

## SUBJECT DATA SHEET

### 1. DESCRIPTION OF THE SUBJECT

<b>Grade</b>	Physiotherapy
<b>Subject</b>	<b>General Anatomy</b>
<b>Module</b>	Basic Training in Health Sciences
<b>Departmental Area</b>	Social and Health Sciences
<b>Semester</b>	2º
<b>Total credits</b>	6
<b>Course</b>	1º
<b>Character</b>	Basic Training
<b>Language of instruction</b>	English

<b>Teaching model. Classroom work:</b>	
<b>a. Basic Education (EB):</b>	42 hours (70%)
<b>b. Practical Education and Development (EPD):</b>	18 hours (30%)
<b>c. Directed Activities (AD)</b>	-

### 2. COMPETENCIES

#### 2.1. Basic and General Competencies

CB01: That students have demonstrated knowledge and understanding in an area of study that builds on the foundation of general secondary education, and is typically at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.

CB02: That students know how to apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the development and defense of arguments and problem solving within their area of study.

CB03: That students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.

CB04: Students are able to convey information, ideas, problems or solutions to both specialized and non-specialized audiences.

CB05: That the students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

CG01: Know and understand the morphology, physiology, pathology and behavior of people, both healthy and sick, in the natural and social environment.

CG02: Know and understand the sciences, models, techniques and instruments on which physiotherapy is based, articulated and developed.

## 2.2. Transversal Competencies

CT01: Capacity for analysis and synthesis

CT02: Organizational and planning skills

CT03: Mastering oral and written communication in the Spanish language  
CT05: Computer skills related to the field of study  
CT06: Information management skills

CT07: Problem solving skills

CT09: Capacity for intradisciplinary and interdisciplinary teamwork

CT10: Demonstrate skills in interpersonal relationships

CT11: Recognition of diversity and multiculturalism, acting with honesty, tolerance and respect for diversity.

CT12: To develop critical reasoning  
CT13:

To develop ethical commitment  
CT14:

Capacity for autonomous learning

CT18: Motivation for quality, developing responsibility and ethical commitment to work.

## 2.3. Specific Competencies

CE07: Identify anatomical structures as a knowledge base to establish relationships dynamically with functional organization.

CE08: To know the physiological and structural changes that may occur as a consequence of the application of physiotherapy.

## 3. LEARNING OUTCOMES AND CONTENT

### Learning Outcomes

- The student identifies the anatomical structures of the human body.
- The student knows the human anatomy in such a way that he/she is able to relate the different anatomical and functional structures, and knows how to locate them in a precise way to perform any physiotherapeutic action.

- The student knows and identifies the structural changes that can occur as a result of the application of physical therapy.
- The student knows the anatomy of organs, apparatus and systems in a way that allows him/her to understand physiology and pathophysiology.
- The student applies knowledge, elaborates arguments and solves problems within his/her area of study.
- Knows and understands the morphology of people, both healthy and sick in the natural and social environment.

### Contents

Description of the concept of anatomy as well as its methods, its relationship with other sciences and structural levels of the organism. Human body apparatus and systems. Fundamentals of genetics and notions of human embryology. Description and explanation of the main anatomical structures that constitute the apparatus and systems of the human body.  
Description and study of the nervous, cardiovascular, lymphatic, respiratory, digestive, urinary and genital systems.

## 4. TRAINING ACTIVITIES

TRAINING ACTIVITIES	HOURS	PERCENTAGE
Basic teaching: taught to a complete group, it incorporates theoretical teaching, methodological foundations and essential concepts of the discipline. Lectures, screenings, visits, etc. may also be included.	84	70%
Practical and Developmental Teaching: these are taught in small groups: their content deals with laboratory practices and the development of practical cases that facilitate the acquisition of competencies by the student.	36	30%

## 5. TEACHING METHODOLOGIES

### METHODOLOGY For basic education:

#### **Participative master classes.**

Theoretical face-to-face classes taught by the teacher of the subject for the development of the contents established in the teaching guide. These are classes expository lectures with the use of computer systems and projection. Student participation will be encouraged as a method to strengthen their critical capacity and group communication skills.

#### **For practical and developmental teaching:**

#### **Laboratory practices**

Exposure and presentation of the contents of the subject in an environment eminently practical and participatory learning by means of explanation and the demonstration of such content on anatomical models and on parts of human anatomy by the teaching staff, with subsequent repetition and identification of structures by the students in the anatomy laboratory. Including the realization of dissection practices

#### **Case studies and problem solving**

It consists of group work for students to develop their capacity for analysis and synthesis, as well as to evaluate the proposals of others and the defense of their own, with the development of transversal competences and assimilation of disciplinary contents. These group works will involve an exemplification or practical application of the theoretical-practical assumptions developed by the professor and will be carried out during the laboratory practices.

## 6. EVALUATION SYSTEM

For the evaluation of the acquisition of the competences of this subject, all the formative activities carried out during the period of teaching of the subject will be evaluated, that is to say: the concepts and procedures transmitted by the professor through the lectures, the laboratory practices and the case studies and problem solving. The active participation of the student in the classroom activities of the subject will also be valued.

The evaluation system shall be governed in accordance with the provisions established in the Evaluation of the Undergraduate Students of the Universidad Pablo de Olavide, from Seville, of June 3, 2014, being, according to said regulation, continuous evaluation the system considered as preferential, being able to be applied in a general way to Basic Education, Practical and Developmental Education and Activities.

Directed, so that the student is guaranteed the possibility to acquire the skills and knowledge in a progressive and sequenced manner.

When the training activities include the use of applications computer evaluation may also include testing in the use of such applications.

