
 <p>escoles universitàries gimbernat i Tomàs Cerdà ADRORITA A LA UPMI e</p>	<p>MASTER'S DEGREE IN OSTEOPATHY COURSE GUIDE</p>	<p>EUIF GIMBERNAT Physiotherapy</p>
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Master's Degree in OSTEOPATHY

Module Course Guides (Second Year)

Academic year 2021-2022

	MASTER'S DEGREE IN OSTEOPATHY COURSE GUIDE	EUIF GIMBERNAT Physiotherapy
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GENERAL INFORMATION

MODULE INFORMATION

Module 7	SPECIAL OSTEOPATHIC THEORY AND TECHNOLOGY		
Code	44305	Academic year	2021-22
ECTS credits	9	Module type	Compulsory
Year	2	Term	1
Timetable	Available to students enrolled on this module via the virtual campus		
Teaching language	Spanish		

FACULTY DATA

- Module leader

Professor's Name	ANTONIO JAVIER MEROÑO GALLUT
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Tutorial Schedule	To be Arranged

- Other faculty data

Professor's Name	ISHAR DALMAU I SANTAMARIA
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Tutorial Schedule	To be Arranged

Professor's Name	LUIS DEL PINO DÍAZ
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Tutorial Schedule	To be Arranged

PREREQUISITES

- There are no official prerequisites

MODULE CONTEXTUALIZATION

Within the framework of clinical osteopathic reasoning, the physiology of the vegetative nervous system is studied in depth, as well as the understanding and management of body responses produced as a

consequence of stimuli that involve the manipulation of different tissues by the application of functional manual procedures. It also aims to understand the integration of functional and structural procedures to establish an osteopathic treatment appropriate to the real needs of the patient.

From the posturological point of view, the goal is to perform a global analysis of the elements that make up the patient's posture using knowledge derived from neuroanatomy and neurophysiology applied to the study of the regulation and control of orthostatism and its alterations, as well as the biomechanical, sensory and neuropsychological factors that are integrated within the fine postural system, its assessment and its osteopathic therapeutic approach.

COMPETENCIES AND LEARNING OUTCOMES

Specific Competencies

Competency	E01. Demonstrate knowledge of the sciences, models, techniques and instruments upon which osteopathy is based and developed.
Learning outcomes	E01.01 Identify and distinguish the sciences, models, techniques and instruments upon which functional osteopathy is based and developed.
Learning outcomes	E01.02 Identify and distinguish the sciences, models, techniques and instruments upon which posturology is based and developed.

Competency	E02. Assess the patient/person from an osteopathy point of view with the aim of determining the appropriateness of intervention within the framework of osteopathy.
Learning outcomes	E02.01 Assess the structure and function using functional osteopathy.
Learning outcomes	E02.02 Assess the structure and function from a posturology perspective.

Competency	E03 Produce an osteopathic diagnosis of the disorders and/or dysfunctions of different systems and organs.
Learning outcomes	E03.01 Present a hypothetical diagnosis of the disturbances/dysfunctions using functional osteopathy.
Learning outcomes	E03.02 Suggest a hypothetical diagnosis of the disturbances/dysfunctions using posturology.

Competency	E04 Design an osteopathic intervention plan adjusted to the clinic and the needs of the patient/person.
Learning outcomes	E04.01 Produce an intervention plan using functional osteopathy.
Learning outcomes	E04.02 Produce an intervention plan using posturology.

Competency	E05 Apply different osteopathic procedures, methods and treatment techniques appropriate to the clinic and the needs of the patient.
Learning outcomes	E05.01 Treat using functional osteopathy.
Learning outcomes	E05.02 Treat using posturology.

General/Transversal Competencies

Competency	GT01 Analyse, synthesise and make decisions in a given clinical situation.
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	MASTER'S DEGREE IN OSTEOPATHY COURSE GUIDE	EUIF GIMBERNAT Physiotherapy
---	---	--

Learning outcomes	GT01.01 Revise the physiological and biomechanical foundations upon which functional procedure are based.
Learning outcomes	GT01.02.Revise the physiological and biomechanical foundations upon which postural procedures are based.


Competency	GT02 Individually and collectively solve problems and adapt to the new situations that arise in professional practice.
Learning outcomes	GT.02.01 Manage the resolution of problems presented in the classroom.

Basic Competencies

Competency	CB06 Possess and understand knowledge that provides a basis or opportunity for originality in the development and/or application of ideas, often in a research context.
Competency	CB07 Students should know how to apply acquired knowledge and their problem-solving ability in new or relatively unknown environments within broader (or multidisciplinary) contexts related to their area of study
Competency	CB08 Students should be able to integrate knowledge and tackle the complexity of making judgements based on information that may be incomplete or limited and includes reflections on the social and ethical responsibilities associated with the application of their knowledge and judgements
Competency	CB10 Students should possess the learning skills that enable them to continue studying in a manner that is largely self-guided or autonomous.

CONTENTS

<ol style="list-style-type: none"> 1. PHYSIOLOGY 2. POSTUROLOGY 3. OSTEOPATHIC FUNCTIONAL THEORY AND TECHNIQUE II
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	MASTER'S DEGREE IN OSTEOPATHY COURSE GUIDE	EUIF GIMBERNAT Physiotherapy
---	---	--

TEACHING METHODOLOGY AND FORMATIVE ACTIVITIES

DIRECTED ACTIVITIES:

- **Theoretical lectures** providing the theoretical foundations for the functional evaluation of the patient and the choice of different treatment methods based on the diagnosis and clinical reasoning.
- **Practical lectures** during which the lecturer will carry out the different techniques on a model.
- **Presentation and resolution of clinical cases.** Clinical cases from which the students should propose an assessment, treatment and clinical reasoning.


SUPERVISED ACTIVITIES:

- **Practical activities by students**, under the supervision of the lecturer, in order to apply the different techniques that have been presented.
- **Tutorials** to monitor tasks.

SELF-DIRECTED ACTIVITIES:

- **Gathering and processing information**
- **Activities on the virtual campus**
- **Personal study** to organise notes and prepare for examinations.
- **Reading of additional material** assessed through written tests

TYPE OF ACTIVITY	ACTIVITY	LEARNING OUTCOMES	HOURS OF STUDENT DEDICATION
Directed activities	Theoretical-practical presentations and resolution of cases with ICT support	E01.01, E01.02, E02.01, E02.02, E03.01, E03.02, E04.01, E04.02, E05.01, E05.02, GT01.01, GT02.01	57
Supervised activities	Practical, individual or collective activities	E01.01, E01.02, E02.01, E02.02, E03.01, E03.02, E04.01, E04.02, E05.01, E05.02, GT02.01	55
	Follow-up tutorials		
Self-directed activities	Autonomous work by the student	E01.01, E01.02, E02.01, E02.02, E03.01, E03.02, E04.01, E04.02, GT01.01	113
TOTAL HOURS			225

	MASTER'S DEGREE IN OSTEOPATHY COURSE GUIDE	EUIF GIMBERNAT Physiotherapy
---	---	--

ASSESSMENT

- Evaluation of the knowledge acquired in class through continuous assessment multiple choice examinations on the virtual campus for each subject in the module. 40% of the overall mark
- Practical examination to evaluate the student's manual exploration and treatment techniques and clinical reasoning in patient management. 50% of the overall mark.
- Attendance and active participation in class. 10% of the overall mark

The following conditions must be met in order to pass the module:


- Pass all blocks with an average mark of 5.
- Attend 100% of all taught classes (absences of up to 20% will be permitted for justified causes).
- Achieve an overall module mark of 5 or above.

All assessment activities can be resat.

Remark procedure: consult the center's assessment policy.

Any student who does not complete the programmed assessments or any of the formative activities that are deemed compulsory will be considered NON ASSESSABLE.

