



| Teaching Guide | | | | |
|---------------------|--|--------|-------------------------|-----------|
| Identifying Data | | | | 2023/24 |
| Subject (*) | THEORETICAL FRAMEWORK OF PHYSIOTHERAPY AND PHYSICAL REHABILITATION | | Code | 651G01006 |
| Study programme | Grao en Fisioterapia | | | |
| Descriptors | | | | |
| Cycle | Period | Year | Type | Credits |
| Graduate | Yearly | First | Obligatory | 9 |
| Language | Galician | | | |
| Teaching method | Face-to-face | | | |
| Prerequisites | | | | |
| Department | Fisioterapia, Medicina e Ciencias Biomédicas | | | |
| Coordinador | Fernandez Cervantes, Ramon | E-mail | ramon.fcervantes@udc.es | |
| Lecturers | Fernandez Cervantes, Ramon | E-mail | ramon.fcervantes@udc.es | |
| Web | | | | |
| General description | At the end of this subject the student will be able to know the historical process of physiotherapy and physical rehabilitation. The conceptual development of physiotherapy and its constitution as a health profession. The role of physiotherapy within the health sciences, and singularly in rehabilitation, within a biopsychosocial approach. You will know the scientific dimension of this discipline relating it to your method of intervention. Regarding the latter, it will pay special attention to the knowledge of the theoretical framework of diagnosis in physiotherapy and to the acquisition of knowledge and skills in relation to the therapist-patient relationship and communication within the therapist-patient relationship, all from a biopsychosocial perspective. | | | |

| Study programme competences / results | |
|---------------------------------------|--|
| Code | Study programme competences / results |
| A1 | Coñecer e comprender a morfoloxía, a fisioloxía, a patoloxía e a conduta das persoas, tanto sas como enfermas, no medio natural e social. |
| A2 | Coñecer e comprender as ciencias, os modelos, as técnicas e os instrumentos sobre os que se fundamenta, articula e desenvolve a fisioterapia. |
| A3 | Coñecer e comprender os métodos, procedementos e actuacións fisioterapéuticas, encamiñados tanto á terapéutica propiamente dita a aplicar na clínica para a reeducación ou recuperación funcional, como á realización de actividades dirixidas á promoción e mantemento da saúde. |
| A4 | Adquirir a experiencia clínica adecuada que proporcione habilidades intelectuais e destrezas técnicas e manuais; que facilite a incorporación de valores éticos e profesionais; e que desenvolva a capacidade de integración dos coñecementos adquiridos; de forma que, ao termo dos estudos, os estudantes saiban aplicalos tanto a casos clínicos concretos no medio hospitalario e extrahospitalario, como a actuacións na atención primaria e comunitaria. |
| A5 | Valorar o estado funcional do paciente, considerando os aspectos físicos, psicolóxicos e sociais. |
| A6 | Valoración diagnóstica de coidados de fisioterapia segundo as normas e cos instrumentos de validación recoñecidos internacionalmente. |
| A7 | Deseñar o plan de intervención de fisioterapia atendendo a criterios de adecuación, validez e eficiencia. |
| A8 | Executar, dirixir e coordinar o plan de intervención de fisioterapia, utilizando as ferramentas terapéuticas propias e atendendo á individualidade do usuario. |
| A9 | Avaliar a evolución dos resultados obtidos co tratamento en relación cos obxectivos marcados. |
| A10 | Elaborar o informe de alta dos coidados de fisioterapia unha vez cubertos os obxectivos propostos. |
| A11 | Proporcionar unha atención de fisioterapia eficaz, outorgando unha asistencia integral aos pacientes. |
| A12 | Intervir nos ámbitos de promoción, prevención, protección e recuperación da saúde. |
| A13 | Saber traballar en equipos profesionais como unidade básica na que se estruturan de forma uni ou multidisciplinar e interdisciplinar os profesionais e demais persoal das organizacións asistenciais. |
| A14 | Incorporar os principios éticos e legais da profesión á práctica profesional así como integrar os aspectos sociais e comunitarios na toma de decisións. |