The valuation of each type of activity will be based on the dedication defined for each one of them through the following percentages:

EVALUATION SYSTEM	PERCENTAGE
Developmental written tests, short open-ended writing tests, objective tests.	50%-65%
Practical tests: electrical tests, functional capacities, vital capacity measurements, etc... Oral tests on case studies and problem solving and preparation and presentation of papers.	30%-40%
Participation in classroom activities	5%-10%

## 7. TEACHING STAFF

<b>Name</b>	
<b>Center</b>	San Isidoro University Center
<b>Departmental Areas</b>	Social and Health Sciences
<b>E-mail</b>	

## SUBJECT DATA SHEET

### 1. DESCRIPTION OF THE SUBJECT

<b>Grade</b>	Physiotherapy
<b>Subject</b>	<b>Anatomy of the Locomotor System</b>
<b>Module</b>	Basic Training in Health Sciences
<b>Departmental Area</b>	Social and Health Sciences
<b>Semester</b>	1º
<b>Total credits</b>	6
<b>Course</b>	1º
<b>Character</b>	Basic Training
<b>Language of instruction</b>	English

<b>Teaching model. Classroom work:</b>	<b>A1</b>
<b>a. Basic Education (EB):</b>	42 hours (70%)
<b>b. Practical Education and Development (EPD):</b>	18 hours (30%)
<b>c. Directed Activities (AD)</b>	-

### 2. COMPETENCIES

#### 2.1. Basic and General Competencies

CB01 : That students have demonstrated possession and understanding of knowledge in an area of study that builds on the foundation of general secondary education, and is usually at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.

CB02 : That students know how to apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the elaboration and defense of arguments and problem solving within their area of study.

CB03: That students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.

CB04: Students are able to convey information, ideas, problems or solutions to both specialized and non-specialized audiences.

CB05 : That the students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

CG01: Know and understand the morphology, physiology, pathology and behavior of people, both healthy and sick, in the natural and social environment.

CG02 : Know and understand the sciences, models, techniques and tools on which physiotherapy is based, articulated and developed.

## 2.2. Transversal Competencies

CT01 : Capacity for analysis and synthesis

CT02 : Organizational and planning skills

CT03 : Proficiency in oral and written communication in the Spanish language CT05 : Computer skills related to the field of study CT06 :

Information management capacity

CT07 : Problem solving skills

CT09 : Ability to work in intra- and interdisciplinary teams CT10 :

Demonstrate interpersonal relationship skills

CT11 : Recognition of diversity and multiculturalism, acting with honesty, tolerance and respect for diversity.

CT12 : To develop critical reasoning CT13 :

To develop ethical commitment CT14 :

Capacity for autonomous learning

CT18: Motivation for quality, developing responsibility and ethical commitment to work.

## 2.3. Specific Competencies

CE07: Identify anatomical structures as a knowledge base to establish relationships dynamically with functional organization.

CE08: To know the physiological and structural changes that may occur as a consequence of the application of physiotherapy.

### 3. LEARNING OUTCOMES AND CONTENT

#### Learning Outcomes

- The student identifies the anatomical structures of the human body.
- The student knows the human anatomy in such a way that he/she is able to relate the different anatomical and functional structures, and knows how to locate them in a precise way to perform any physiotherapeutic action.
- The student knows and identifies the structural changes that can occur as a result of the application of physical therapy.
- The student knows the anatomy of organs, apparatus and systems in a way that allows him/her to understand physiology and pathophysiology.
- The student applies knowledge, elaborates arguments and solves problems within his/her area of study.
- Knows and understands the morphology of people, both healthy and sick in the natural and social environment.

#### Contents

General anatomy of the locomotor system, and description and study of the musculoskeletal system. Spine or rachis, head and neck, thorax and pelvis, upper extremity and lower extremity. Innervation and vascularization.

### 4. TRAINING ACTIVITIES

TRAINING ACTIVITIES	HOURS	PERCENTAGE
Basic teaching: taught to a complete group, it incorporates theoretical teaching, methodological fundamentals and the essential concepts of the discipline. Lectures, screenings, visits, etc. may also be included.	42	70%
Practical and Developmental Teaching: these are taught in small groups: their content deals with laboratory practices and the development of practical cases that facilitate the acquisition of competencies by the student.	18	30%



## 5. TEACHING METHODOLOGIES

### METHODOLOGY

#### For basic education:

##### **Participative master classes.**

Theoretical face-to-face classes taught by the teacher of the subject for the development of the contents established in the teaching guide. These are classes expository lectures with the use of computer systems and projection. Student participation will be encouraged as a method to strengthen their critical capacity and group communication skills.

#### For practical and developmental teaching:

##### **Laboratory practices**

Exposure and presentation of the contents of the subject in an environment eminently practical and participatory learning by means of explanation and the demonstration of such content on anatomical models and on parts human anatomy by the teaching staff, with subsequent repetition and identification of structures by the students in the anatomy laboratory. Including the realization of dissection practices

##### **Case studies and problem solving**

It consists of group work for students to develop their capacity for analysis and synthesis, as well as to evaluate the proposals of others and the defense of their own, with the development of transversal competences and assimilation of disciplinary contents. These group works will involve an exemplification or practical application of the theoretical-practical assumptions developed by the professor and will be carried out during the laboratory practices.

## 6. EVALUATION SYSTEM

For the evaluation of the acquisition of the competences of this subject, all the formative activities carried out during the period of teaching of the subject will be evaluated, that is to say: the concepts and procedures transmitted by the professor through the lectures, the laboratory practices and the case studies and problem solving. The active participation of the student in the classroom activities of the subject will also be valued.

The evaluation system shall be governed in accordance with the provisions established in the

Evaluation of the Undergraduate Students of the Universidad Pablo de Olavide, from Seville, of June 3, 2014, being, according to said regulation, continuous evaluation the system considered as preferential, being able to be applied in a general way to Basic Education, Practical and Developmental Education and Activities.

Directed, so that the student is guaranteed the possibility to acquire the skills and knowledge in a progressive and sequenced manner.

When the training activities include the use of applications computer evaluation may also include testing in the use of such applications.