ASSESSMENT ACTIVITIES	PERCENTAGE OF THE FINAL MARK	LEARNING OUTCOMES	HOURS OF STUDENT DEDICATION
Theory exams Continuous assessment Moodle	40%	E01.01, E01.02, E02.01, E02.02, E03.01, E03.02, E04.01, E04.02, GT01.01, GT01.02	1
Individual practical exams	50%	E01.01, E01.02, E02.01, E02.02, E03.01, E03.02, E04.01, E04.02, E05.01, E05.02, GT02.01	0.5
Attendance and active participation in class	10%	-	-
TOTAL HOURS			1.5

	MASTER'S DEGREE IN OSTEOPATHY COURSE GUIDE	EUIF GIMBERNAT Physiotherapy
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BIBLIOGRAPHY AND WEB LINKS / BASIC SOURCES OF INFORMATION

BOOKS					
Author/s	Year	Title	Edition	Place	Publisher
Susan J. Herdman	2014	Vestibular rehabilitation	4	Philadelphia	F.A.DAVIDS COMPANY
Jean Pierre Sauvage	2014	Vértigos. Manual de diagnóstico y rehabilitación	2	Barcelona	Elsevier
Sergio Carmona, Giacinto Asprella	2019	Oto-neurología	4	Buenos Aires	Akadia
PM Gagey, B Weber.	2001	Posturología, Regulación alteraciones bipedestación			Masson
Pierre Tricot	2002.	Approche tissulaire de l'ostéopathie I. Un modèle du corps conscient.	4º	Francia	Sully
M. F. Bear, B.M. Connors, M.A. Paradiso,	1998	Neurociencia, explorando el cerebro	1º	España	MASSON-Williams and Wilkins
M. Bienfait, Paidotribo	2013	Bases fisiológicas de la terapia manual y de la osteopatía			
Travell y Simons,	2002	Dolor y disfunción miofascial,	2º	Madrid	Panamericana
A. Pilat	2003	Terapias miofasciales Inducción miofascial	1º	Madrid	Mc-Graw Hill
Myers T	2015	Vías Anatómicas. Meridianos Miofasciales Para Terapeutas Manuales Y Del Movimiento	3º	Madrid	Elsevier
Leslie P. Gartner	1994	Atlas Color de Histología	3º	Madrid	Panamericana
Henri Rouviere Andre Delmas	2005	Anatomía Humana: descriptiva, topográfica y funcional. Sistema Nervioso Central, vías y centros nerviosos.	11a	BARCELONA	MASSON
F.H.Netter	2002	Sistema Nervioso. Anatomía y Fisiología		BARCELONA	MASSON
Briar, Lasserson, Gabriel, Sharrack	2004	Lo esencial en sistema nervioso		BARCELONA	Elsevier
Guyton y Hall	2012	Compendio de Fisiología Médica	12ª	BARCELONA	Elsevier
Berne y Levy	2009	Fisiología + Student Consult	6ª	BARCELONA	Elsevier

	MASTER'S DEGREE IN OSTEOPATHY COURSE GUIDE	EUIF GIMBERNAT Physiotherapy
---	---	--

Hall JE	2013	Guyton & Hall. Tratado de Fisiología Médica	13ª	BARCELONA	Elsevier
Tresguerres JAF	2010	Fisiología humana	3ª	Mexico	McGraw-Hill
Tortora GJ, Derrickson B	2018	Principios de Anatomía y Fisiología	15ª	Madrid	Panamericana

Articles					
Author	Title	Publication	Volume	Year	Pages
Ellis Van der Scheerhost, Peter Paul G Van Benthem	The efficacy of vertibular rehabilitarion in patients bening paroxismal positional vértigo: a rapid review	Otolaringol head neck surg.	151	2014	740-5
Michelle N Mc Donell, Susan L Hilier	Vertibular rehabilitation for unilateral peripheral vertibular dysfunction	Cochrane Database Syst. Rev.		2015	
Shaleen Sulway, Susan L Witney	Advances in vertibular rehabilitation	Adv Otorinolaryngol	82	2019	164-169
Klaud Jahn, Ann Kathrin, et al	Vestibular rehabilitation therapy and Nintendo Wii balance board training both improve postural control in bilateral vestibulophaty	J. Neurol	265	2018	70-73
Dara Meldrum, Susan Hermand, et al	Effectiveness of convenctional versus virtual reality-based balance exercises in vertibular rehabilitation for unilateral peripheral vertibular loss: results of a randomized controlled trail	Physical medicine and rehabilitartion	96	2015	1329-1328

MODULE TIMETABLE

This information will be available on the virtual campus to students enrolled on this module.

	MASTER'S DEGREE IN OSTEOPATHY COURSE GUIDE	EUIF GIMBERNAT Physiotherapy
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GENERAL INFORMATION

MODULE INFORMATION

Module 8	OSTEOPATHIC THEORY AND TECHNOLOGY FOR TMJ AND CHRONIC PAIN		
Code	43118	Academic year	2021-22
ECTS credits	6	Module type	Compulsory
Year	2	Term	1
Timetable	Available to students enrolled on this module via the virtual campus		
Teaching language	Spanish		

FACULTY DATA

- Module leader

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- Other faculty data:

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Tutorial Schedule	To be Arranged

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Tutorial Schedule	To be Arranged

PREREQUISITES

- There are no official prerequisites

MODULE CONTEXTUALIZATION

With respect to the temporomandibular joint (TMJ), the objectives of this module include the acquisition of up-to-date theoretical knowledge on the semiology of the TMJ and the study of specific assessment and treatment techniques of temporomandibular disorder (TMD).

It addresses the principles of osteopathic treatment and diagnosis of the TMJ, based on recent evidence, and directed towards patient education, encouraging tissue repair, restoring function and treating pain.

With respect to chronic pain, the objectives of this module include the acquisition of theoretical knowledge and clinical skills in the approach to treatment of patients with chronic pain or those who present a complex clinical picture. It addresses aspects such as clinical reasoning, advances in the neuroscience of pain, the biopsychosocial model of the disease and the pain, and therapeutic perspectives will be offered.

It revises the advances in the neurobiology of pain and presents a biopsychosocial approach to the treatment of patients with a chronic pain syndrome.

COMPETENCIES AND LEARNING OUTCOMES

Specific Competencies


Competency	E02. Assess the patient/person from an osteopathy point of view with the aim of determining the appropriateness of intervention within the framework of osteopathy.
Learning outcomes	E02.01 Evaluate the structure and function of the TMJ.
Learning outcomes	E02.02 Assess the structure and function in a patient with chronic pain.

Competency	E03 Produce an osteopathic diagnosis of the disorders and/or dysfunctions of different systems and organs.
Learning outcomes	E03.01 Present a hypothetical diagnosis of the disturbances/dysfunctions of the TMJ.
Learning outcomes	E03.02 Propose a hypothetical diagnosis of chronic pain from a biopsychosocial perspective.

Competency	E04 Design an osteopathic intervention plan adjusted to the clinic and the needs of the patient/person.
Learning outcomes	E.04.02 Produce an osteopathic intervention plan for the ATM
Learning outcomes	E04.02 Produce a biopsychosocial intervention plan for a patient with chronic pain.

Competency	E05 Apply different osteopathic procedures, methods and treatment techniques appropriate to the clinic and the needs of the patient.
Learning outcomes	E05.01 Treat the TMJ using manipulative techniques of the soft tissue and joints.
Learning outcomes	E05.02 Treat a patient with chronic pain from a biopsychosocial perspective.

Competency	E06 Make decisions regarding the indication, progression, modifications and/or completion of an osteopathic intervention and, if necessary, referring the patient to another professional.
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	MASTER'S DEGREE IN OSTEOPATHY COURSE GUIDE	EUIF GIMBERNAT Physiotherapy
---	---	--

Learning outcomes	E06.01 Detect the unfavourable evolution of the treatment of the TMJ and chronic pain that will imply the referral of the patient to another health professional.
Learning outcomes	E06.02 Adapt the treatment of the TMJ and chronic pain in line with the clinical evolution of the patient.

Competency	E07 Indicate the most appropriate measures for disease prevention in each particular clinical situation.
Learning outcomes	E07.01 Suggest a preventive treatment regimen for the TMJ and chronic pain according to the patient's condition.