| | |
|-----|---|
| A15 | Participar na elaboración de protocolos asistenciais de fisioterapia baseada na evidencia científica, fomentando actividades profesionais que dinamicen a investigación en fisioterapia. |
| A16 | Levar a cabo as intervencións fisioterapéuticas baseándose na atención integral da saúde que supón a cooperación multiprofesional, a integración dos procesos e a continuidade asistencial. |
| A17 | Comprender a importancia de actualizar os coñecementos, habilidades, destrezas e actitudes que integran as competencias profesionais do fisioterapeuta. |
| A18 | Adquirir habilidades de xestión clínica que inclúan o uso eficiente dos recursos sanitarios e desenvolver actividades de planificación, xestión e control nas unidades asistenciais onde se preste atención en fisioterapia e a súa relación con outros servizos sanitarios. |
| A19 | Comunicarse de modo efectivo e claro, tanto de forma oral como escrita, cos usuarios do sistema sanitario así como con outros profesionais. |
| B1 | CB1 - Que los estudiantes hayan demostrado poseer y comprender conocimientos en un área de estudio que parte de la base de la educación secundaria general, y se suele encontrar a un nivel que, si bien se apoya en libros de texto avanzados, incluye también algunos aspectos que implican conocimientos procedentes de la vanguardia de su campo de estudio |
| B2 | CB2 - Que los estudiantes sepan aplicar sus conocimientos a su trabajo o vocación de una forma profesional y posean las competencias que suelen demostrarse por medio de la elaboración y defensa de argumentos y la resolución de problemas dentro de su área de estudio |
| B3 | CB3 - Que los estudiantes tengan la capacidad de reunir e interpretar datos relevantes (normalmente dentro de su área de estudio) para emitir juicios que incluyan una reflexión sobre temas relevantes de índole social, científica o ética |
| B4 | CB4 - Que los estudiantes puedan transmitir información, ideas, problemas y soluciones a un público tanto especializado como no especializado |
| B5 | CB5 - Que los estudiantes hayan desarrollado aquellas habilidades de aprendizaje necesarias para emprender estudios posteriores con un alto grado de autonomía |
| C1 | Adequate oral and written expression in the official languages. |
| C3 | Using ICT in working contexts and lifelong learning. |
| C4 | Acting as a respectful citizen according to democratic cultures and human rights and with a gender perspective. |
| C5 | Understanding the importance of entrepreneurial culture and the useful means for enterprising people. |
| C8 | Valuing the importance of research, innovation and technological development for the socioeconomic and cultural progress of society. |
| C9 | Ability to manage times and resources: developing plans, prioritizing activities, identifying critical points, establishing goals and accomplishing them. |

| Learning outcomes | | | |
|--|---------------------------------------|----------|----|
| Learning outcomes | Study programme competences / results | | |
| Know, identify and understand the different stages of the anthropological, social and historical process of the development of scientific thought and its application to the health-disease process. | A2 | B1 | |
| Know, identify and understand the different stages of the anthropological, social and historical process of the development of physiotherapy as a health science. | A2 | B1 B3 | C1 |
| Differentiate, within the general historical development of Physiotherapy, the main characteristics of the pre-scientific and scientific stages. | A1 A2 | B1 | C3 |
| Identify the concept and psychosocial characteristics of a profession, Physiotherapy, its regulatory norms and the ethical principles that govern it. | A2 | B2 | C3 |
| Analyze the competence framework of the physiotherapist and establish its relationship with the academic framework in which it is acquired and with the areas of professional practice. | A2 A13 A14 | B2 | |
| Differentiate common knowledge from scientific knowledge by describing the origins, characteristics and phases of the scientific method. Analyze the scientific method in Physiotherapy. | A3 | B2 | C3 |
| Name the theoretical frameworks of Physiotherapy: traditional theoretical framework and current theoretical framework, delving into the general, basic and own theories. | A4 A9 A10 | B3 | C8 |