The valuation of each type of activity will be based on the dedication defined for each one of them through the following percentages:

EVALUATION SYSTEM	PERCENTAGE
Developmental written tests, short open-ended writing tests, objective tests.	50%-65%
Practical tests: performance of electrical tests, functional capacities, vital capacity measurements, etc. Oral tests on case studies and problem solving and preparation and presentation of papers.	30%-40%
Participation in classroom activities	5%-10%

## 7. TEACHING STAFF

<b>Name</b>	
<b>Center</b>	San Isidoro University Center
<b>Departmental Areas</b>	Social and Health Sciences
<b>E-mail</b>	

## SUBJECT DATA SHEET

### 1. DESCRIPTION OF THE SUBJECT

<b>Grade</b>	Physiotherapy
<b>Subject</b>	<b>Biostatistics</b>
<b>Module</b>	Basic Training in Health Sciences
<b>Departmental Area</b>	Social and Health Sciences
<b>Semester</b>	1º
<b>Total credits</b>	6
<b>Course</b>	1º
<b>Character</b>	Basic Training
<b>Language of instruction</b>	English

<b>Teaching model. Classroom work:</b>	<b>0</b>
<b>a. Basic Education (EB):</b>	60 (100%)
<b>b. Practical Education and Development (EPD):</b>	-
<b>c. Directed Activities (AD)</b>	-

### 2. COMPETENCIES

#### 2.1. Basic and General Competencies

CB01 : That students have demonstrated possession and understanding of knowledge in an area of study that builds on the foundation of general secondary education, and is usually at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.

CB02 : That students know how to apply their knowledge to their work or vocation in the following areas

a professional manner and possess the skills that are usually demonstrated through the development and defense of arguments and problem solving within their field of study.  
CB03: That students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.

CB04: Students are able to convey information, ideas, problems or solutions to both specialized and non-specialized audiences.

CB05: That the students have developed those learning skills necessary to undertake further studies with a high degree of autonomy. CG15:

Participate in the elaboration of physiotherapy care protocols based on the following in scientific evidence, by promoting professional activities that stimulate the research in physical therapy

CG17: Understand the importance of updating the knowledge, skills, abilities and attitudes that integrate the professional competencies of the physical therapist.

CG18: Acquire skills management systems that include the efficient use of

health resources and to develop planning, management and control activities in the care units where physiotherapy care is provided and its relationship with other health services.

CG19: Communicate effectively and clearly, both orally and in writing, with users of the health care system as well as with other professionals.

## 2.2. Transversal Competencies

CT01: Capacity for analysis and synthesis

CT02: Organizational and planning skills

CT03: Mastering oral and written communication in the Spanish language CT05: Computer skills related to the field of study CT06:

Information management skills

CT07: Problem solving skills

CT09: Capacity for intradisciplinary and interdisciplinary teamwork

CT10: Demonstrate skills in interpersonal relationships

CT11: Recognition of diversity and multiculturalism, acting with honesty, tolerance and respect for diversity.

CT12: To develop critical reasoning CT13:

To develop ethical commitment CT14:

Capacity for autonomous learning

CT18: Motivation for quality, developing responsibility and ethical commitment to work.

## 2.3. Specific Competencies

CE02: Identify the psychological and social factors that influence the state of health or illness of individuals, families and community.

CE12: To know and identify the psychological and physical problems derived from the to train students in the prevention, detection and prevention of gender-based violence.

CE46: Know and use the criteria and levels of evidence-based physiotherapy and develop the intellectual skills necessary to perform a critical analysis of the scientific literature.

### 3. LEARNING OUTCOMES AND CONTENT

#### Learning Outcomes

The student knows, understands and handles the basic procedures of descriptive and inferential statistics commonly used in the field of Health Sciences.

#### Contents

Statistics applied to Health Sciences. Univariate descriptive analysis. Bivariate statistics. Introduction to probability. Distribution of random variables. Introduction to statistical inference. Hypothesis testing. Some common hypothesis tests.

### 4. TRAINING ACTIVITIES

TRAINING ACTIVITIES	HOURS	PERCENTAGE
Basic teaching: taught to a complete group, it incorporates theoretical teaching, methodological fundamentals and the essential concepts of the discipline. Lectures, screenings, visits, etc. may also be included.	60	100

### 5. TEACHING METHODOLOGIES

#### METHODOLOG Y

##### **Participative lectures and Problem Solving**

Theoretical classes taught by the professor of the subject for the development of the contents established in the teaching guide. They are expository classes with the use of computer systems and projection. Student participation will be encouraged as a method to enhance their critical capacity and their communicative skills in group. In these classes, assumptions, cases and exercises will be presented for their resolution.

## 6. EVALUATION SYSTEM

For the evaluation of the acquisition of the competences of this subject, all the formative activities carried out during the period of teaching of the subject will be evaluated, that is to say: the concepts and procedures transmitted by the professor through the lectures, the laboratory practices and the case studies and problem solving. The active participation of the student in the classroom activities of the subject will also be valued.

The evaluation system shall be governed in accordance with the provisions established in the

Evaluation of the Undergraduate Students of the Universidad Pablo de Olavide, from Seville, of June 3, 2014, being, according to said regulation, continuous evaluation the system considered as preferential, being able to be applied in a general way to Basic Education, Practical and Developmental Education and Activities.

Directed, so that the student is guaranteed the possibility to acquire the skills and knowledge in a progressive and sequenced manner.

When the training activities include the use of applications computer evaluation may also include testing in the use of such applications.

The valuation of each type of activity will be based on the dedication defined for each one of them through the following percentages:

EVALUATION SYSTEM	PERCENTAGE
Developmental written tests, short open-ended writing tests, objective tests.	50%-70%
Oral tests on case studies and problem solving and preparation and presentation of papers.	25%-40%
Participation in classroom activities	5%-10%

## 7. TEACHING STAFF

<b>Name</b>	
<b>Center</b>	San Isidoro University Center
<b>Departmental Areas</b>	Social and Health Sciences
<b>E-mail</b>	

## SUBJECT DATA SHEET

### 1. DESCRIPTION OF THE SUBJECT

<b>Grade</b>	Physiotherapy
<b>Subject</b>	<b>Biomechanics</b>
<b>Module</b>	Basic Training in Health Sciences
<b>Departmental Area</b>	Social and Health Sciences
<b>Semester</b>	2º
<b>Total credits</b>	6
<b>Course</b>	1º
<b>Character</b>	Basic Training
<b>Language of instruction</b>	English

<b>Teaching model. Classroom work:</b>	<b>C1</b>
<b>a. Basic Education (EB):</b>	30 (50%)
<b>b. Practical Education and Development (EPD):</b>	30 (50%)
<b>c. Directed Activities (AD)</b>	-

### 2. COMPETENCIES

#### 2.1. Basic and General Competencies

CB01: That students have demonstrated knowledge and understanding in an area of study that builds on the foundation of general secondary education, and is typically at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.