General/Transversal Competencies

Competency	GT01 Analyse, synthesise and make decisions in a given clinical situation.
Learning outcomes	GT01.01 Revise the physiological and biomechanical foundations upon which osteopathic techniques of the TMJ are based.
Learning outcomes	GT01.02 Revise the biopsychosocial foundations that play a role in the process of chronic pain.

Competency	GT02 Individually and collectively solve problems and adapt to the new situations that arise in professional practice.
Learning outcomes	GT.02.01 Manage the resolution of problems presented in the classroom.


Basic Competencies

Competency	CB06 Possess and understand knowledge that provides a basis or opportunity for originality in the development and/or application of ideas, often in a research context.
Competency	CB07 Students should know how to apply acquired knowledge and their problem-solving ability in new or relatively unknown environments within broader (or multidisciplinary) contexts related to their area of study
Competency	CB08 Students should be able to integrate knowledge and tackle the complexity of making judgements based on information that may be incomplete or limited and includes reflections on the social and ethical responsibilities associated with the application of their knowledge and judgements
Competency	CB10 Students should possess the learning skills that enable them to continue studying in a manner that is largely self-guided or autonomous.

CONTENTS

1. OSTEOPATHIC THEORY AND TECHNOLOGY OF THE TMJ
2. CHRONIC PAIN

TEACHING METHODOLOGY AND FORMATIVE ACTIVITIES

	MASTER'S DEGREE IN OSTEOPATHY COURSE GUIDE	EUIF GIMBERNAT Physiotherapy
---	---	--

DIRECTED ACTIVITIES:

- **Theoretical lectures** providing the theoretical foundations for the functional evaluation of the patient and the choice of different treatment methods based on the diagnosis and clinical reasoning.
- **Practical lectures** during which the lecturer will carry out the different techniques on a model.
- **Presentation and resolution of clinical cases.** Clinical cases from which the students should propose an assessment, treatment and clinical reasoning.


SUPERVISED ACTIVITIES:

- **Practical activities by students**, under the supervision of the lecturer, in order to apply the different techniques that have been presented.
- **Tutorials** to monitor tasks.

SELF-DIRECTED ACTIVITIES:

- **Gathering and processing information**
- **Activities on the virtual campus**
- **Personal study** to organise notes and prepare for examinations.
- **Reading of additional material** assessed through written tests

TYPE OF ACTIVITY	ACTIVITY	LEARNING OUTCOMES	HOURS OF STUDENT DEDICATION
Directed activities	Theoretical-practical presentations and resolution of cases with ICT support	E02.01, E02.02, E03.01, E03.02, E04.01, E04.02, E05.01, E05.02, E06.01, E06.02, E07.01, GT01.01, GT02.01	36
Supervised activities	Practical, individual or collective activities Follow-up tutorials	E02.01, E02.02, E03.01, E03.02, E04.01, E04.02, E05.01, E05.02, E06.01, E06.02, E07.01, GT02.01	39
Self-directed activities	Autonomous work by the student	E02.01, E02.02, E03.01, E03.02, E04.01, E04.02, E06.01, E06.02, E07.01, GT01.01	75
TOTAL HOURS			150

	MASTER'S DEGREE IN OSTEOPATHY COURSE GUIDE	EUIF GIMBERNAT Physiotherapy
---	---	--

ASSESSMENT

- Evaluation of the knowledge acquired in class through continuous assessment multiple choice examinations on the virtual campus for each subject in the module. 50% of the overall mark
- Practical examination to evaluate the student's manual exploration and treatment techniques and clinical reasoning in patient management. 40% of the overall mark.
- Attendance and active participation in class. 10% of the overall mark.

The following conditions must be met in order to pass the module:

- Pass all blocks with an average mark of 5.
- Attend 100% of all taught classes (absences of up to 20% will be permitted for justified causes).
- Achieve an overall module mark of 5 or above.


All assessment activities can be resat.

Remark procedure: consult the center's assessment policy.

Any student who does not complete the programmed assessments

or any of the formative activities that are deemed compulsory will be considered **NON ASSESSABLE**.


ASSESSMENT ACTIVITIES	PERCENTAGE OF THE FINAL MARK	LEARNING OUTCOMES	HOURS OF STUDENT DEDICATION
Theory exams Continuous assessment Moodle	50%	E02.01, E02.02, E03.01, E03.02, E04.01, E04.02, E06.01, E06.02, E07.01, GT01.01, GT01.02	1
Individual practical exams	40%	E02.01, E02.02, E03.01, E03.02, E04.01, E04.02, E05.01, E05.02, E06.01, E06.02, E07.01, GT02.01	0.5
Attendance and active participation in class	10%	-	-
TOTAL HOURS			1.5

	MASTER'S DEGREE IN OSTEOPATHY COURSE GUIDE	EUIF GIMBERNAT Physiotherapy
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BIBLIOGRAPHY I WEB LINKS / BASIC SOURCES OF INFORMATION

BOOKS						
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Laskin DM, Greene, CS, Hylander WL.	2006	Temporomandibular disorders: an evidence-based approach to diagnosis and treatment			Quintessence books	
Okeson, JP	2020	Management of Temporomandibular Disorders and Occlusion	8th		Elsevier	
Leew, R.	2008	Orofacial pain: guidelines for assessment, diagnosis, and management.			Quintessence books	
Wright EF,	2005	Manual of Temporomandibular Disorders			Blackwell	
Torres-Cueco R.	2008	Patrones de dolor de la columna cervical. In: Torres-Cueco R, editor. La Columna Cervical: Evaluación Clínica y Aproximaciones Terapéuticas P. 153 -185			Médica Panamericana	
Torres-Cueco R.	2008	Aproximación terapéutica al paciente con dolor cervical crónico In: Torres-Cueco R, editor. La Columna Cervical: Síndromes Clínicos y su Tratamiento Manipulativo			Medica Panamericana	
Torres-Cueco R.	2009	Aproximación biopsicosocial del dolor crónico y de la fibromialgia. In: Salvat IS, editor. Fisioterapia del Dolor Miofascial y de la Fibromialgia. Sevilla; p. 78-110.			Universidad Internacional de Andalucía	
Torres-Cueco R.	2009	Dolor Neuropático y Dolor Miofascial: Consideraciones clínicas y terapéuticas. In: Monterde-Pérez S, Segura-Pérez M, Selma-García A, editores. p. 33-53		Toledo	I Jornadas Nacionales de Dolor Miofascial.Fiscam	
McMahon S, Koltzenburg M Wall and Melzack's	2005	Textbook of Pain	5th		Churchill Livingstone	
Fishman SM, Ballantyne JC, Rathmell JP. Bonica's	2009	Management of Pain	4th		Lippincott Williams & Wilkins	
Kandel ER, Schwartz J, Jesell T.	2014	Principles of Neural Science	5th		McGraw-Hill Medical	
Loeser JD.	2019	Bonica's Management of Pain	5th	Philadelphia	Wolters Kluwer	
Butler D.	2000	The Sensitive Nervous System.		Adelaide	Noigroup Publications	
Butler D, Moseley G.	2019	Explain Pain		Adelaide	Noigroup Publications	


ARTICLES						
Author	Title	Journal	Vol	Year	Pages	Commentary

 <p>escoles universitàries gimbernat i Tomàs Cerdà</p> <p>ADSCRITA A LA UPMB</p>	MASTER'S DEGREE IN OSTEOPATHY COURSE GUIDE	EUIF GIMBERNAT Physiotherapy
---	---	--

Dworkin SF, LeResche L.	Research diagnostic criteria for temporomandibular disorders: review, criteria, examinations and specifications, critique	J Craniomandib Disord	6(4)	1992	301-55.	
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MODULE TIMETABLE

This information will be available on the virtual campus to students enrolled on this module.