| | | | |
|--|------------------------------------|----------------|----------------------|
| Identify the phases of the physiotherapeutic process, sequencing the different stages that compose it, arguing the need for its implementation in the professional performance of the physiotherapist. | A2 A3 A9 A10 A15 | B1 B2 | C5 |
| Define the concept of Physiotherapy diagnosis, the basic criteria for its formulation and the diagnostic terminology. Design a physiotherapy diagnosis following the established models, analyzing its limitations and proposing alternatives. | A5 A7 A8 A9 A17 A18 | B2 B3 | C9 |
| Manage the principles that govern the therapist-patient relationship in the clinical setting, identifying the types of existing relationship and selecting the one that fits a biopsychosocial context. | A6 | B2 B3 B4 | C9 |
| Manexar os principios que rexen a relación terapeuta?paciente na contorna clínica, identificando os tipos de relación existente e seleccionando aquela que se axuste a un contexto biopsicosocial. | A11 A12 A16 A19 | B4 B5 | C1 C3 C4 C9 |

| Contents | |
|---|--|
| Topic | Sub-topic |
| THEORETICAL PROGRAM UNITY I. GENERAL HISTORICAL DEVELOPMENT. FIRST PART: PRE-SCIENTIFIC THERAPEUTICS. Theme 1.- Primitive man. First forms of physical treatment and functional recovery. | 1.1 Studative methodology 1.1.1- Magic and religion in relation to the health-disease process 1.1.2- Agents and physical means in therapeutics. 1.1.3- Therapeutic exercise as a principle of the recovery of bodily function. |
| Topic 2.- ARCHAIC CIVILIZATIONS. | 2.1 EXTINCT: Ancient Mesopotamia and ancient Egypt. 2.2 SURVIVORS: Ancient China and ancient India and pre-Columbian America. |
| SECOND PART: TECHNICAL OR SCIENTIFIC THERAPEUTICS. Theme 3.- Classical Greece and Rome | 3.1 Ancient Greece 3.1,1 - Pre-scientism. 3.1.2- From Myth to Science. 3.1.3 - Physis as a principle of reality. Scientism. 3.1.4- Hypocratism in the health-disease process. 3.2 Ancient Rome. Galenism in the health-disease process. |
| Topic 4.- Background of physiotherapy and physical rehabilitation in the Middle Ages. | 4.1 The High Middle Ages. 4.2 The Late Middle Ages. |
| Topic 5.- Historical background of physiotherapy and physical rehabilitation during the Renaissance. | 5.1 The fifteenth century. 5.2 The sixteenth century. |
| Topic 6.- Historical background of physiotherapy and physical rehabilitation during the seventeenth and eighteenth centuries. | 6.1 The seventeenth century. 6.2 The eighteenth century. |
| Topic 7.- Historical background of physiotherapy and physical rehabilitation in the nineteenth century. | 7.1 Physiology. 7.2 Famacology. 7.3 Physical agents. |
| Topic 8.- Background of physiotherapy and physical rehabilitation in the twentieth century. | 8.1 The birth of current physiotherapy. |
| Topic 9.- The institutionalization of physiotherapy in Spain. | 9.1 First conceptual contributions. 9.2 The figure of the physiotherapist. |



