	35%

On the Virtual Campus, when you open the subject area, you can see all the details of your assessable tasks and the deadlines and assessment procedures for each task.

7.1. Ordinary exam period

To pass the subject area in the ordinary exam period you must achieve a grade higher than or equal to 5.0 out of 10.0 as the final grade for each section of the subject area.

The assessment is divided into blocks that must be passed independently. Each block must be passed with a grade of 5 or more in order to calculate an average for the final grade.

The theory and practical blocks have two tests each. In order to calculate an average between the two tests, you need to achieve 4 or more in each of them. Achieving less than 4 in one of the exams means the whole block is failed.

7.2. Extraordinary exam period (resits)

To pass the subject area in the extraordinary exam period you must achieve a grade higher than or equal to 5.0 out of 10.0 as the final grade for each section of the subject area.

Students will be assessed on the blocks they did NOT pass in the ordinary assessment. Theory, practice, scientific project and classroom simulation.

8. TIMELINE

The timeline with submission dates of assessable tasks for the subject area is indicated in this section:

Assessable tasks	Date
Activity 1: Objective theory test	Week 7
Activity 2: Objective practical test	Weeks 7 and 8
Activity 3: Scientific projects	Week 15
Activity 4: Simulation	Week 15
Activity 5: Objective theory test	Week 16
Activity 6: Objective practical test	Weeks 16 and 17

The timeline may be subject to modifications for logistical reasons. Students will be informed of any changes in due time via the appropriate channels.

9. BIBLIOGRAPHY

The works of reference for following up this subject area are:

The recommended bibliography is indicated below:

- Osteopatía basada en la evidencia. F.Ricard y A.Oliva. Ed.Medos.
- Terapia Manual. Valoración y Diagnóstico. L. Chaitow. Ed. McGraw-Hill.
- Terapia manipulativa para la rehabilitación del aparato locomotor. Karen Lewit. Ed. Paidotribo.
- Bases fisiológicas de la terapia manual y de la osteopatía. Marcel Bienfait.
- Dolor y disfunción miofascial. Tomos I y II. Travel y Simons.
- Tratado práctico de osteopatía estructural. G. Coux y P. Curtil. Ed. Paidotribo.
- Técnicas de energía muscular. L. Chaitow. Ed Paidotribo.
- Manipulación de la columna, el torax y la pelvis. P. Gibbons.
- Tratado de osteopatía. F.Ricard y JL Salle. Ed. Médica Panamericana.

10. DIVERSITY AWARENESS 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 equalization of opportunities.

From this Unit, students are offered:

1. Accompaniment and follow-up by carrying out personalized counseling and 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, at the level of methodology and evaluation, in those students with specific educational support needs, thereby pursuing equal opportunities for all students.
3. We offer students different extracurricular training resources to develop various skills that will enrich their personal and professional development.
4. Vocational guidance by providing tools and advice to students with vocational doubts or who believe they have made a mistake in choosing the degree.

Students who need educational support can write to us at:

orientacioneducativa@universidadeuropea.es

11. STUDENT SATISFACTION SURVEYS

Your opinion matters!

Universidad Europea encourages you to complete our satisfaction surveys to identify strengths and areas for improvement for staff, the degree and the learning process. These surveys will be available in the surveys area of your virtual campus or by email. Your opinion is essential to improve the quality of the degree. Many thanks for taking part.