	MASTER'S DEGREE IN OSTEOPATHY COURSE GUIDE	EUIF GIMBERNAT Physiotherapy
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GENERAL INFORMATION

MODULE INFORMATION

Module 9	OSTEOPATHIC CERVICO-CRANIO-FACIAL THEORY AND TECHNOLOGY		
Code	44304	Academic year	2021-22
ECTS credits	15	Module type	Compulsory
Year	2	Term	1
Timetable	Available to students enrolled on this module via the virtual campus		
Teaching language	Spanish		

FACULTY DATA

- Module leader

Professor's Name	ANTONIO JAVIER MEROÑO GALLUT
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Tutorial Schedule	To be Arranged

- Other faculty data

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Tutorial Schedule	To be Arranged

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Tutorial Schedule	To be Arranged

Professor's Name	NURIA GORINA YSERN
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Tutorial Schedule	To be Arranged

PREREQUISITES

- There are no official prerequisites

MODULE CONTEXTUALIZATION

The cervical, cranial, and facial Osteopathic Theory And Technology module is organised into four main content areas that are interrelated and taught simultaneously. The intention is to provide osteopathy students with the robust and sound knowledge that will allow them to make decisions during their assessment processes and therapeutic interventions. This formative module will place particular relevance on the physiotherapist using available scientific evidence as a tool for making better and more critical judgements during osteopathic interventions.

The contents of this module cover:

- Development of cranial osteopathy through the historical analysis of the methods, models and suggested therapies developed by different authors. Analysis of theoretical bases, therapeutic principles and the foundations of crania-cervical-mandibular-facial complex, incorporating the analysis of scientific evidence and the most relevant research in the field of described clinical syndromes.
- Study of the anatomy (osteology, myology and neurology) of the skull and facial bones, as a basis for the understanding of the physiology of cranial joints.
- Analysis of the primary osteopathic dysfunctions of the crania-cervical-mandibulo-facial complex and their semiology.
- Develop the general principles of assessment and treatment of the crania-cervical-mandibulo-facial complex.

COMPETENCIES AND LEARNING OUTCOMES

Specific Competencies

Competency	E01 Demonstrate knowledge of the sciences, models, techniques and instruments upon which osteopathy is based and developed.
Learning outcomes	E01.01 Identify and distinguish the sciences, models, techniques and instruments upon which cranial osteopathy is based and developed.
Competency	E02. Assess the patient/person from an osteopathy point of view with the aim of determining the appropriateness of intervention within the framework of osteopathy.
Learning outcomes	E02.01 Evaluate the structure and function of the cranial system.
Competency	E03 Produce an osteopathic diagnosis of the disorders and/or dysfunctions of different systems and organs.
Learning outcomes	E03.01 E03.02 Suggest a hypothetical diagnosis of the disturbances/dysfunctions of the cranial system.
Competency	E04 Design an osteopathic intervention plan adjusted to the clinic and the needs of the patient/person.
Learning outcomes	E.04.02 Produce an osteopathic intervention plan for the cranial system.

	MASTER'S DEGREE IN OSTEOPATHY COURSE GUIDE	EUIF GIMBERNAT Physiotherapy
---	---	--

Competency	E05 Apply different osteopathic procedures, methods and treatment techniques appropriate to the clinic and the needs of the patient.
Learning outcomes	E05.01 Treat using cranial osteopathy.

Competency	E06 Make decisions regarding the indication, progression, modifications and/or completion of an osteopathic intervention and, if necessary, referring the patient to another professional.
Learning outcomes	E06.01 Detect the unfavourable evolution of the treatment of cranial osteopathy, that will imply the referral of the patient to another health professional.
Learning outcomes	E06.02 Adapt the cranial osteopathy treatment in line with the clinical evolution of the patient.

General/Transversal Competencies

Competency	GT01 Analyse, synthesise and make decisions in a given clinical situation.
Learning outcomes	GT01.01 Revise the physiological and biomechanical foundations upon which cranial osteopathic techniques are based.


Competency	GT02 Individually and collectively solve problems and adapt to the new situations that arise in professional practice.
Learning outcomes	GT.02.01 Manage the resolution of problems presented in the classroom.

Basic Competencies

Competency	CB06 Possess and understand knowledge that provides a basis or opportunity for originality in the development and/or application of ideas, often in a research context.
Competency	CB07 Students should know how to apply acquired knowledge and their problem-solving ability in new or relatively unknown environments within broader (or multidisciplinary) contexts related to their area of study
Competency	CB08 Students should be able to integrate knowledge and tackle the complexity of making judgements based on information that may be incomplete or limited and includes reflections on the social and ethical responsibilities associated with the application of their knowledge and judgements
Competency	CB10 Students should possess the learning skills that enable them to continue studying in a manner that is largely self-guided or autonomous.

CONTENTS

1. FUNCTIONAL ANATOMY III
2. OSTEOPATHIC THEORY AND TECHNOLOGY IN THE CERVICO-CRANIAL-FACIAL SPHERE
3. PEDIATRICS

	MASTER'S DEGREE IN OSTEOPATHY COURSE GUIDE	EUIF GIMBERNAT Physiotherapy
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TEACHING METHODOLOGY AND FORMATIVE ACTIVITIES

DIRECTED ACTIVITIES:

- **Theoretical lectures** providing the theoretical foundations for the functional evaluation of the patient and the choice of different treatment methods based on the diagnosis and clinical reasoning.
- **Practical lectures** during which the lecturer will carry out the different techniques on a model.
- **Presentation and resolution of clinical cases.** Clinical cases from which the students should propose an assessment, treatment and clinical reasoning.


SUPERVISED ACTIVITIES:

- **Practical activities by students**, under the supervision of the lecturer, in order to apply the different techniques that have been presented.
- **Tutorials** to monitor tasks.

SELF-DIRECTED ACTIVITIES:

- **Gathering and processing information**
- **Activities on the virtual campus**
- **Personal study** to organise notes and prepare for examinations.
- **Reading of additional material** assessed through written tests.

TYPE OF ACTIVITY	ACTIVITY	LEARNING OUTCOMES	HOURS OF STUDENT DEDICATION
Directed activities	Theoretical-practical presentations and resolution of cases with ICT support	E01.01, E02.01, E03.01, E04.01, E05.01, E06.01, E06.02, GT01.01, GT02.01	118
Supervised activities	Practical, individual or collective activities	E01.01, E02.01, E03.01, E04.01, E05.01, E06.01, E06.02, GT02.01	69
	Follow-up tutorials		
Self-directed activities	Autonomous work by the student	E01.01, E02.01, E03.01, E04.01, E06.01, E06.02, GT01.01	188
TOTAL HOURS			375

	MASTER'S DEGREE IN OSTEOPATHY COURSE GUIDE	EUIF GIMBERNAT Physiotherapy
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ASSESSMENT

- Evaluation of the knowledge acquired in class through continuous assessment multiple choice examinations on the virtual campus for each subject in the module. 40% of the overall mark
- Practical examination to evaluate the student's manual exploration and treatment techniques and clinical reasoning in patient management. 50% of the overall mark.
- Attendance and active participation in class. 10% of the overall mark

The following conditions must be met in order to pass the module:


- Pass all blocks with an average mark of 5.
- Attend 100% of all taught classes (absences of up to 20% will be permitted for justified causes).
- Achieve an overall module mark of 5 or above,

All assessment activities can be resat.

Remark procedure: consult the center's assessment policy.

Any student who does not complete the programmed assessments or any of the formative activities that are deemed compulsory will be considered NON ASSESSABLE.