| | |
|--|--|
| <p>UNIT II. CONCEPTUAL FRAMEWORK OF PHYSIOTHERAPY AND REHABILITATION</p> <p>Topic 10.- Conceptual analysis and interdisciplinar.</p> | <p>10.1 Concept of physiotherapy.</p> <p>10.2 Concept of rehabilitation: physical rehabilitation.</p> <p>10.3 Concept of occupational therapy.</p> <p>10.4 Concept of medicine.</p> <p>10.5 Concept of nursing.</p> |
| <p>Topic 11.- Physiotherapy as a profession.</p> | <p>11.1 Definitions of profession.</p> <p>11.1.1 Psychosocial characteristics of the concept of profession.</p> <p>11.2 Standards governing the profession of physiotherapist.</p> <p>11.3 Professional ethics.</p> <p>11.4 Physiotherapy as a health profession.</p> |
| <p>Topic 12.- Functions of physiotherapists. Areas for professional practice. Academic framework of physiotherapy. Tools for the academic and professional development of physiotherapy.</p> | <p>12.1 Concept of function, task, activity, action.</p> <p>12.1.1 General functions of physiotherapists: Care, teaching, research, management.</p> <p>12.2 Area of knowledge.</p> <p>12.3 Competences of the degree in physiotherapy.</p> <p>12.4 Scientific and professional organizations in physiotherapy.</p> <p>12.4.1 The World Confederation of Physiotherapy.</p> <p>12.4.2 The Spanish Association of Physiotherapists.</p> <p>12.4.3 Professional associations.</p> <p>12.5. Scientific publications and scientific events.</p> |
| <p>Topic 13.- Physiotherapy as a science. Knowledge. The scientific method. The scientific article. The law. The theory. The model.</p> | <p>13.1 Common knowledge and scientific knowledge.</p> <p>13.1.1 Branches of science.</p> <p>13.1.2. Physiotherapy and scientific knowledge. ?</p> <p>13.2 Origins of the scientific method.</p> <p>13.2.1 Characteristics of the scientific method.</p> <p>13.2.2 Phases of the scientific method.</p> <p>13.2.3 Structure of the scientific article.</p> |
| <p>UNIT III. THEORETICAL FRAMEWORKS OF PHYSIOTHERAPY</p> <p>Topic 14.- Traditional theoretical framework. Current theoretical framework. General theories. Basic theories. Own theories.</p> | <p>14.1 Scientific theories.</p> <p>14.1.2 Scientific paradigm shifts.</p> <p>14.2 General systems theory.</p> <p>14.3 Theory of basic human needs.</p> <p>14.4 Basic theories of physiotherapy that start from physics.</p> <p>14.5 Principles from anatomy.</p> <p>14.6 Principles from physiology.principles from medicine.</p> <p>14.7 Physiotherapy as a science of movement</p> |
| <p>UNIT IV. THE PHYSIOTHERAPEUTIC PROCESS.</p> <p>Topic 15.- The scientific method and the physiotherapeutic process. Phases of the physiotherapeutic process. Physiotherapy Registration.</p> | <p>15.1 Baseline data.</p> <p>15.2 Anamnesis.</p> <p>15.3 Physical examination.</p> <p>15.4 Data analysis.</p> <p>15.5 Formulation of the treatment plan.</p> <p>15.6 Treatment.</p> <p>15.7 Evaluation of results.</p> |
| <p>Topic 16.- The diagnosis. The diagnosis of physiotherapy.</p> | <p>16.1.Concept.</p> <p>16.2 Characteristics.</p> <p>16.3 Objective.</p> <p>13.4 Elaboration.</p> <p>13.5 Types</p> |