CB02: That students know how to apply their knowledge to their work or vocation in a professional manner and possess the competencies that are usually demonstrated through the elaboration and defense of arguments and problem solving within their area of study.

CB03: That students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.

CB04: Students are able to convey information, ideas, problems or solutions to both specialized and non-specialized audiences.

CB05: That the students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

CG01: Know and understand the morphology, physiology, pathology and behavior of people, both healthy and sick, in the natural and social environment.

CG02: Know and understand the sciences, models, techniques and instruments on which physiotherapy is based, articulated and developed.

CG03: Know and understand the methods, procedures and actions

physiotherapy, aimed at both the actual therapy to be applied to the patient and to the clinical activities for reeducation or functional recovery, as well as realization of activities aimed at the promotion and maintenance of health.

CG05: Assess the patient's functional status, considering physical, psychological and social aspects

CG06: Diagnostic assessment of physiotherapy care according to internationally recognized validation standards and tools

## 2.2. Transversal Competencies

CT01: Capacity for analysis and synthesis

CT02: Organizational and planning skills

CT03: Mastering oral and written communication in the Spanish language CT05: Computer skills related to the field of study CT06:

Information management skills

CT07: Problem solving skills

CT09: Capacity for intradisciplinary and interdisciplinary teamwork

CT10: Demonstrate skills in interpersonal relationships

CT11: Recognition of diversity and multiculturalism, acting with honesty, tolerance and respect for diversity.

CT12: To develop critical reasoning CT13:

To develop ethical commitment CT14:

Capacity for autonomous learning

CT18: Motivation for quality, developing responsibility and ethical commitment to work.

## 2.3. Specific Competencies

CE01: To know the principles and theories of physical agents and their applications in the following areas

physiotherapy. Understand the principles of biomechanics and electrophysiology, and their main applications in the field of physiotherapy.

CE07: Identify anatomical structures as a knowledge base to establish relationships dynamically with functional organization.

CE08: To know the physiological and structural changes that may occur as a consequence of the application of physiotherapy.

CE11: Identify the changes produced as a consequence of the intervention of the physical therapy. user and family participation in your process of

Promoting recovery

### 3. LEARNING OUTCOMES AND CONTENT

#### Learning Outcomes

The student knows the principles and theories of physical agents, understands the effects they originate on the organism and matter and identifies their physiotherapeutic applications. The student knows and understands the principles of biomechanics and electrophysiology and uses their main applications in the field of physical therapy. Knows the fundamentals, procedures, interpretation and reference values of joint biomechanics. Relates the knowledge acquired in these subjects with the functional needs of patients and the expected results of the therapeutic intervention.

#### Contents

Effect of mechanical forces on the human organism and locomotor system. Movement analysis. Application of the fundamentals of mechanics to the study of joint and neuromuscular physiology and locomotor apparatus. Description of the kinematic and kinetic parameters of normal and pathological movement. Determining factors of postural and dynamic balance. Study of gait. Structural biomechanics of the spine, lower and upper limb.

### 4. TRAINING ACTIVITIES

TRAINING ACTIVITIES	HOURS	PERCENTAGE
Basic Teaching: taught to a complete group, it incorporates theoretical teaching, methodological foundations and essential concepts of the discipline. Lectures, screenings, visits, etc. may also be included.	30	50
Practical and Developmental Teaching: these are taught in small groups: their content deals with laboratory practices and the development of practical cases that facilitate the acquisition of competencies by the student.	30	50

## 5. TEACHING METHODOLOGIES

### METHODOLOGY

#### For basic education

##### **Participative master classes**

Theoretical classes taught by the professor of the subject for the development of the contents established in the teaching guide. They are expository classes with the use of computer systems and projection. Participation will be encouraged.

as a communicative method in a group of empowerment of their critical capacity and skills.

#### For practical and developmental teaching:

##### **Laboratory practices**

Exposure and presentation of the contents of the subject in an eminently practical environment.

and participation of the student, by means of explanation and demonstration of such and their practical skills by the teaching staff, with subsequent repetition of the content and their practical skills.

by the students, in the appropriate laboratory, with the objective that the student will acquire the relevant practical skills.

##### **Case studies and problem solving**

It consists of group work so that the student can develop his or her skills in the following areas

capacity of analysis and synthesis, as well as to value the proposals of others and the defense of their own, with the development of transversal competences and assimilation of disciplinary contents. These group works will involve an exemplification or practical application of the theoretical-practical assumptions developed by the professor and will be carried out during the laboratory practices.

## 6. EVALUATION SYSTEM

For the evaluation of the acquisition of the competences of this subject, all the formative activities carried out during the period of teaching of the subject will be evaluated, that is to say: the concepts and procedures transmitted by the professor through the lectures, the laboratory practices and the case studies and problem solving. The active participation of the student in the classroom activities of the subject will also be valued.

The evaluation system shall be governed in accordance with the provisions established in the

Evaluation of the Undergraduate Students of the Universidad Pablo de Olavide, from Seville, of June 3, 2014, being, according to said regulation, continuous evaluation the system considered as preferential, being able to be applied in a general way to Basic Education, Practical and Developmental Education and Activities.

Directed, so that the student is guaranteed the possibility of acquiring the skills and knowledge in a progressive and sequenced manner.

When the training activities include the use of applications computer evaluation may also include testing in the use of such applications.

The valuation of each type of activity will be based on the dedication defined for each one of them through the following percentages:

EVALUATION SYSTEM	PERCENTAGE
Developmental written tests, short open-ended writing tests, objective tests.	40%-55%
Practical tests and oral tests on case studies and problem solving and the preparation and presentation of papers.	35%-50%
Participation in classroom activities	10%-15%

## 7. TEACHING STAFF

<b>Name</b>	
<b>Center</b>	San Isidoro University Center
<b>Departmental Areas</b>	Social and Health Sciences
<b>E-mail</b>	

## SUBJECT DATA SHEET

### 1. DESCRIPTION OF THE SUBJECT

<b>Grade</b>	Physiotherapy
<b>Subject</b>	<b>Biochemistry</b>
<b>Module</b>	Basic Training in Health Sciences
<b>Departmental Area</b>	Social and Health Sciences
<b>Semester</b>	1º
<b>Total credits</b>	6
<b>Course</b>	1º
<b>Character</b>	Basic Training
<b>Language of instruction</b>	English

<b>Teaching model. Classroom work:</b>	<b>0</b>
<b>a. Basic Education (EB):</b>	60 (100%)
<b>b. Practical Education and Development (EPD):</b>	-
<b>c. Directed Activities (AD)</b>	-

### 2. COMPETENCIES

#### 2.1. Basic and General Competencies

CB01: That students have demonstrated knowledge and understanding in an area of study that builds on the foundation of general secondary education, and is typically at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.