ASSESSMENT ACTIVITIES	PERCENTAGE OF THE FINAL MARK	LEARNING OUTCOMES	HOURS OF STUDENT DEDICATION
Theory exams Continuous assessment Moodle	40%	E01.01, E02.01, E03.01, E04.01, E06.01, E06.02, GT01.01	1
Individual practical exams	50%	E01.01, E02.01, E03.01, E04.01, E05.01, E06.01, E06.02, GT02.01	1
Attendance and active participation in class	10%	-	-
TOTAL HOURS			2

	MASTER'S DEGREE IN OSTEOPATHY COURSE GUIDE	EUIF GIMBERNAT Physiotherapy
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BIBLIOGRAPHY AND WEB LINKS / BASIC SOURCES OF INFORMATION

BOOKS					
Author/s	Year	Title	Edition	Place	Publisher
Upledger JE	2004	Terapia Craneosacra I	1ª Edición	Barcelona	Paidrotribo
Upledger JE	2004	Terapia Craneosacra II. Mas allá de la duramadre	1ª Edición	Barcelona	Paidrotribo
Torsten L	2009	La osteopatía craneosacra	1ª Edición	Barcelona	PAIDOTRIBO
Busquet L	2006	La osteopatía craneal	3 Edición	-	Paidotribo
Martínez R	2005	La osteopatía y pediatría	1 Edición	-	Panamericana
Barral JP	2009	Manipulación de los nervios craneales	1 Edición	-	Elsevier
Srgueef N	2009	Cranial osteopathy for infants, children and adolescents		-	Elsevier
American Osteopathic Associations	2006	Fundamentos de Medicina osteopática	2ª Edición	Buenos Aires	Editorial Médica Panamericana
Parson J, Marcer N	2007	Osteopatía, modelos de diagnóstico, tratamiento y práctica	1ª Edición	Elsevier	Madrid
Cruz hernandez	20013	Manual de Pediatría	1a	BARCELONA	ELSEVIER
Tom Lissauer, Graham Clayden	2008	Texto ilustrado de Pediatría	3ª	BARCELONA	elsevier
Ankel	2000	Primate anatomy			Academic Press
Aiello-Dean	1990	An introduction to human evolutionary anatomy			Academic Press
Llusá M, Merí À, Ruano D.	2004	Manual y atlas fotográfico de anatomía del aparato locomotor	1ª	Madrid	Editorial Médica Panamericana
Kapandji IA.	1974	Cuadernos de fisiología articular	2ª	Barcelona	Toray-Masson
Schünke M, Schulte E, Schumacher U	2005	Prometheus. Texto y atlas de anatomía.	1ª	Madrid	Editorial Médica Panamericana
Rouvière H, Delmas A.	1999	Anatomía humana descriptiva, topográfica y funcional	10ª	Barcelona	Masson
Rohen JW, Yokochi C.	1989	Atlas fotográfico de anatomía humana	2ª	Barcelona	Ediciones Doyma


Articles					
Author	Title	Publication	Volume	Year	Pages
Anne Jäkel, Phillip von Hauenschild	Therapeutic effects of cranial osteopathic manipulative medicine: a systematic review	J Am Osteopath Assoc	111(12)	2011	685-93.
Heidemarie Haller 1, Romy Lauche, Holger Cramer, Thomas	Craniosacral Therapy for the Treatment of Chronic Neck	Clin J Pain	May;32(5)	2016	441-9

 <p>escoles universitàries gimbernàt i Tomàs Cerdà ADSCRITA A LA UPMIB</p>	MASTER'S DEGREE IN OSTEOPATHY COURSE GUIDE	EUIF GIMBERNAT Physiotherapy
---	---	--

Rampp, Felix J Saha, Thomas Ostermann, Gustav Dobos	Pain: A Randomized Sham-controlled Trial				
Heidemarie Haller, Romy Lauche, Tobias Sundberg, Gustav Dobos, Holger Cramer.	Craniosacral therapy for chronic pain: a systematic review and meta-analysis of randomized controlled trials	BMC Musculoskeletal Disord	21	2020	
Adelaida M Castro-Sánchez, Lara Palomo, Guillermo A. Matarán-Peñarrocha, et al	Benefits of Craniosacral Therapy in Patients with Chronic Low Back Pain: A Randomized Controlled Trial	The Journal of Alternative and Complementary Medicine	22(8)	2016	
Baird L, et al	Guidelines: Congress of Neurological Surgeons Systematic Review and Evidence-Based Guideline for the Management of Patients With Positional Plagiocephaly: The Role of Physical Therapy	Neurosurgery	Nov;79 (5)	2016	E630-E631
Cabrera-Martos et al	Effects of manual therapy on treatment duration and motor development in infants with severe nonsynostotic Plagiocephaly: a randomised controlled pilot study	Childs Nerv Syst		2016	DOI 10.1007/s00381-016-3200-5 .
Castejón-Castejón M, Murcia-González MA, et al	Effectiveness of craniosacral therapy in the treatment of infantile colic. A randomized controlled trial.	Complement Ther Med		2019	
Cerritelli F, Pizzolorusso G, et al	Effect of osteopathic manipulative treatment on length of stay in a population of preterm infants: a randomized controlled trial.	BMC Pediatrics		2013	
Duncan B, McDonough-Means S, et al	Effectiveness of osteopathy in the cranial field and myofascial release versus acupuncture as complementary treatment for children with cerebral palsy	J Am Osteopath Assoc	108(10)	2008	559-70
Ellwood J et al	The effectiveness and safety of conservative interventions for positional plagiocephaly and congenital muscular	Chiropractic & Manual Therapies		2020	28-31

 <p>escoles universitàries gimbernat i Tomàs Cerdà ADSCRITA A LA UPMB</p>	MASTER'S DEGREE IN OSTEOPATHY COURSE GUIDE	EUIF GIMBERNAT Physiotherapy
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	torticollis: a synthesis of systematic reviews and guidance.				
Hayden C, Mullinger B	. A preliminary assessment of the impact of cranial osteopathy for the relief of infantile colic.	Complement Ther Clin Pract	12	2016	83-90
Kotzampaltiris P, Chou K, Wall S, Crain E	The cranial rhythmic impulse and excessive crying of infancy.	The journal of alternative and complementary medicine	19(4)	2009	341-345
Manzotti A. et al	Effects of osteopathic treatment versus static touch on heart rate and oxygen saturation in premature babies: A randomized controlled trial	Complementary Therapies in Clinical Practice	39	2020	101-116
Paknejad MS et al	Traditional, complementary and alternative medicine in children constipation: a systematic review	DARU Journal of Pharmaceutical Sciences	27	2019	811-826
Parnell Prevost et al	Manual therapy for the pediatric population: a systematic review.	Complementary and Alternative Medicine	19:60	2019	
Pérez Navarro J., Capó i GinerJV .	Eficacia de la técnica osteopática de liberación del hueso lagrimal en la obstrucción congénita del conducto nasolagrimal	Osteopatía científica	4(3)	2009	79-85
Pizzolorusso G, Cerritelli F, DÓrazio M, et al	Osteopathic evaluation of somatic dysfunction and craniosacral strain pattern among preterm anterm newborns.	J Am Osteopath Assoc	113(6)	2013	462-467
Raith et al	General Movements in preterm infants undergoing craniosacral therapy: a randomised controlled pilot-trial	BMC Complementary and Alternative Medicine	16:12	2016	
Steele et al	Effect of Osteopathic Manipulative Treatment on Middle Ear Effusion Following Acute	Osteopath Assoc	114(6)	2014	436-47

 <p>escoles universitàries gimbernat i Tomàs Cerdà</p> <p>ADSCRITA A LA UPMB</p>	MASTER'S DEGREE IN OSTEOPATHY COURSE GUIDE	EUIF GIMBERNAT Physiotherapy
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	Otitis Media in Young Children: A Pilot Study				
Wyatt C, Edwards V, Frank A, Logan S.	Cranial osteopathy for children with cerebral palsy	Arch Dis Child	96	2011	505-12

MODULE TIMETABLE

This information will be available on the virtual campus to students enrolled on this module.

