

## 1. BASIC DATA

Subject	HISTORY AND FUNDAMENTALS OF PHYSIOTHERAPY
Qualification	PHYSIOTHERAPY
School/Faculty	FACULTY OF MEDICINE, HEALTH AND SPORT
Course	FIRST
ECTS	6
Character	MANDATORY
Language/s	CASTELLANO
Modality	PRESENT
Semester	S1
Academic year	2024/2025
Coordinating teacher	Carlos Barragán / Gonzalo Vicente

## 2. PRESENTATION

This subject, which is compulsory, is taught in the first year of the Bachelor's Degree in Physiotherapy. The aim of this subject is to teach the student the basis of physiotherapy and the most important antecedents. On the other hand, knowledge about the history of physiotherapy from antiquity and the last century will be provided. Another objective of the course is to give the student a solid foundation in clinical reasoning and the knowledge and management of clinical histories in physiotherapy.

The knowledge provided by this subject will be transversal to the first year programme and key to the integration of knowledge in subsequent years, providing decisive tools in the performance of the profession.

## 3. LEARNING OUTCOMES

### Knowledge:

CON4. Identify the scientific method as a basis of knowledge.

CON7. Know and understand the sciences, models, techniques and instruments on which physiotherapy is based, articulated and developed.

CON8. Know the physiological and structural changes that may occur as a consequence of the application of physiotherapy.

CON10. Know and understand the physiotherapeutic methods, procedures and actions, aimed at both the actual therapy to be applied in the clinic for re-education or functional recovery, and at carrying out activities aimed at the promotion and maintenance of health.

- Identify the functions and the framework of action of physiotherapists in the current health context.
- Recognise the facts that have led to the scientific and professional development of physiotherapy.
- Recognise the characteristics of the scientific method as applied to the physiotherapy process.

**Skills:**

HAB3. Perform the role of the physiotherapist within a multidisciplinary team.

- Analyse the functioning of reasoning systems during the decision-making process.
- Develop an orderly sequence of questions to guide the clinical interview.
- Justify the relevance of the physiotherapist within multidisciplinary teams.

**Competences:**

COMP 24. Transmit messages (ideas, concepts, feelings, arguments), both orally and in writing, strategically aligning the interests of the different agents involved in communication in the academic and professional environment.

COMP 27. Cooperate with others in the achievement of a shared academic or professional objective, participating actively and empathetically, listening actively and respecting all members.

COMP 30. Show ethical behaviour and social commitment in carrying out the activities of a profession, as well as sensitivity to inequality and diversity.

## 4. CONTENTS

**History**

- What is physiotherapy? The role of the physiotherapist:
  - Physiotherapy Concept: Definition/Definitions
  - Career opportunities/fields of activity/areas of expertise.
  - The International Classification of Functioning, Disability and Health (ICF). Concept, terminology, organisation and use by the health professional.
  - Ethics
- History of Physiotherapy:
  - Origin and historical development of physiotherapy.
  - From antiquity to the 20th century.
  - 20th and 21st century: development of modern physiotherapy
  - Physiotherapy in different cultures and countries
  - Evolution of physiotherapy paradigms: major contributions/milestones in physiotherapy.
  - Evolution of treatment techniques and methods.
- Physiotherapy as a science:
  - Scientific method Why is physiotherapy a scientific method?
  - Significant contributions or scientific advances in physiotherapy

**Fundamentals**

- Clinical reasoning and decision making in a clinical context
  - Basis of reasoning:

- Types of reasoning: inductive, deductive, abductive.
- System S1 and S2
- Decision-making process
- Clinical reasoning and decision-making in a clinical context based on a biopsychosocial model.
- Clinical interview:
  - Medical history and anamnesis in physiotherapy.
  - Types/models of interview.
- The physiotherapist as a health agent in an interprofessional context:
  - Multidisciplinary / Interdisciplinary
  - Health concept vs. sanitary concept

### **Neurophysiological effects of physiotherapy:**

- Pain and Inflammation
- Electrotherapy
- Manual techniques (joint, muscle and nerve).
- Therapeutic Exercise
- Effects of invasive physiotherapy (dry needling, EPI)
- Neurophysiological effects of respiratory physiotherapy.
- Neurophysiological effects of neurological physiotherapy.