CB02: That students know how to apply their knowledge to their work or vocation in a professional manner and possess the competencies that are usually demonstrated through the elaboration and defense of arguments and problem solving within their area of study.

CB03: That students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.

CB04: Students are able to convey information, ideas, problems or solutions to both specialized and non-specialized audiences.

CB05: That the students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

CG01: Know and understand the morphology, physiology, pathology and behavior of people, both healthy and sick, in the natural and social environment.

CG02: Know and understand the sciences, models, techniques and instruments on which physiotherapy is based, articulated and developed.

## 2.2. Transversal Competencies

CT01: Capacity for analysis and synthesis

CT02: Organizational and planning skills

CT03: Mastering oral and written communication in the Spanish

language CT05: Computer skills related to the field of study CT06:

Information management skills

CT07: Problem solving skills

CT09: Capacity for intradisciplinary and interdisciplinary teamwork

CT10: Demonstrate skills in interpersonal relations

CT11: Recognition of diversity and multiculturalism, acting with honesty, tolerance and respect for diversity.

CT12: To develop critical reasoning CT13:

To develop ethical commitment CT14:

Capacity for autonomous learning

CT18: Motivation for quality, developing responsibility and ethical commitment to work.

## 2.3. Specific Competencies

CE07: Identify anatomical structures as a knowledge base to establish relationships dynamically with functional organization.

CE08: To know the physiological and structural changes that may occur as a consequence of the application of physiotherapy.

## 3. LEARNING OUTCOMES AND CONTENT

### Learning Outcomes

The student knows the basic principles that govern the structural and functional organization of living beings. The student understands the molecular mechanisms used by living beings in the development of their functions. The student knows the biochemical reactions and the regulation and integration of these reactions in the different

metabolic pathways. The student understands the significance of biochemistry in relation to physical therapy. He/she has acquired knowledge of basic biochemical laboratory material and techniques.

#### Contents

General introduction to biochemistry. Structure and function of proteins. Enzymology. Metabolism and cellular respiration. Metabolism of carbohydrates, lipids and nitrogen compounds. Molecular basis of genetics. Metabolic changes during exercise.

## 4. TRAINING ACTIVITIES

TRAINING ACTIVITIES	HOURS	PERCENTAGE
Basic teaching: taught to a complete group, it incorporates theoretical teaching, methodological fundamentals and the essential concepts of the discipline. Lectures, screenings, visits, etc. may also be included.	60	100

## 5. TEACHING METHODOLOGIES

### METHODOLOG Y

#### **Participative master classes**

Theoretical classes taught by the professor of the subject for the development of the contents established in the teaching guide. They are expository classes with the use of computer systems and projection. Student participation will be encouraged as a method to enhance their critical capacity and their communicative skills in group.

#### **Case studies and problem solving**

It consists of group work for students to develop their capacity for analysis and synthesis, as well as to evaluate the proposals of others and the defense of their own, with the development of transversal competences and assimilation of disciplinary contents. These group works will involve an exemplification or practical application of the theoretical-practical assumptions developed by the teacher and will be carried out during the basic teachings.



## 6. EVALUATION SYSTEM

For the evaluation of the acquisition of the competences of this subject, all the formative activities carried out during the period of teaching of the subject will be evaluated, that is to say: the concepts and procedures transmitted by the professor through the lectures, the laboratory practices and the case studies and problem solving. The active participation of the student in the classroom activities of the subject will also be valued.

The evaluation system shall be governed in accordance with the provisions established in the

Evaluation of the Undergraduate Students of the Universidad Pablo de Olavide, from Seville, of June 3, 2014, being, according to said regulation, continuous evaluation the system considered as preferential, being able to be applied in a general way to Basic Education, Practical and Developmental Education and Activities.

Directed, so that the student is guaranteed the possibility to acquire the skills and knowledge in a progressive and sequenced manner.

When the training activities include the use of applications computer evaluation may also include testing in the use of such applications.

The valuation of each type of activity will be based on the dedication defined for each one of them through the following percentages:

EVALUATION SYSTEM	PERCENTAGE
Developmental written tests, short open-ended writing tests, objective tests.	50%-70%
Oral tests on case studies and problem solving and preparation and presentation of papers.	25%-40%
Participation in classroom activities	5%-10%



## 7. TEACHING STAFF

<b>Name</b>	
<b>Center</b>	San Isidoro University Center
<b>Departmental Areas</b>	Social and Health Sciences
<b>E-mail</b>	

## SUBJECT DATA SHEET

### 1. DESCRIPTION OF THE SUBJECT

<b>Grade</b>	Physiotherapy
<b>Subject</b>	<b>Human Physiology</b>
<b>Module</b>	Basic Training in Health Sciences
<b>Departmental Area</b>	Social and Health Sciences
<b>Semester</b>	2º
<b>Total credits</b>	6
<b>Course</b>	1º
<b>Character</b>	Basic Training
<b>Language of instruction</b>	English

<b>Teaching model. Classroom work:</b>	<b>A1</b>
<b>a. Basic Education (EB):</b>	42 (70%)
<b>b. Practical Education and Development (EPD):</b>	18 (30%)
<b>c. Directed Activities (AD)</b>	-

### 2. COMPETENCIES

#### 2.1. Basic and General Competencies

CB01: That students have demonstrated knowledge and understanding in an area of study that builds on the foundation of general secondary education, and is typically at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.

CB02: That students know how to apply their knowledge to their work or vocation in the following areas

a professional manner and possess the skills that are usually demonstrated through the development and defense of arguments and problem solving within their field of study.