	MASTER'S DEGREE IN OSTEOPATHY COURSE GUIDE	EUIF GIMBERNAT Physiotherapy
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GENERAL INFORMATION

MODULE INFORMATION

Module 10	THORACO-ABDOMINO-PELVIC OSTEOPATHIC THEORY AND TECHNOLOGY		
Code	44303	Academic year	2021-22
ECTS credits	15	Module type	Compulsory
Year	2	Term	2
Timetable	Available to students enrolled on this module via the virtual campus		
Teaching language	Spanish		

FACULTY DATA

- Module leader

Professor's Name	OSCAR ATILLO TAIBO
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Tutorial Schedule	To be Arranged

- Other faculty data

Professor's Name	MARIA NEUS CIURANA MAYNEGRE
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Tutorial Schedule	To be Arranged

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Tutorial Schedule	To be Arranged

Professor's Name	RICARD TUTUSAUS HOMS
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Tutorial Schedule	To be Arranged

Professor's Name	MARIA ANTONIA MURCIA GONZALEZ
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Tutorial Schedule	To be Arranged

PREREQUISITES

- There are no official prerequisites

MODULE CONTEXTUALIZATION

The Visceral Osteopathic Theory And Technology module is designed to provide the in-depth study of the disorders and dysfunctions of the thoracic, abdominal and pelvic viscera from a morphological, biomechanical, functional and autonomic regulation perspective, in order to provide the osteopathy student with a greater understanding of clinical practice and a solid and robust foundation that will allow them to make decisions in their assessment process and therapeutic interventions. This formative module will place particular relevance on the physiotherapist using available scientific evidence as a tool for making better and more critical judgements during osteopathic interventions.


Special study of the disorders and dysfunctions of the pelvic floor.

It expands on pathophysiology and semiology for correct differential diagnoses and diagnoses of exclusion.

COMPETENCIES AND LEARNING OUTCOMES

Specific Competencies

Competency	E01 Demonstrate knowledge of the sciences, models, techniques and instruments upon which osteopathy is based and developed.
Learning outcomes	E01.01 Identify and distinguish the sciences, models, techniques and instruments upon which visceral osteopathy is based and developed.
Competency	E02. Assess the patient/person from an osteopathy point of view with the aim of determining the appropriateness of intervention within the framework of osteopathy.
Learning outcomes	E02.01 Evaluate the structure and function of the visceral system.
Competency	E03 Produce an osteopathic diagnosis of the disorders and/or dysfunctions of different systems and organs.
Learning outcomes	E03.01 E03.02 Suggest a hypothetical diagnosis of the disturbances/dysfunctions of the visceral system.
Competency	E04 Design an osteopathic intervention plan adjusted to the clinic and the needs of the patient/person.
Learning outcomes	E.04.02 Produce an osteopathic intervention plan for the visceral system.
Competency	E05 Apply different osteopathic procedures, methods and treatment techniques appropriate to the clinic and the needs of the patient.
Learning outcomes	E05.01 Treat using visceral osteopathy.

	MASTER'S DEGREE IN OSTEOPATHY COURSE GUIDE	EUIF GIMBERNAT Physiotherapy
---	---	--

Competency	E06 Make decisions regarding the indication, progression, modifications and/or completion of an osteopathic intervention and, if necessary, referring the patient to another professional.
Learning outcomes	E06.01 Detect the unfavourable evolution of the visceral osteopathy treatment, that will imply the referral of the patient to another health professional.
Learning outcomes	E06.02 Adapt the visceral osteopathy treatment in line with the clinical evolution of the patient.

Competency	E07 Indicate the most appropriate measures for disease prevention in each particular clinical situation.
Learning outcomes	E07.01 Suggest a preventive treatment regimen for disorders of the visceral system according to the patient's condition.

General/Transversal Competencies

Competency	GT01 Analyse, synthesise and make decisions in a given clinical situation.
Learning outcomes	GT01.01 Revise the physiological and biomechanical foundations upon which visceral osteopathic techniques are based.


Competency	GT02 Individually and collectively solve problems and adapt to the new situations that arise in professional practice.
Learning outcomes	GT.02.01 Manage the resolution of problems presented in the classroom.

Basic Competencies

Competency	CB06 Possess and understand knowledge that provides a basis or opportunity for originality in the development and/or application of ideas, often in a research context.
Competency	CB07 Students should know how to apply acquired knowledge and their problem-solving ability in new or relatively unknown environments within broader (or multidisciplinary) contexts related to their area of study
Competency	CB08 Students should be able to integrate knowledge and tackle the complexity of making judgements based on information that may be incomplete or limited and includes reflections on the social and ethical responsibilities associated with the application of their knowledge and judgements
Competency	CB10 Students should possess the learning skills that enable them to continue studying in a manner that is largely self-guided or autonomous.

CONTENTS

1. FUNCTIONAL ANATOMY II
2. SEMIOLOGY IV
3. OSTEOPATHIC THEORY AND TECHNIQUE IN THE THORACO-ABDOMINO-PELVIC SPHERE
4. MYOFASCIAL THEORY AND TECHNIQUE II

	MASTER'S DEGREE IN OSTEOPATHY COURSE GUIDE	EUIF GIMBERNAT Physiotherapy
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TEACHING METHODOLOGY AND FORMATIVE ACTIVITIES

DIRECTED ACTIVITIES:

- **Theoretical lectures** providing the theoretical foundations for the functional evaluation of the patient and the choice of different treatment methods based on the diagnosis and clinical reasoning.
- **Practical lectures** during which the lecturer will carry out the different techniques on a model.
- **Presentation and resolution of clinical cases.** Clinical cases from which the students should propose an assessment, treatment and clinical reasoning.


SUPERVISED ACTIVITIES:

- **Practical activities by students**, under the supervision of the lecturer, in order to apply the different techniques that have been presented.
- **Tutorials** to monitor tasks.

SELF-DIRECTED ACTIVITIES:

- **Gathering and processing information**
- **Activities on the virtual campus**
- **Personal study** to organise notes and prepare for examinations.
- **Reading of additional material** assessed through written tests.

TYPE OF ACTIVITY	ACTIVITY	LEARNING OUTCOMES	HOURS OF STUDENT DEDICATION
Directed activities	Theoretical-practical presentations and resolution of cases with ICT support	E01.01, E02.01, E03.01, E04.01, E05.01, E06.01, E06.02, E07.01 GT01.01, GT02.01	175
Supervised activities	Practical, individual or collective activities	E01.01, E02.01, E03.01, E04.01, E05.01, E06.01, E06.02, E07.01, GT02.01	12
	Follow-up tutorials		
Self-directed activities	Autonomous work by the student	E01.01, E02.01, E03.01, E04.01, E06.01, E06.02, E07.01, GT01.01	188
TOTAL HOURS			375

	MASTER'S DEGREE IN OSTEOPATHY COURSE GUIDE	EUIF GIMBERNAT Physiotherapy
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ASSESSMENT

- Evaluation of the knowledge acquired in class through continuous assessment multiple choice examinations on the virtual campus for each subject in the module. 25% of the overall mark
- Practical examination to evaluate the student's manual exploration and treatment techniques and clinical reasoning in patient management. 65% of the overall mark.
- Attendance and active participation in class. 10% of the overall mark.

The following conditions must be met in order to pass the module:

- Pass all blocks with an average mark of 5.
- Attend 100% of all taught classes (absences of up to 20% will be permitted for justified causes)
- Achieve an overall module mark of 5 or above.

All assessment activities can be resat.


Remark procedure: consult the center's assessment policy.

Any student who does not complete the programmed assessments or any of the formative activities that are deemed compulsory will be considered NON ASSESSABLE.

