

**COURSE DATA****DATA SUBJECT****Code:** 33013**Name:** Evaluation of physiotherapy II**Cycle:** Undergraduate Studies**ECTS Credits:** 6**Academic year:** 2025-26**STUDY (S)**

Degree	Center	Acad. year	Period
1202 - Degree in Physiotherapy	Facultat de Fisioteràpia	2	First quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1202 - Degree in Physiotherapy	Evaluation in physiotherapy	COMPULSORY

**COORDINATION**

LLUCH GIRBES ENRIQUE JUAN

SANCHIS SANCHEZ ENRIQUE

**SUMMARY**

- Principles of clinical assessment and diagnosis in musculoskeletal physiotherapy
- Knowledge of Diagnostic imaging methods in musculoskeletal physiotherapy
- Recording of muscle activity, cerebral activity and nociceptive and sensory systems processing
- Other measurement methods

**PREVIOUS KNOWLEDGE****RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

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



## OTHER REQUIREMENTS

## COMPETENCES / LEARNING OUTCOMES

-

Acquire knowledge related to the information and communication technologies.

Acquire sensitivity to environmental issues.

Assess a patients function, including physical, psychological and social aspects.

Assess the evolution of the results obtained with the treatment in relation to the objectives.

Design the physiotherapy intervention plan, according to suitability, validity and efficiency criterion.

Determine a physiotherapy diagnosis through the application of internationally recognised rules and validated instruments.

Have the ability to organise and plan work.

Know how to apply measurement procedures based on biomechanics and electrophysiology.

Know how to assess the patient/users functional state.

Know how to interpret images of normality in different instrumental diagnostic methods.

Know how to interpret pathologic images in different instrumental diagnostic methods.

Know the theoretical bases of assessments, tests and functional checks: knowledge of their modalities and techniques as well as the scientific evaluation of its effectiveness.

Produce and systematically complete physiotherapy records.

Recognise diversity, multiculturalism, democratic values and peace culture.

Respect fundamental rights and equality between men and women.

Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.



Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

Work in teams.

Write the physiotherapy discharge report once the established objectives have been attained.

## DESCRIPTION OF CONTENTS

### **1. Unit 1. Principles of examination and measurement in musculoskeletal physiotherapy**

Lesson 1. Diagnosis in musculoskeletal physiotherapy. Evolution and diagnostic classification systems.

Lesson 2. Tests and assessment tests. Diagnostic utility of clinical assessment.

### **2. Unit 2. Clinical assessment in musculoskeletal physiotherapy**

Lesson 3. The clinical history in musculoskeletal physiotherapy.

Lesson 4. Physical examination in musculoskeletal physiotherapy.

### **3. Unit 3. Diagnostic imaging in musculoskeletal physiotherapy**

Lesson 5. Imaging tests in the diagnosis of musculoskeletal physiotherapy.

### **4. Unit 4. Evaluation of the nociceptive and sensory systems: Quantitative Sensory Testing (QST)**

Lesson 6. Principle of the quantitative assessment of sensory modalities.

Lesson 7. Sensory quantitative assessment protocols.



## 5. Unit 5. Assessment of proprioception in physical therapy

Lesson 8. Proprioception tests.

## 6. PRACTICAL PROGRAMME

- Cervical spine: subjective and physical examination
- Thoracic spine: subjective and physical examination
- Lumbar spine and pelvis: subjective and physical examination
- Shoulder: subjective and physical examination
- Elbow: subjective and physical examination
- Wrist: subjective and physical examination
- Hip: subjective and physical examination
- Knee: subjective and physical examination
- Ankle: subjective and physical examination
- Quantitative Sensory Testing (QST)
- Assessment of sensorimotor control
- Neurological examination

### WORKLOAD

#### PRESENCIAL ACTIVITIES

Activity	Hours
Theory	20,00
Classroom practices	40,00
<b>Total hours</b>	<b>60,00</b>

#### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	29,00
Independent study and work	25,00
Preparation of lessons	15,00
Preparation for assessment activities	21,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>90,00</b>

### TEACHING METHODOLOGY



- Practice of physical examination procedures for the different regions of the body based on best evidence
- Practice of assessment procedures for musculoskeletal pain disorders.

## EVALUATION

### Theory exam (40%)

Test with 30 multiple-choice questions with only one correct answer.

Results will be based on this formula: Mark =  $[\text{correct answers} - (\text{errors}/\text{number of choices} - 1)] \times (\text{highest mark possible}/\text{number of questions})$ .

### Practical exam (60%)

Practical test Evaluate abilities, attitudes and skills through case studies using adequate apparatuses

The grade of the subject will be averaged as long as the student has obtained at least 5 out of 10 in each of these two blocks. Not exceeding the theoretical or practical part does not imply a reexamination of both, the theoretical and the practical. The qualification will be saved between calls.

## REFERENCES

### Basic

Petty N. (2013). Neuromusculoskeletal Examination and Assessment: A Handbook for Therapists. Churchill Livingstone; 4 edition

Cook C, Hegedus EJ. (2011). Orthopedic Physical Examination Tests: An Evidence-Based Approach. Prentice Hall; 2 edition.

Physiotherapy, Second Edition: Clinical Science and Evidence-Based Practice: Its Clinical Science and Evidence-Based Practice. Butterworth-Heinemann; 2 edition.



Refshauge K, Gass E. (2004). Musculoskeletal Physiotherapy, Second Edition: Clinical Science and Evidence-Based Practice: Its Clinical Science and Evidence-Based Practice. Butterworth-Heinemann; 2 edition.

Magee DJ. (2014) Orthopedic Physical Assessment. Saunders. 6 edition.

Hattam P. (2010). Special tests in Musculoskeletal Examination: An evidence-based guide for clinicians. Churchill Livingstone; 1 edition

**Additional:**

Greenhalgh S. (2006). Red Flags: A Guide to Identifying Serious Pathology of the Spine, 1e (Physiotherapy Pocketbooks). Churchill Livingstone; 1 edition.

Goodman C. (2012). Differential Diagnosis for Physical Therapists: Screening for Referral. Saunders; 5 edition.

Jull G, Moore A, Falla D, Lewis J, McCarthy C, Sterling M. (2015). Grieve's Modern Musculoskeletal Physiotherapy. Elsevier; 4 edition.

Magee DJ. (2014) Orthopedic Physical Assessment. Saunders. 6 edition.

Hattam P. (2010). Special tests in Musculoskeletal Examination: An evidence-based guide for clinicians. Churchill Livingstone; 1 edition

In addition, each subject will specify the books, scientific articles and readings of interest recommended for the preparation of the contents addressed.