| | |
|--|---|
| Topic 17.- The therapist-patient relationship. | 17.1 Concept. 17.1.1 Characteristics. 17.1.2 Types of relationship. 17. 2 Emotional containment in the therapist-patient relationship. 17.3 Consultant-oriented relationship. 17.4 A application of the biopsychosocial model to clinical practice |
| Topic 18.- Communication in clinical practice. | 18.1 Concept. 18.2 Characteristics. 18.3 Types. 18.4 Barriers 18.5 Effects of inadequate communication on the relationship with the patient. |
| 19.- Teamwork. | 19.1 Team building process. 19.2 Characteristics of teamwork. 19.3 Advantages of teamwork. 19.4 Difficulties of teamwork |
| PRACTICAL PROGRAM | Make presentation |
| Practice 1.- Search magazines and books for images of relevant historical figures related to physiotherapy and physical rehabilitation, prior to the twentieth century, and selection images and data related to relevant dates and contributions. | |
| Practice 2.- Collect from bibliographic sources (magazines, newspapers, newsletters, etc.), related to physiotherapy, news related to the scientific and academic development of physiotherapy in Spain from the beginning of the twentieth century until 1957. | Make presentation |
| Practice 3.- Compile from bibliographic sources (magazines, newspapers, newsletters, etc.), related to physiotherapy, news related to the scientific and academic development of physiotherapy in Spain from 1957 to the present. | Make presentation |
| Practice 4.- Search for definitions of physiotherapy in different geographical areas of the world, and perform a conceptual analysis identifying similarities, differences and complementations. . | Make presentation |
| Practice 5.- Collect the functions of: Nurse, hospital technician, nursing assistant, guard, occupational therapist and podiatrist. | Make presentation |
| Practice 6.- Access electronic pages of physiotherapy care centers and analyze the structure, functional organization and equipment of the same. | Make presentation |
| Practice 7.- Collect different clinical records of medicine, nursing and physiotherapy and analyze their structure | Make presentation |
| Practice 8.- Dramatize a clinical interview analyzing its phases, strengths and weaknesses of it. | Dramatización. |



| Planning | | | | |
|---------------------------------|---|--------------------------------------|-------------------------------|-------------|
| Methodologies / tests | Competencies / Results | Teaching hours (in-person & virtual) | Student?s personal work hours | Total hours |
| Collaborative learning | A2 A13 A19 C1 C5 | 10 | 25 | 35 |
| Laboratory practice | A2 A3 A4 A13 A18 C3 C8 | 10 | 10 | 20 |
| Guest lecture / keynote speech | A1 A2 A3 A4 A5 A7 A8 A9 A10 A11 A12 A17 A18 B1 B2 B3 B4 B5 C1 C4 C5 C8 C9 | 60 | 30 | 90 |
| Mixed objective/subjective test | A2 A3 A5 A6 A7 A9 A13 A14 A15 A16 A19 B1 B2 B3 B4 B5 C8 C9 | 2 | 0 | 2 |
| Critical bibliographical | A2 A17 | 0 | 66 | 66 |
| Oral presentation | C1 C3 | 8 | 0 | 8 |
| Personalized attention | | 4 | 0 | 4 |

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

| Methodologies | |
|---------------------------------|---|
| Methodologies | Description |
| Collaborative learning | Set of teaching-learning procedures guided in person and / or supported with information and communication technologies, which are based on the organization of the class in small groups in which the students work together in the resolution of tasks assigned by the teachers to optimize their own learning and that of the other members of the group. |
| Laboratory practice | Methodology that allows students to learn effectively through the realization of activities of a practical nature, such as demonstrations, exercises, experiments and research. |
| Guest lecture / keynote speech | Oral presentation complemented with the use of audiovisual media and the introduction of some questions aimed at students, in order to transmit knowledge and facilitate learning. The master class is also known as a lecture", "expository method" or "master class". This last modality sounds reserved for a special type of lesson taught by a teacher on special occasions, with a content that supposes an original elaboration and based on the almost exclusive use of the word as a means of transmitting information to the audience. |
| Mixed objective/subjective test | Test that integrates questions type of essay tests and type questions of objective tests. As for essay questions, it collects open-ended development questions. In addition, as objective questions, you can combine multiple-choice, sorting, short-answer, discrimination, completion, and/or association questions. |
| Critical bibliographical | The bibliographic review involves a process of critical reading of a book, an article, a thesis or a communication to a congress. As such a process includes the reading of the work, the analysis of its content and a critique and evaluation of it in relation to the existing literature on the subject. A review does not suppose a summary of the work, nor a mere analysis of the content, because what gives it meaning and scientific academic dimension is the criticism it deserves in the opinion of the author of the review, in relation to the other known works of the same field or in relation to his own experience. |
| Oral presentation | Intervention inherent in the teaching-learning processes based on verbal exposure through which students and teachers interact in an orderly way, proposing issues, making clarifications and exposing topics, works, concepts, facts or principles in a dynamic way. |