ASSESSMENT ACTIVITIES	PERCENTAGE OF THE FINAL MARK	LEARNING OUTCOMES	HOURS OF STUDENT DEDICATION
Theory exams Continuous assessment Moodle	25%	E01.01, E02.01, E03.01, E04.01, E06.01, E06.02, E07.01, GT01.01	1
Individual practical exams	65%	E01.01, E02.01, E03.01, E04.01, E05.01, E06.01, E06.02, E07.01, GT02.01	1
Attendance and active participation in class	10%	-	-
TOTAL HOURS			2

BIBLIOGRAPHY AND WEB LINKS / BASIC SOURCES OF INFORMATION


Author	Year	Title	Edition	Place	Publisher
Jean-Pierre Barral, Pierre Mercier	2009	Manipulaciones Viscerales Tomo 1	2nd	Paris	Elsevier Masson
Jean-Pierre Barral, Pierre Mercier	2009	Manipulaciones Viscerales Tomo 2	2nd	Paris	Elsevier Masson
Jon Parsons, Nicholas Marcer	2009	Osteopathy: Models for Diagnosis, Treatment and Practice	1st	Harlow	Churchill Livingstone
Eric Hebgen		Osteopatía Visceral Fundamentos y técnicas.	2nd		McGraw Hill Interamericana
Philippe Curtil Andrea Métra	2002	Tratado Práctico De Osteopatía Visceral	1st	Barcelona	Paidotribo
J.M. Littlejohn	2008	Principles of osteopathy	1st	Maidstone (UK)	The John Wernham College Of Classical Osteopathy
Serge Paoletti	2004	LAS FASCIAS. El papel de los tejidos en la mecánica humana. Serge Paoletti	1st	Barcelona	Paidotribo
Andrzej Pilat	2003	Inducción Miofascial Aspectos teóricos y aplicaciones clínicas.	1st	Madrid	McGraw Hill – Interamericana
Leon Perlemuter	1999	Cahiers D'Anatomie	1st		Masson
García-Conde, Merino Sánchez, González Macías	2013	Patología General Medicina Clínica.	1st	Madrid	Marbán Libros
Rohen, Yokochi	1998	Anatomy: A Photographic Atlas	8th	Philadelphia	Wolters Kluwer Health/Lippincott Williams & Wilkins
Rouvière, Delmas	2005	Anatomía Humana	11th	Barcelona	Elsevier Masson
Thomas W. Myers	2017	Anatomy Trains	3rd	Oxford	Elsevier Health Sciences
Caroline A Stone	2007	Visceral And Obstetric Osteopathy		Philadelphia	Churchill Livingstone Elsevier
Purves D.	2007	Neuroscience			Oxford University Press
McMahon SB, Koltzenburg M(eds)	2006	Wall and Melzack's Textbook of Pain			Elsevier Churchill Livingstone
Aliaga A, Baños JE, Barutell C, Molet J, Rodríguez A (eds).	2009	Tratamiento del dolor. Teoría y práctica	3rd		Permanyer
Serra J (ed)	2007	Tratado de dolor neuropático		Madrid	Panamericana
Rozman. C.	2012	Medicina Interna		Barcelona	Elsevier
Ankel	2000	Primate anatomy			Academic Press
Aiello-Dean	1990	An introduction to human evolutionary anatomy			Academic Press
Llusá M, Merí À, Ruano D.	2004	Manual y atlas fotográfico de anatomía del aparato locomotor	1st	Madrid	Editorial Médica Panamericana
Kapandji IA.	1974	Cuadernos de fisiología articular	3rd	Barcelona	Toray-Masson

	MASTER'S DEGREE IN OSTEOPATHY COURSE GUIDE	EUIF GIMBERNAT Physiotherapy
---	---	--

Schünke M, Schulte E, Schumacher U	2005	Prometheus. Texto y atlas de anatomía.	1st	Madrid	Editorial Médica Panamericana
Rouvière H, Delmas A.	1999	Anatomía humana descriptiva, topográfica y funcional	10th	Barcelona	Elsevier
Rohen JW, Yokochi C.	1989	Atlas fotográfico de anatomía humana	3rd	Barcelona	Ediciones Doyma
Françoise Hématy-Vasseur	2009	Le TOG	1	France	Sully
J.M. Littlejohn	1998	On principles of osteopathy	1	Maidstone	JWCCO
J.M. Littlejohn	2010	The pathology of the osteopathic lesion	1	Maidstone	JWCCO
AT Still		Osteopathy research and practice	1	US	American academy of Osteopathy
J Wernham	1998	Lectures on osteopathy	1	Maidstone	JWCCO
T Dummer	1999	Textbook of osteopathy	1	UK	Jo Tom Publications

MODULE TIMETABLE

This information will be available on the virtual campus to students enrolled on this module.

	MASTER'S DEGREE IN OSTEOPATHY COURSE GUIDE	EUIF GIMBERNAT Physiotherapy
---	---	--

GENERAL INFORMATION

MODULE INFORMATION

Module 11	WORK PLACEMENT		
Code	43120	Academic year	2021-22
ECTS credits	6	Module type	Compulsory
Year	2	Term	2
Timetable	Available to students enrolled on this module via the virtual campus		
Teaching language	Spanish		

FACULTY DATA

- Module leader

Professor's Name	EVA FERNANDEZ CARBONELL
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Tutorial Schedule	To be Arranged

- Other faculty data

Professor's Name	MAYTE SERRAT LÓPEZ
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Tutorial Schedule	To be Arranged


Professor's Name	YOLANDA SÁNCHEZ RETAMERO
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Tutorial Schedule	To be Arranged

PREREQUISITES

- There are no official prerequisites

MODULE CONTEXTUALIZATION

The purpose of this module is to bring together and consolidate all the acquired knowledge, skills, attitudes and values around the conditions and pathologies suited to osteopathic intervention. Giving

	MASTER'S DEGREE IN OSTEOPATHY COURSE GUIDE	EUIF GIMBERNAT Physiotherapy
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particular importance to the clinical aspect, the practical work will consist in the observation of treatments given by fellow students and/or tutors, personal treatment of patients and participation in clinical sessions. The objective is to train professionals capable of identifying and reliably and effectively treating the main health problems of patients/people and to work integrally with the different components of a multidisciplinary team.

COMPETENCIES AND LEARNING OUTCOMES

Specific Competencies

Competency	E02. Assess the patient/person from an osteopathy point of view with the aim of determining the appropriateness of intervention within the framework of osteopathy.
Learning outcomes	E02.01 Evaluate the structure and function of the structural, visceral, and cranial systems.

Competency	E03 Produce an osteopathic diagnosis of the disorders and/or dysfunctions of different systems and organs.
Learning outcomes	E03.01 E03.02 Suggest a hypothetical diagnosis osteopathic of the disturbances/dysfunctions of the structural, visceral and cranial systems.

Competency	E04 Design an osteopathic intervention plan adjusted to the clinic and the needs of the patient/person.
Learning outcomes	E04.01 Produce a global osteopathic intervention plan for the patient. E04.02 Produce a specific osteopathic intervention plan for the patient.

Competency	E05 Apply different osteopathic procedures, methods and treatment techniques appropriate to the clinic and the needs of the patient.
Learning outcomes	E05.01 Conduct a global osteopathic treatment. E05.02 Conduct a specific osteopathic treatment.

Competency	E06 Make decisions regarding the indication, progression, modifications and/or completion of an osteopathic intervention and, if necessary, referring the patient to another professional.
Learning outcomes	E06.01 Detect the unfavourable evolution of the osteopathic treatment that will imply the referral of the patient to another health professional. E06.02 Adapt the global treatment in line with the clinical evolution of the patient.

Competency	E07 Indicate the most appropriate measures for disease prevention in each particular clinical situation.
Learning outcomes	E07.01 Suggest a preventive treatment regime according to the patient's condition.

General/Transversal Competencies

Competency	GT01 Analyse, synthesise and make decisions in a given clinical situation.
Learning outcomes	GT01.01 Revise the physiological foundations upon which osteopathic techniques are based.

	MASTER'S DEGREE IN OSTEOPATHY COURSE GUIDE	EUIF GIMBERNAT Physiotherapy
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Competency	GT02 Individually and collectively solve problems and adapt to the new situations that arise in professional practice.
Learning outcomes	GT.02.01 Manage the resolution of problems presented in the classroom.

Competency	GT03 Identify and use quality assurance principles in professional practice.
Learning outcomes	GT03.01 Recognise the quality assessment tools in different situations.
	GT03.02 Apply the quality assessment tools in different situations.

Competency	GT04 Adopt the legal and ethical aspects in professional practice.
Learning outcomes	GT04.01 Inform and involve the patient in decision making about their treatment.
	GT04.02 Acknowledge the physiotherapy code of practice.