CB03: That students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.

CB04: Students are able to convey information, ideas, problems or solutions to both specialized and non-specialized audiences.

CB05: That the students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

CG01: Know and understand the morphology, physiology, pathology and behavior of people, both healthy and sick, in the natural and social environment.

CG02: Know and understand the sciences, models, techniques and instruments on which physiotherapy is based, articulated and developed.

## 2.2. Transversal Competencies

CT01: Capacity for analysis and synthesis

CT02: Organizational and planning skills

CT03: Mastering oral and written communication in the Spanish language CT05: Computer skills related to the field of study CT06:

Information management skills

CT07: Problem solving skills

CT09: Capacity for intradisciplinary and interdisciplinary teamwork

CT10: Demonstrate skills in interpersonal relationships

CT11: Recognition of diversity and multiculturalism, acting with honesty, tolerance and respect for diversity.

CT12: To develop critical reasoning CT13:

To develop ethical commitment CT14:

Capacity for autonomous learning

CT18: Motivation for quality, developing responsibility and ethical commitment to work.

## 2.3. Specific Competencies

CE07: Identify anatomical structures as a knowledge base to establish relationships dynamically with functional organization.

CE08: To know the physiological and structural changes that may occur as a consequence of the application of physiotherapy.

## 3. LEARNING OUTCOMES AND CONTENT

### Learning Outcomes

- Knows the structure and functioning of the different organs and systems that integrate the human body. The student knows and understands the normal functioning of the different apparatuses and systems, in such a way that allows him/her to understand the pathological processes of each one of them and the action of the medical-surgical treatments to be applied.

- The student knows and identifies the physiological changes that can occur as a result of the application of physical therapy.

### Contents

General principles. Introduction to Physiology. Nerve and muscular sensory physiology. Blood physiology and immune system. Cardiovascular system physiology. Renal physiology and body fluids. Respiratory physiology. Digestive system physiology. Endocrine physiology. Nervous system physiology. Reproductive physiology.

## 4. TRAINING ACTIVITIES

TRAINING ACTIVITIES	HOURS	PERCENTAGE
Basic teaching: taught to a complete group, it incorporates theoretical teaching, methodological foundations and the essential concepts of the discipline. Lectures, screenings, visits, etc. may also be included.	42	70
Practical and Developmental Teaching: these are taught in small groups: their content deals with laboratory practices and the development of practical cases that facilitate the acquisition of competencies by the student.	18	30

## 5. TEACHING METHODOLOGIES

### METHODOLOG Y

#### For basic teachings Participative

##### **master classes**

Theoretical face-to-face classes taught by the teacher of the subject for the development of the contents established in the teaching guide. They are expository classes with the use of computer systems and projection. Student participation will be encouraged as a method to strengthen their critical capacity and group communication skills.

**For practical and developmental teaching:****Laboratory practices**

Exposure and presentation of the contents of the subject in an eminently practical environment.

practical and participatory of the student, through the explanation and demonstration of such contents on different thematic blocks of the subject, with special emphasis on electrical tests to determine the value of the affectation and muscle strength, in tests to determine the functional capacities, and measures of vital capacity, to be developed in the Physiology laboratory.

**Case studies and problem solving**

It consists of group work for students to develop their capacity for analysis and synthesis, as well as to evaluate the proposals of others and the defense of their own, with the development of transversal competences and assimilation of disciplinary contents. These group works will involve an exemplification or practical application of the theoretical-practical assumptions developed by the professor and will be carried out during the laboratory practices.

**6. EVALUATION SYSTEM**

For the evaluation of the acquisition of the competences of this subject, all the formative activities carried out during the period of teaching of the subject will be evaluated, that is to say: the concepts and procedures transmitted by the professor through the lectures, the laboratory practices and the case studies and problem solving. The active participation of the student in the classroom activities of the subject will also be valued.

The evaluation system shall be governed in accordance with the provisions established in the

Evaluation of the Undergraduate Students of the Universidad Pablo de Olavide, from Seville, of June 3, 2014, being, according to said regulation, continuous evaluation the system considered as preferential, being able to be applied in a general way to Basic Education, Practical and Developmental Education and Activities.

Directed, so that the student is guaranteed the possibility to acquire the skills and knowledge in a progressive and sequenced manner.

When the training activities include the use of applications computer evaluation may also include testing in the use of such applications.

The valuation of each type of activity will be made according to the dedication defined for each one of them through the following percentages:

EVALUATION SYSTEM	PERCENTAGE
Developmental written tests, short open-ended writing tests, objective tests.	50%-65%
Practical tests: electrical tests, functional capacities, vital capacity measurements, etc... Oral tests on case studies and problem solving and preparation and presentation of papers. ε	30%-40%
Participation in classroom activities	5%-10%

## 7. TEACHING STAFF

<b>Name</b>	
<b>Center</b>	San Isidoro University Center
<b>Departmental Areas</b>	Social and Health Sciences
<b>E-mail</b>	

## SUBJECT DATA SHEET

### 1. DESCRIPTION OF THE SUBJECT

<b>Grade</b>	Physiotherapy
<b>Subject</b>	<b>Psychology</b>
<b>Module</b>	Basic Training in Health Sciences
<b>Departmental Area</b>	Social and Health Sciences
<b>Semester</b>	1º
<b>Total credits</b>	6
<b>Course</b>	1º
<b>Character</b>	Basic Training
<b>Language of instruction</b>	English

<b>Teaching model. Classroom work:</b>	<b>0</b>
<b>a. Basic Education (EB):</b>	60 (100%)
<b>b. Practical Education and Development (EPD):</b>	-
<b>c. Directed Activities (AD)</b>	-

### 2. COMPETENCIES

#### 2.1. Basic and General Competencies

CB01: That students have demonstrated knowledge and understanding in an area of study that builds on the foundation of general secondary education, and is typically at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.

CB02: That students know how to apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the development and defense of arguments and problem solving within their area of study.

CB03: That students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.

CB04: Students are able to convey information, ideas, problems or solutions to both specialized and non-specialized audiences.

CB05: That the students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

CG01: Know and understand the morphology, physiology, pathology and behavior of people, both healthy and sick, in the natural and social environment.

