

**COURSE DATA****DATA SUBJECT****Code:** 44643**Name:** Specific aspects of postural and functional re-education. Monitoring and self-care. Therapeutic exer**Cycle:** Master's Degree**ECTS Credits:** 8**Academic year:** 2025-26**STUDY (S)**

Degree	Center	Acad. year	Period
2220 - Master's Degree in Functional Recovery in Physiotherapy	Facultat de Fisioteràpia	1	Second quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
2220 - Master's Degree in Functional Recovery in Physiotherapy	Specific aspects of postural and functional re-education. Monitoring and self-care. Therapeutic exer	ELECTIVES

**COORDINATION**

BALASCH I BERNAT MERCÈ

**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.



## COMPETENCES / LEARNING OUTCOMES

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

Adquirir conocimientos específicos sobre los factores que influyen en la adherencia a la práctica física y las técnicas adecuadas para incrementarla.

Aplicar la anatomía y biomecánica desde una perspectiva clínica.

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 capaces de saber utilizar el ejercicio físico terapéutico en todos los ámbitos de actuación de la recuperación funcional.

Ser capaz de elaborar informes orales y escritos acerca de la situación funcional de las/os pacientes.

Ser capaz de promover la educación sanitaria entre los diferentes componentes del equipo transdisciplinar de trabajo.

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.

## 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

### PRESENCIAL ACTIVITIES

Activity	Hours
Theory	18,00
Laboratory	30,00
<b>Total hours</b>	<b>48,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	0,00
Independent study and work	152,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>152,00</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 purpose of group work is to promote cooperative learning and strengthen individual learning.

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. The completion of group work aims to promote cooperative learning and reinforce individual learning.

**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).	20%
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.	50%
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.	30%

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.

Class attendance is compulsory and is part of the course evaluation. In this sense, a minimum attendance of 80% of the course hours is required to receive the highest grade in this evaluation category. Likewise, except for reasons of force majeure accredited to the master's degree management, a minimum attendance of 50% of the course hours is required to pass this part of the evaluation. Because face-to-face classes are non-recoverable, failing to attend 50% of the hours of the subject means it is impossible to pass the subject in either of the two calls.

**REFERENCES**



BASIC:

- American College of Sports Medicine. *ACSM's Guidelines for Exercise Testing and Prescription*. 11th ed. Philadelphia: Wolters Kluwer; 2021. ISBN: 9781496339072.
- Anemaet WK, Hammerich AS. A framework for exercise prescription. *Top Geriatr Rehabil*. 2014; 30(2):79-101. doi:10.1097/TGR.0000000000000011.
- Guccione AA, Neville BT, George SZ. Optimization of movement: A dynamical systems approach to movement systems as emergent phenomena. *Phys Ther*. 2019 Jan;99(1):3-9. doi:10.1093/ptj/pzy116.
- Shumway-Cook A, Woollacott MH. *Motor Control: Translating Research into Clinical Practice*. 5th ed. Philadelphia: Wolters Kluwer; 2017. ISBN: 9781496349149.

COMPLEMENTARY:

- American College of Sports Medicine. *ACSM's Resources for the Exercise Physiologist: A Practical Guide for the Health Fitness Professional*. 2nd ed. Philadelphia: Wolters Kluwer; 2017. ISBN: 9781496349156.
- Booth J, Moseley GL, Schiltenswolf M, Cashin A, Davies M, Hübscher M. Exercise for chronic musculoskeletal pain: A biopsychosocial approach. *Musculoskelet Care*. 2017 Dec;15(4):413-21. doi:10.1002/msc.1191.
- Brukner P, Khan KM. *Brukner & Khan's Clinical Sports Medicine*. 4th ed. New York: McGraw Hill Education; 2012. ISBN: 9780071756087.
- Caneiro JP, Smith A, Bunzli S, Linton S, Moseley GL, O'Sullivan P. From fear to safety: A roadmap to recovery from musculoskeletal pain. *Phys Ther*. 2022 Feb;102(2):pzab271. doi:10.1093/ptj/pzab271.
- Cormack B, Rossetini G. Are patients picking up what we are putting down? Considering nocebo effects in exercise for musculoskeletal pain. *Front Psychol*. 2023 Nov 23;14:1291770. doi: 10.3389/fpsyg.2023.1291770.
- Gabbett TJ. Debunking the myths about training load, injury and performance: Empirical evidence, hot topics and recommendations for practitioners. *Br J Sports Med*. 2020 Jan;54(1):58-66. doi:10.1136/bjsports-2018-099784.
- Hoffmann T, Bakhit M, Michaleff Z. Shared decision making and physical therapy: What, when, how, and why? *Braz J Phys Ther*. 2022 Jan-Feb;26(1):100382. doi:10.1016/j.bjpt.2021.100382.
- Hodges PW, Smeets RJ. Interaction between pain, movement, and physical activity: Short-term benefits, long-term consequences, and targets for treatment. *Clin J Pain*. 2015 Feb;31(2):97-107. doi:10.1097/AJP.0000000000000098.
- Lin I, Wiles L, Waller R, et al. What does best practice care for musculoskeletal pain look like? Eleven consistent recommendations from high-quality clinical practice guidelines: systematic review. *Br J Sports Med*. 2020 Jan;54(2):79-86. doi:10.1136/bjsports-2018-099878.
- Logerstedt DS, Ebert JR, MacLeod TD, Heiderscheit BC, Gabbett TJ, Eckenrode BJ. Effects of and response to mechanical loading on the knee. *Sports Med*. 2022 Feb;52(2):201-35. doi:10.1007/s40279-021-01579-7.
- Miciak M, Mayan M, Brown C, Joyce AS, Gross DP. The necessary conditions of engagement for the therapeutic relationship in physiotherapy: an interpretive description study. *Arch Physiother*. 2018 Feb 17;8:3. doi:10.1186/s40945-018-0044-1.
- Miller WR, Rollnick S. *La entrevista motivacional. Ayudar a personas a cambiar*. 3ª ed. 2015. ISBN: 9788478858764.



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- Kortleve V. *Habilidades de comunicación para fisioterapeutas*. 1ª ed. 2023. ISBN: 8413823110.
- Smith BE, Hendrick P, Bateman M, Holden S, Littlewood C, Smith TO, Logan P. Musculoskeletal pain and exercise—challenging existing paradigms and introducing new. *Br J Sports Med*. 2019 Jul;53(14):907-12. doi:10.1136/bjsports-2017-098983.
- Stewart M, Loftus S. Sticks and Stones: The Impact of Language in Musculoskeletal Rehabilitation. *J Orthop Sports Phys Ther*. 2018 Jul;48(7):519-22. doi:10.2519/jospt.2018.0610.

Likewise, the books, scientific articles and readings of interest recommended for the preparation of the contents addressed in each topic will be specified at the end of each class.