| Personalized attention | |
|------------------------|-------------|
| Methodologies | Description |
| | |



| | |
|--|--|
| <p>Collaborative learning Laboratory practice Mixed objective/subjective test Guest lecture / keynote speech Oral presentation</p> | <p>Oral presentation complemented with the use of audiovisual media and the introduction of some questions aimed at students, in order to transmit knowledge and facilitate learning.</p> <p>The master class is also known as a "lecture", "expository method" or "master class". This last modality is reserved for a special type of lesson taught by a teacher on special occasions, with a content that supposes an original elaboration and based on the almost exclusive use of the word as a means of transmitting information to the audience.</p> <p>Being a subject of theoretical foundations for first-year students, personalized attention is aimed at helping the student in the clarification of interrelated concepts, resolution of doubts and acquire an integrated vision of this body of knowledge. It also aims to help you in the search and interpretation of bibliographic sources.</p> <p>For the tutoring of this teaching methodology, four hours of personalized attention are established, distributed regularly throughout the course.</p> |
|--|--|

| Assessment | | | |
|---------------------------------------|--|--|---------------|
| Methodologies | Competencies / Results | Description | Qualification |
| Collaborative learning | A2 A13 A19 C1 C5 | Set of teaching-learning procedures guided in person and / or supported with information and communication technologies, which are based on the organization of the class in small groups in which the students work together in the resolution of tasks assigned by the teachers to optimize their own learning and that of the other members of the group. The evaluation will take into account active participation in the teaching sessions. The qualification will be awarded between a minimum of 0 and a maximum of 3. | 5 |
| Laboratory practice | A2 A3 A4 A13 A18 C3 C8 | Methodology that allows students to learn effectively through the realization of activities of a practical nature, such as demonstrations, exercises, experiments and research. The evaluation will take into account the active participation in the preparation of the works in addition to their presentation in the class. The qualification will be awarded between a minimum of 0 and a maximum of 3. | 10 |
| Mixed objective/subjective test | A2 A3 A5 A6 A7 A9 A13 A14 A15 A16 A19 B1 B2 B3 B4 B5 C8 C9 | Test that integrates questions type of essay tests and type questions of objective tests. As for essay questions, it collects open-ended development questions. In addition, as objective questions, you can combine multiple-choice, sorting, short-answer, discrimination, completion, and/or association questions. The evaluation shall take into account adequately answering the questions raised in the test. The overcoming of the same will be achieved obtaining at least 6 out of 10 points on average in the test. Each question will be valued from 0 to 10 points. | 65 |
| Guest lecture / keynote speech | A1 A2 A3 A4 A5 A7 A8 A9 A10 A11 A12 A17 A18 B1 B2 B3 B4 B5 C1 C4 C5 C8 C9 | Oral presentation complemented with the use of audiovisual media and the introduction of some questions aimed at students, in order to transmit knowledge and facilitate learning. The master class is also known as "lecture", "expository method" or "master class". This last modality is usually reserved for a special type of lesson taught by a teacher on special occasions, with a content that supposes an original elaboration and based on the almost exclusive use of the word as a means of transmitting information to the audience. The evaluation will take into account the presentation of a small summary of the treaty in the classroom at the end of the class. The rating will be 0 in case of not presenting it or doing it wrong and 1. | 5 |



| | | | |
|--------------------------|--------|---|----|
| Critical bibliographical | A2 A17 | The bibliographic review involves a process of critical reading of a book, an article, a tese or a communication to a congress. As such a process includes the reading of the work, the analysis of its content and a critique and evaluation of it in relation to the existing literature on the subject. A review does not suppose a summary of the work, nor a mere analysis of the content, because what gives it meaning and scientific academic dimension is the criticism it deserves in the opinion of the author of the review, in relation to other known works of the same field or in relation to his own experience. If you will evaluate your presentation in a timely manner in addition to giving one of the sections of it. The rating will be awarded between a minimum of 0 and a maximum of 3 | 15 |
|--------------------------|--------|---|----|

Assessment comments

The relationship between theoretical and practical contents is established at 65% for the theoretical and 35% for the practical.

