



## COURSE DATA

### Data Subject

<b>Code</b>	44643
<b>Name</b>	Specific aspects of postural and functional re-education. Monitoring and self-care. Therapeutic exer
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	8.0
<b>Academic year</b>	2024 - 2025

### Study (s)

<b>Degree</b>	<b>Center</b>	<b>Acad. Period year</b>
2220 - Master's Degree in Functional Recovery in Physiotherapy	Faculty of Physiotherapy	1 Second term

### Subject-matter

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
2220 - Master's Degree in Functional Recovery in Physiotherapy	12 - Specific aspects of postural and functional re-education. Monitoring and self-care. Therapeutic exer	Optional

### Coordination

<b>Name</b>	<b>Department</b>
BALASCH I BERNAT, MERCÈ	191 - Physiotherapy

## SUMMARY

The subject includes specific aspects of postural and functional rehabilitation, as well as guidelines to follow and the follow-up. It also includes the study of posture and assessment of each individual for the correct use of the different methods, taking into account the strategies for the adherence to treatment.

Therapeutic exercise content and conducting group and individualized programs for adequate functional recovery are also included.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

There are no specified enrollment restrictions with other subjects of the curriculum.

### 2220 - Master's Degree in Functional Recovery in Physiotherapy

- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Students should possess and understand foundational knowledge that enables original thinking and research in the field.
- Ser capaz de promover la educación sanitaria entre los diferentes componentes del equipo transdisciplinar de trabajo.
- Ser capaces de obtener y de seleccionar la información específica y las fuentes relevantes para la resolución de problemas, elaboración de estrategias y planes de actuación, asesoramiento y ejecución de las diferentes actuaciones fisioterápicas en los ámbitos de la recuperación funcional.
- Ser capaz de elaborar informes orales y escritos acerca de la situación funcional de las/os pacientes.
- Adquirir conocimientos específicos sobre los factores que influyen en la adherencia a la práctica física y las técnicas adecuadas para incrementarla.
- Ser capaces de saber utilizar el ejercicio físico terapéutico en todos los ámbitos de actuación de la recuperación funcional.
- Aplicar la anatomía y biomecánica desde una perspectiva clínica.

At the end of the subject, the students will be trained to follow the evolution through periodic evaluations. In addition, they will be able to program self-care guidelines so that patients can include them in their daily life as postural and healthy habits in general oriented to each pathology.



On the other hand, they will be trained to design and apply therapeutic exercise programs aimed at improving each pathology and functional recovery appropriate for each patient, taking into account the limitations that each pathology could imply or their sequelae.

## DESCRIPTION OF CONTENTS

### 1. FUNCTIONAL RECOVERY OF MUSCULOSKELETAL DISORDERS

1. Management, follow-up and control mechanisms in different pathologies.
2. Design appropriate self-care and healthy habits for each pathology.
3. Design and evaluation of posture. Methods.
4. Adherence to treatment and the level of self-care.
5. Postural Reeducation. Methods.
6. Therapeutic exercise. Study of different modalities of therapeutic exercise. Adequacy of the procedures to different pathologies and dysfunctions.
7. Functional recovery from injury. Design of physical activity appropriate for each patient aimed at the global and specific recovery of musculoskeletal injuries and structural dysfunctions in relation to the movement system.

## WORKLOAD

ACTIVITY	Hours	% To be attended
Laboratory practices	30,00	100
Theory classes	18,00	100
Study and independent work	152,00	0
<b>TOTAL</b>	<b>200,00</b>	

## TEACHING METHODOLOGY

Theoretical-practical face-to-face lessons in which the contents of the subjects will be worked on, discussed and carried out using different teaching resources.

The individual and collective tutorials should be used as a way to coordinate the students in the individual and tasks in groups.



Study, tasks performance and individual works and other cooperative works, oriented to the preparation of the theoretical-practical lessons, the individual works and works in teams and the oral and written tests that can be performed for the evaluation of the acquisition of the individual knowledge.

## EVALUATION

Individual work consisting of a literature search work on a subject taught in class, a work about clinical case, activities about case resolution, or a critical work. This will consist of a written part and an oral presentation (80% y 20%, respectively).	<b>20%</b>
Attendance and participation in class, involving the student in the classes. Student interaction on questions posed by the teacher, participation in relevant discussions about the information given in class, and participation in activities that promote classroom dynamics taken into account.	<b>50%</b>
Theoretical and practical final test that integrates the knowledge acquired during the course, both with respect to conceptual or procedural content. The examination may be written or oral.	<b>30%</b>

The final mark of the subject will be the weighted sum of the marks obtained in each evaluation test, as long as the student has obtained at least 50% of the maximum mark in each of the tests: individual work, attendance and participation in class and final test (exam). Likewise, with respect to individual work, it will be necessary for the student to pass both parts (written and oral) in order to average with the rest of the tests.

## REFERENCES

### Basic

- 1. Hall CM, Brody LT. (2006). Ejercicio terapéutico. Recuperación funcional. Barcelona: Paidotribo.
- 2. Kisner C, Colby LA, Carolyn Kisner LAC. (2010). Ejercicio terapéutico: fundamentos y técnicas. Médica Panamericana.
- 3. Devis Devis J. Actividad física deportes y salud. 2ª edición.
- 4. Dingenen B, Blandford L, Comerford M, Staes F, Mottram S. The assessment of movement health in clinical practice: a multidimensional perspective. Phys Ther Sport. 2018;32:282-292.
- 5. Hodges PW. Hybrid approach to treatment tailoring for low back pain: a proposed model of care. J Orthop Sports Phys Ther. 2019;49(6):453-463.



### Additional

- 1. Liebenson C. (2014) Functional Training Handbook. Philadelphia: Wolters Kluwer Health.
- 2. Gardiner MD. (1968). Manual de ejercicios de rehabilitación (cinesiterapia). Editorial Jims.
- 3. Blandford L, McNeill W, Charvet I. Can we spread the risk? A demand-share perspective to sustained hamstring health. Practical examples. J Bodyw Mov Ther. 2018;22(3):780-785.
- 4. Mottram S, Warner M, Booyesen N, Bahain-Steenman K, Stokes M. Retraining in a female elite rower with persistent symptoms post-arthroscopy for femoroacetabular impingement syndrome: a proof-of-concept case report. J Funct Morphol Kinesiol. 2019;4(24).
- 5. Schubert AG, Kempf J, Heiderscheit BC. Influence of stride frequency and length on running mechanics: a systematic review. Sports Health. 2014 May;6(3):210-7.

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