CG02: Know and understand the sciences, models, techniques and instruments on which physiotherapy is based, articulated and developed.

CG05: Assess the patient's functional status, considering physical, psychological and social aspects

CG11: Providing a effective physiotherapy care, providing one assistance comprehensive patient care

CG12: Intervene in the areas of health promotion, prevention, protection and recovery.

CG17: Understand the importance of updating the knowledge, skills, abilities and attitudes that integrate the professional competences of the physiotherapist  
CG19: Communicate effectively and clearly, both orally and in writing, with the users of the health care system as well as with other professionals.

## 2.2. Transversal Competencies

CT01: Capacity for analysis and synthesis

CT02: Organizational and planning skills

CT03: Mastering oral and written communication in the Spanish language  
CT05: Computer skills related to the field of study  
CT06:

Information management skills

CT07: Problem solving skills

CT09: Capacity for intradisciplinary and interdisciplinary teamwork

CT10: Demonstrate skills in interpersonal relationships

CT11: Recognition of diversity and multiculturalism, acting with honesty, tolerance and respect for diversity.

CT12: To develop critical reasoning  
CT13:

To develop ethical commitment  
CT14:

Capacity for autonomous learning

CT18: Motivation for quality, developing responsibility and ethical commitment to work.

## 2.3. Specific Competencies

CE02: Identify the psychological and social factors that influence the state of health or illness of individuals, families and community.

CE03: Know and develop communication and interpersonal theory. the skills

CE04: Understand learning theories to be applied in health education and in the lifelong learning process itself.

SC05: Understand the psychological aspects in the physical therapist-patient

relationship. SC06: Identify the factors involved in teamwork and in situations where there is a need to work in a team.



of leadership

CE12: To know and identify the psychological and physical problems derived from gender violence in order to train students in prevention, early detection, assistance, and rehabilitation of victims of this form of violence.

### 3. LEARNING OUTCOMES AND CONTENT

#### Learning Results

- The student identifies the psychological and social factors that influence the health status and disease processes of individuals, family and community.
- The student understands and practices learning theories.
- The student knows and understands the psychological aspects that influence the physical therapist-patient relationship, and handles tools to achieve good adherence to physical therapy treatment.
- The student identifies the factors involved in teamwork and leadership situations.
- The student knows and identifies the psychological problems derived from gender violence.

#### Contents

Psychology in health sciences, learning theories, human behavior, psychosomatic processes: from emotion to injury. Consciousness, attention, perception, memory, thought and language, intelligence, affectivity, psychomotor, body and corporeality, human sexuality. Childhood, adolescence, old age. Illness and health as a human process, health behaviors, illness and risk, illness and family, chronic illness, the terminally ill and bereavement, health professional-patient relationship, communication in the therapeutic relationship. Psychosocial stress, social support and health, psychological aspects of the working world: burnout syndrome.

### 4. TRAINING ACTIVITIES

TRAINING ACTIVITIES	HOURS	PERCENTAGE
Basic teaching: taught to a complete group, it incorporates theoretical teaching, methodological fundamentals and the essential concepts of the discipline. Lectures, screenings, visits, etc. may also be included.	60	100

## 5. TEACHING METHODOLOGIES

### METHODOLOG Y

#### **Participative master classes**

Theoretical classes taught by the professor of the subject for the development of the contents established in the teaching guide. They are expository classes with the use of computer systems and projection. Student participation will be encouraged as a method to enhance their critical capacity and their communicative skills in group. In these classes, cases and assumptions will be presented for their resolution.

#### **Case studies and problem solving**

Carrying out group work so that students develop their capacity and communicative skills for the evaluation of other people's proposals and the defense of their own, with the development of transversal competences and the assimilation of disciplinary contents. These group works will involve the practical application of the cases and problems raised in class by the teacher and will be carried out in the course of the basic teachings.

## 6. EVALUATION SYSTEM

For the evaluation of the acquisition of the competences of this subject, all the formative activities carried out during the period of teaching of the subject will be evaluated, that is to say: the concepts and procedures transmitted by the professor through the lectures, the laboratory practices and the case studies and problem solving. The active participation of the student in the classroom activities of the subject will also be valued.

The evaluation system shall be governed in accordance with the provisions established in the

Evaluation of the Undergraduate Students of the Universidad Pablo de Olavide, from Seville, of June 3, 2014, being, according to said regulation, continuous evaluation the system considered as preferential, being able to be applied in a general way to Basic Education, Practical and Developmental Education and Activities.

Directed, so that the student is guaranteed the possibility to acquire the skills and knowledge in a progressive and sequenced manner.

When the training activities include the use of applications computer evaluation may also include testing in the use of such applications.

The valuation of each type of activity will be based on the dedication defined for each one of them through the following percentages:

EVALUATION SYSTEM	PERCENTAGE
Developmental written tests, short open-ended writing tests, objective tests.	50%-70%
Oral tests on case studies and problem solving and preparation and presentation of papers.	25%-40%
Participation in classroom activities	5%-10%

## 7. TEACHING STAFF

<b>Name</b>	
<b>Center</b>	San Isidoro University Center
<b>Departmental Areas</b>	Social and Health Sciences
<b>E-mail</b>	

## SUBJECT DATA SHEET

### 1. DESCRIPTION OF THE SUBJECT

<b>Grade</b>	Physiotherapy
<b>Subject</b>	<b>Physical Therapy Assessment</b>
<b>Module</b>	Specific Training in Physiotherapy
<b>Departmental Area</b>	Social and Health Sciences
<b>Semester</b>	2º
<b>Total credits</b>	6
<b>Course</b>	1º
<b>Character</b>	Mandatory
<b>Language of instruction</b>	English

<b>Teaching model. Classroom work:</b>	<b>C1</b>
<b>a. Basic Education (EB):</b>	30 hours (50%)
<b>b. Practical Education and Development (EPD):</b>	30 hours (50%)
<b>c. Directed Activities (AD)</b>	-

### 2. COMPETENCIES

#### 2.1. Basic and General Competencies

CB01: That students have demonstrated knowledge and understanding in an area of study that builds on the foundation of general secondary education, and is typically at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.