To be eligible to take the final exam (Mixed Test), students must achieve a minimum grade of 4 (0-10) in the average grade of all continuous evaluation activities.

Students who have the option of Honors, to opt for it, must present the memory of the contents of the course (both theoretical and practical), prepared by themselves, within the period established. If the evaluation of the same is positive, they will reach the aforementioned qualification. In the event that there are more candidates than Honours available, an order of priority will be established.

Sources of information



| | |
|--------------|---|
| <p>Basic</p> | <ul style="list-style-type: none">- Comelles J M (2000). Atención Primaria de Salud: El Dificil Maridaje entre Atención Integral y Atención Institucional. En: Jano. Jano- Mancusi M, Faccio C A (2003). Antropología Social. Buenos Aires. Editorial Docenca- Uribe Oyarbide J M (2000). Atención Primaria de Salud y Centro de Salud: La Construcción Social de la Salud. Jano- Martín Zurro A, Cano Pérez J.F. (2003). Atención Primaria de Salud. Conceptos, organización y práctica clínica.. Madrid. Elsevier- Calvo Arenillas J.I. (2002). Avances en Discapacidad. En: I Jornadas de Fisioterapia y Salud. Escuela Universitaria de Fisioterapia. Departamento de Fisioterapia- Gallego T (2007). Bases Teóricas y Fundamentos de la Fisioterapia. Panamericana- Carlos Chordá (2005). Ciencia para Nicolás. LAETOLI- Charpentier P, Aboiron H (2006). Clasificación Internacional de las deficiencias, discapacidades y minusvalías. Enciclopedia Médico Quirúrgica- Fernández Cervantes R (1996). Definición de la Fisioterapia desde la Asociación Española de Fisioterapeutas. En: Libro de Ponencias del X Congreso Nacional de Fisioterapia. Salamanca. Viajes y Congresos- Viel Eric (1999). Diagnóstico Fisioterápico. MASSON- Fernández Cervantes R (2004). Diagnóstico Fisioterápico. En: Libro de Ponencias de las VIII Jornadas Nacionales de Fisioterapia en Atención Primaria. Servei de Publicacions de la Universitat Rovira y Virgili- Martínez Rodríguez A (2008). Fisioterapia en Atención Primaria. Síntesis- Martínez Rodríguez A, Fernández Cervantes R, Medina Mirapeix F (2002). Habilidades comunicacionales en la entrevista clínica. En: Fisioterapia. Madrid. Masson- Climent J.M. (2001). Historia de la Rehabilitación Médica. EDIKAMED- Heerkens Y.F. y col. (1994). Impairments and disabilities - The difference: Proposal for adjustment of the international classification of impairments, disabilities, and handicaps. En: Physical Therapy. Physical Therapy- Bunge M. (1995). La Ciencia su Método y su Filosofía. Buenos Aires. Sudamericana- Loscertales Abril F, Gómez Garrido A (1999). La comunicación con el enfermo. Alhuila- Montesinos A. (1974). La Enfermera y la organización del trabajo hospitalario. Científico-Médica- Raposo Vidal I, Fernández Cervantes R, Martínez Rodríguez A (2001). La Fisioterapia en España durante los siglos XIX y XX hasta la integración en escuelas universitarias de Fisioterapia, En: Fisioterapia. Madrid. Masson- Freidson E. (1978). La Profesión Médica. Ediciones Península- Villanueva C, Eusebio J, Peralta V. (2005). Las clasificaciones de la enfermedad y la discapacidad de la OMS. En: Fisioterapia. Madrid. Elsevier- Lindberg D.C. (2002). Los Inicios de la Ciencia Occidental. Paidós Orígenes- Fernández Cervantes R, Martínez Rodríguez A (1999). Los nuevos retos de gestión y su aplicación en Fisioterapia de Atención Primaria. En: Libro de ponencias de las VI Jornadas Nacionales de Fisioterapia en Atención Primaria. Asociación Española de Fisioterapeutas- Fernández Cervantes R, Raposo Vidal I (1997). Perspectivas de salud en el siglo XXI. En: Libro de Ponencias del XI Congreso Nacional de Fisioterapia. Madrid. Panamericana- Guccione A. (1991). Physical therapy diagnosis and functions. En: Physical Therapy. Phys. Ther.- Rose J S (1989). Physical Therapy Diagnosis: Role and Function. En: Physical Therapy. Physical Therapy- Carlos Ongallo (1999). Unidad Didáctica I. En: Empatía. Pharma Consult Services, S.A.- Minaire P. (1989). Utilisation Classification Internationale des Déficiences, Incapacités et handicaps (CIDIH) en rééducation et réadaptation. . Strasbourg. Conseil de Europe- Fernández Cervantes R (2005). ¿Quo Vadis Profesionalidad? (editorial). En: El Fisioterapeuta.. Asociación Española de Fisioterapeutas- Bacon Francis (1620/2016). Novum Organum. Obra completa. Amazon- George Frazer J (1922/2019). La Rama Dorada. Magia y Religión. Fondo de Cultura Económica- Díaz Kóbila E. (2000). La Epistemología en los tiempos del "fin de la epistemología". . UNR (Ed.)- Vernant Jean-Pierre (1974/2009). Mito y Sociedad en la Grecia Antigua. Siglo XXI de Editores, S.A.- Cencillo Ramírez L (1996). ¿Qué es "curación por la naturaleza" o Fisioterapia?. Salamanca. Viajes y Congresos |
|--------------|---|