## **5. TEACHING-LEARNING METHODOLOGIES**

The following are the types of teaching-learning methodologies to be applied:

- Masterclass
- Case method
- Cooperative learning
- Workshop-based learning
- Simulation environments

## **6. TRAINING ACTIVITIES**

The following identifies the types of training activities to be carried out and the student's dedication in hours to each of them:

### **Online mode:**

Training activity	Number of hours
Masterclasses	22
Practical application seminars	8
Analysis and resolution of cases	15

Oral presentations of work	2
Reporting and writing	19
Activities in workshops and/or laboratories	6
Self-employment	56
Debates and colloquiums	8
Tutoring	12
Face-to-face assessment tests	2
<b>TOTAL</b>	<b>150</b>

## 7. EVALUATION

The following is a list of the assessment systems and their weighting in the total grade for the course:

### Face-to-face mode:

Evaluation system	Weight
Final test (theory exam)	40%
Linguistic integration (Idioma)	10%
Oral presentations (clinical interview)	15%
Case/problem (Analysis of the video of the clinical interview)	15%
Reporting and writing (ethical commitment)	10%
Practical laboratory/workshop notebook (integration questions of the subject at specific moments of the course)	10%

On the Virtual Campus, when you access the course, you will be able to consult in detail the assessment activities to be carried out, as well as the delivery dates and the assessment procedures for each one of them.

### 7.1. Ordinary call

In order to pass the course in the ordinary exam, you must obtain a grade higher or equal to 5.0 out of 10.0 in the final grade (weighted average) of the course.

In any case, it will be necessary to obtain a grade higher than or equal to 5.0 in the final test, so that it can be averaged with the rest of the activities.

It will also be necessary to obtain a grade higher than or equal to 5.0 in the Language Integration part of the course out of 10 in order to pass the course. Attendance to this classes is mandatory.

## 7.2. Extraordinary call

In order to pass the course in the extraordinary exam, you must obtain a grade higher or equal to 5.0 out of 10.0 in the final grade (weighted average) of the course.

In any case, it will be necessary to obtain a grade higher than or equal to 5.0 in the final test, so that it can be averaged with the rest of the activities.

The activities that were not passed in the ordinary exam must be handed in, after having received the corresponding corrections from the teacher, or those that were not handed in.

## 8. TIMETABLE

In this section you will find the timetable with dates for the delivery of evaluable activities of the subject:

Assessable activities	Date
<b>Activity 1- Theoretical Examination</b>	WEEK 18
<b>Activity 2- Ethical commitment</b>	WEEK 13
<b>Activity 3- Clinical interview</b>	WEEK 12
<b>Activity 4- Analysis of Clinical Interview</b>	WEEK 12
<b>Activity 5- Laboratory notebook</b>	WEEK 15 (DELIVERY)

This timetable may be subject to modifications for logistical reasons. Any modification will be notified to the student in due time and form.

## 9. BIBLIOGRAPHY

The reference work for the follow-up of the subject is:

- Gallego Izquierdo T. Bases teóricas y fundamentos de la fisioterapia. Buenos Aires; Madrid Editorial medica panamericana. 2007
- Quevedo A. et al. Manual therapy in the treatment of pain. Elsevier. 2012

Recommended bibliography is given below:

- Order CIN Physiotherapy ([https://www.boe.es/diario\\_boe/txt.php?id=BOE-A-2009-2740](https://www.boe.es/diario_boe/txt.php?id=BOE-A-2009-2740))
- General Council of Colleges of Physiotherapists. Code of ethics for physiotherapy.
- Libro blanco de Fisioterapia  
([https://www.aneca.es/documents/20123/63950/libroblanco\\_jun05\\_fisioterapia.pdf/0a3eea24-ddda-c875-2100-d3e40ad4328d?t=1654601818802](https://www.aneca.es/documents/20123/63950/libroblanco_jun05_fisioterapia.pdf/0a3eea24-ddda-c875-2100-d3e40ad4328d?t=1654601818802))
- LOPS Act 2003 (<https://www.boe.es/buscar/act.php?id=BOE-A-2003-21340>)

- Ruiz, Jose Carlos. The Art of Weighing. Editorial Almuzara 2020

## 10. EDUCATIONAL GUIDANCE 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 in the different campuses of the university and equal opportunities.

This unit offers students:

1. Accompaniment and follow-up through 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, i.e. in terms of methodology and assessment, for those students with specific educational support needs, thus 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 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 programme.

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

[orientacioneducativa@universidadeuropea.es](mailto:orientacioneducativa@universidadeuropea.es)

## 11. SATISFACTION SURVEYS

Your opinion matters!

Universidad Europea encourages you to participate in satisfaction surveys to detect strengths and areas for improvement about the teaching staff, the degree and the teaching-learning process.

Surveys will be available in the survey area of your virtual campus or through your email.

Your assessment is necessary to improve the quality of the degree.

Thank you very much for your participation.