CB02: That students know how to apply their knowledge to their work or vocation in a professional manner and possess the competencies that are usually demonstrated by means of

the elaboration and defense of arguments and the resolution of problems within their area of study

CB03: That students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.

CB04: Students are able to convey information, ideas, problems or solutions to both specialized and non-specialized audiences.

CB05: That the students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

CG01: Know and understand the morphology, physiology, pathology and behavior of people, both healthy and sick, in the natural and social environment.

CG02: Know and understand the sciences, models, techniques and instruments on which physiotherapy is based, articulated and developed.

CG05: Assess the patient's functional status, considering physical, psychological and social aspects

CG06: Diagnostic assessment of physiotherapy care according to internationally recognized validation standards and tools

CG12: Intervene in the areas of health promotion, prevention, protection and recovery.

CG13: Knowing how to work in professional teams as a basic unit in which to structure in a uni or multidisciplinary and interdisciplinary way the professionals and other personnel of the care organizations

CG14: Incorporate the ethical and legal principles of the profession into professional practice as well as integrate social and community aspects into decision making.

CG17: Understand the importance of updating the knowledge, skills, abilities and attitudes that integrate the professional competences of the physiotherapist

CG19: Communicate effectively and clearly, both orally and in writing, with the users of the health care system as well as with other professionals.

## 2.2. Transversal Competencies

CT01: Capacity for analysis and synthesis

CT02: Organizational and planning skills

CT03: Mastering oral and written communication in the Spanish language

CT05: Computer skills related to the field of study

CT06: Information management skills

CT07: Problem solving skills

CT09: Capacity for intradisciplinary and interdisciplinary teamwork

CT10: Demonstrate skills in interpersonal relationships

CT11: Recognition of diversity and multiculturalism, acting with honesty, tolerance and respect for diversity.

CT12: To develop critical reasoning

CT13: To develop ethical commitment

CT14: Capacity for autonomous learning

CT15: Ability to adapt to changes and new situations.

CT18: Motivation for quality, developing responsibility and ethical commitment to work.

## 2.3. Specific Competencies

CE16: To have the ability to assess from a physiotherapy perspective, the state of the patient's health.

functional aspects of the patient/user, considering the physical and psychological and social aspects of the patient/user.

CE17: Understand and apply manual and instrumental methods and procedures.

assessment methods in Physical Therapy and Physical Rehabilitation, as well as the scientific evaluation of their usefulness and effectiveness.

### 3. LEARNING OUTCOMES AND CONTENT

#### Learning Outcomes

The student knows and applies the manual and instrumental methods and procedures of assessment in physical therapy and physical rehabilitation; performs the analytical and functional assessment of the patient from the physical, psychological and social aspects of the same, and carries out the scientific evaluation of its usefulness and effectiveness. Performs diagnostic assessment of physiotherapy care according to internationally recognized standards and assessment tools.

#### Contents

The assessment process in physical therapy. Stages of the assessment process. Theoretical bases and development of manual and instrumental methods and procedures of assessment in physiotherapy. Form of physical, analytical and functional evaluation in physiotherapy. Explorations, tests and functional verifications applied to the different apparatus and systems. Scientific evaluation of their usefulness and effectiveness. The clinical interview. The record and history in physiotherapy.

### 4. TRAINING ACTIVITIES

TRAINING ACTIVITIES	HOURS	PERCENTAGE
Basic teaching: taught to a complete group, it incorporates theoretical teaching, methodological foundations and the essential concepts of the discipline. Lectures, screenings, visits, etc. may also be included.	30	50
Practical and Developmental Teaching: these are taught in small groups: their content deals with laboratory practices and the development of practical cases that facilitate the acquisition of competencies by the student.	30	50

## 5. TEACHING METHODOLOGIES

### METHODOLOGY

#### For basic education:

##### **Participative master classes.**

Theoretical classes taught by the professor of the subject for the development of the contents established in the teaching guide. They are expository classes with the use of computer systems and projection. Participation will be encouraged.

as a communicative method in a group of empowerment of their critical capacity and skills.

#### For practical and developmental courses:

##### **Laboratory practices**

Exposure and presentation of the contents of the subject in an eminently practical and student-participatory environment through the explanation and demonstration of methods, procedures and techniques of analytical and functional assessment, with repetition by the student, simulation of the professional role, and discussion in group. These activities will be carried out in the physiotherapy laboratory with the help of specialized equipment.

##### **Case studies and problem solving**

Group exercises in which we will proceed to the exemplification, discussion and practical application of the procedures to be used in the theoretical-practical assumptions and cases.

The student will be able to develop his or her ability to develop his or her own clinical skills, analysis and synthesis, as well as to evaluate the proposals of others and the defense of the

The exercises will be carried out in the course of the laboratory practicals. These exercises will be carried out in the course of the laboratory practices.

## 6. EVALUATION SYSTEM

For the evaluation of the acquisition of the competences of this subject, all the formative activities carried out during the period of teaching of the subject will be evaluated, that is to say: the concepts and procedures transmitted by the professor through the lectures, the laboratory practices and the case studies and problem solving. The active participation of the student in the classroom activities of the subject will also be valued.

The evaluation system shall be governed in accordance with the provisions established in the

Evaluation of the Undergraduate Students of the Universidad Pablo de Olavide, from Seville, of June 3, 2014, being, according to said regulation, continuous evaluation the system considered as preferential, being able to be applied in a general way to Basic Education, Practical and Developmental Education and Activities.

Directed, so that the student is guaranteed the possibility to acquire the skills and knowledge in a progressive and sequenced manner.

Course Description: **Assessment in Physiotherapy**

When the training activities include the use of computer applications, the evaluation may also include testing in the use of such applications.

The valuation of each type of activity will be based on the dedication defined for each one of them through the following percentages:

EVALUATION SYSTEM	PERCENTAGE
Developmental written tests, short open-ended writing tests, objective tests.	40%-55%
Practical tests and oral tests on case studies and problem solving and the preparation and presentation of papers.	35%-50%
Participation in classroom activities	10%-15%

## 7. TEACHING STAFF

<b>Name</b>	
<b>Center</b>	San Isidoro University Center
<b>Departmental Areas</b>	Social and Health Sciences
<b>E-mail</b>	