- Bernard C (1865/2005). Introducción al estudio de la medicina experimental. Crítica S.L. (Ed.)
- Laín Entralgo P (1970/1987). La Medicina Hipocrática. Alianza Universal
- Gilbert A, Carnot P (1900/1921). Fisioterapia - Electroterapia (IV) en Biblioteca de Terapéutica. Casa Editorial P. Salvat
- Harris M (1989/2017). Nuestra Especie. Alianza Editorial
- Guerra F (2007). Historia de la Medicina (3ª ed.). Norma-Capitel (Ed.)
- López Piñero JM (2000). Breve historia de la medicina. Alianza Editorial
- Chillón Martínez R (2008). La Fisioterapia en España: 1957-2007. Estudio Histórico comparativo desde el enfoque Ciencia, Tecnología y Sociedad (tesis doctoral). Universidad de Sevilla



| | |
|---------------|--|
| Complementary | |
|---------------|--|

| |
|------------------------|
| Recommendations |
|------------------------|

| |
|---|
| Subjects that it is recommended to have taken before |
|---|

| |
|---|
| Subjects that are recommended to be taken simultaneously |
|---|

| |
|--|
| Subjects that continue the syllabus |
|--|

| |
|-----------------------|
| Other comments |
|-----------------------|

Para axudar a conseguir unha contorna inmediata sustentable e cumprir cos obxectivos estratéxicos do Plan Green Campus da Facultade de Fisioterapia, os traballos documentais que se realicen nesta materia poderanse solicitar tanto en formato papel como virtual ou soporte informático. De realizarse en papel, seguiranse na medida do posible as seguintes recomendacións xerais:- Non se utilizarán plásticos.- Realizaranse impresións a dobre cara.- Empregarase papel reciclado.- Evitarase a realización de borradores.

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.