Basic Competencies

Competency	CB06 Possess and understand knowledge that provides a basis or opportunity for originality in the development and/or application of ideas, often in a research context.
Competency	CB07 Students should know how to apply acquired knowledge and their problem-solving ability in new or relatively unknown environments within broader (or multidisciplinary) contexts related to their area of study
Competency	CB08 Students should be able to integrate knowledge and tackle the complexity of making judgements based on information that may be incomplete or limited and includes reflections on the social and ethical responsibilities associated with the application of their knowledge and judgements
Competency	CB10 Students should possess the learning skills that enable them to continue studying in a manner that is largely self-guided or autonomous.

CONTENTS

1. WORK PLACEMENT

	MASTER'S DEGREE IN OSTEOPATHY COURSE GUIDE	EUIF GIMBERNAT Physiotherapy
---	---	--

TEACHING METHODOLOGY AND FORMATIVE ACTIVITIES


SUPERVISED ACTIVITIES:

- **Practical activities by students**, under the supervision of the lecturer, in order to apply the different techniques that have been presented.
- **Placements** in centers
- **Monitoring tutorials**
- **Production of a placement report**

SELF-DIRECTED ACTIVITIES:

- **Personal study**

TYPE OF ACTIVITY	ACTIVITY	LEARNING OUTCOMES	HOURS OF STUDENT DEDICATION
Supervised activities	Practical activities by students	E02.01, E03.01, E04.01, E04.02, E05.01, E05.02, E06.01, E06.02, E07.01	135
	Follow-up tutorials	GT01.01, GT02.01, GT03.01, GT03.02, GT04.01, GT04.02	
Self-directed activities	Research, information processing and self-study work.	E02.01, E03.01, E04.01, E04.02, E06.01, E06.02, E07.01 GT01.01, GT02.01, GT03.01, GT03.02, GT04.01, GT04.02	15
TOTAL HOURS			150

 <p>escoles universitàries gimbernat i Tomàs Cerdà</p> <p>ADSCRITA A LA UPMIB</p>	MASTER'S DEGREE IN OSTEOPATHY COURSE GUIDE	EUIF GIMBERNAT Physiotherapy
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ASSESSMENT

Assessment will include:

- Tutor's report with a weighting of 70% of the overall mark.
- Placement report with a weighting of 30% of the overall mark:
 - Timeline 10% (1 point)
 - Tutor details 15% (1.5 points)
 - Activities carried out by the external tutor 15% (1.5 points)
 - Activities assigned by the external tutor 15% (1.5 points)
 - Clinical case 30% (3 points)
 - Personal opinion 15% (1.5 points)

The following conditions must be met in order to pass the module:


- Compulsory attendance at 100% of the placement.
- Pass each of the assessment blocks with a minimum mark of 5.

Any student that does not complete the programmed assessments or any of the formative activities that are deemed compulsory will be considered "non assessable".

Remark procedure: consult the center's assessment policy.

Assessment templates:

Assessment by center tutor:



EVALUACIÓN
PRÁCTICAS EXTERNAS

EUIF GIMBERNAT
MU OSTEOPATÍA

EUIF GIMBERNAT
MU OSTEOPATÍA

CURSO ACADÉMICO:

ALUMNO/A: _____

Fecha INICIO: _____	Fecha FINALIZACIÓN: _____
Horario: _____	Total horas: 135
Tutor del centro: _____	
Centro: _____	

Claves de puntuación:
9-10: Extraordinario.
8: Sorprendentemente excelente
7-8: Notable, muy bien
5-6: Suficiente, correcto, bien
<5: Insuficiente

	Nota 0-10
E02.01 Evalúa la estructura y función de los sistemas estructural, visceral y craneal.	
E03.01 Plantea una hipótesis diagnóstica osteopática de las alteraciones-dsfunciones de los sistemas estructural, visceral y craneal.	
E04.01 Elabora un plan de intervención osteopática global del paciente.	
E04.02 Elabora un plan de intervención osteopática específica del paciente.	
E05.01 Realiza un tratamiento osteopático global.	
E05.02 Realiza un tratamiento osteopático específico.	
E06.01 Detecta evolución desfavorable del tratamiento osteopático que implique la derivación del paciente a otro profesional de la salud.	
E06.02 Adapta el tratamiento global según la evolución clínica del paciente.	
E07.01 Estima una pauta de tratamiento preventivo según el estado del paciente.	
GT01.01 Revisa los fundamentos fisiológicos en los que se basan las técnicas de osteopatía.	
GT02.01 Gestiona la solución de problemas planteados en el centro de prácticas	
GT03.01 Reconoce las herramientas de evaluación de la calidad en las situaciones planteadas.	
GT03.02 Aplica las herramientas de evaluación de la calidad en las situaciones planteadas.	
GT04.01 Informa e involucra al paciente para la toma de decisiones sobre su tratamiento de forma empática.	
GT04.02 Reconoce el código deontológico del fisioterapeuta.	

Evaluación PRÁCTICAS EXTERNAS - MU Osteopatía

1

EVALUACIÓN
PRÁCTICAS EXTERNAS

EUIF GIMBERNAT
MU OSTEOPATÍA

El alumno ha cumplido la Normativa de prácticas externas de los estudiantes de la EUIF Gimbernat (aspecto físico e higiene personal, conducta y actitud, asistencia, puntualidad, confidencialidad de la historia clínica, etc.):

Observaciones/comentarios:


Ei/La Fisioterapeuta/osteópata del centro de prácticas

Fecha:

Evaluación PRÁCTICAS EXTERNAS - MU Osteopatía

2

Assessment of the placement report (academic tutor) with the external tutor's mark:

	<p>Mòdul XI PRÀCTIQUES EXTERNES</p>	<p>EUIF GIMBERNAT MU OSTEOPATIA</p>	
AVALUACIÓ PRÀCTIQUES EXTERNES			
ALUMNA/E: _____			
CENTRE: _____			
Cronograma	10%	1	
Dades del tutor i centre i activitats del centre	15%	1.5	
Activitats realitzades pel tutor extern	15%	1.5	
Activitats assignades pel tutor extern	15%	1.5	
Cas Clínic	30%	3	
Opinió personal	15%	1.5	
AVALUACIÓ MEMÒRIA	100%	10	
		30%	
AVALUACIÓ TUTOR EXTERN	100%		
		70%	
NOTA FINAL AVALUACIÓ PRÀCTIQUES EXTERNES			
Coordinadora de pràctiques: Mayte Serrat Data:			

ASSESSMENT ACTIVITIES	PERCENTAGE OF THE FINAL MARK	LEARNING OUTCOMES	HOURS OF STUDENT DEDICATION
Tutor's report	70%	E02.01, E03.01, E04.01, E04.02, E06.01, E06.02, E07.01 GT01.01, GT02.01, GT03.01, GT03.02, GT04.01, GT04.02	-
Placement report	30%	E02.01, E03.01, E04.01, E04.02, E06.01, E06.02, E07.01 GT01.01, GT02.01, GT03.01, GT03.02, GT04.01, GT04.02	-
TOTAL HOURS			

GENERAL INFORMATION

MODULE INFORMATION

Module 12	MASTER'S DEGREE DISSERTATION		
Code	43122	Academic year	2021-22
ECTS Credits	9	Module type	Compulsory
Year	2	Term	2
Timetable	Available to students enrolled on this module via the virtual campus		
Teaching language	Spanish		

FACULTY DATA

- Module leader

Professor's Name	VANESSA BAYO TALLÓN
Email	vanesa.bayo@eug.es
Tutorial Schedule	To be Arranged

- Other faculty data

Professor's Name	JORDI ESQUIROL CAUSSA
Email	jorge.esquirol@eug.es
Tutorial Schedule	To be Arranged


Professor's Name	MAIDER SÁNCHEZ PADILLA
Email	maider.sanchez@eug.es
Tutorial Schedule	To be Arranged

Professor's Name	JOSEP SÁNCHEZ ALDEGUER
Email	josep.sanchez@eug.es
Tutorial Schedule	To be Arranged

Professor's Name	MANUEL GARCÍA SAN EMETERIO
Email	manuel.garcias@eug.es
Tutorial Schedule	To be Arranged

PREREQUISITES

- There are no official prerequisites

	MASTER'S DEGREE IN OSTEOPATHY COURSE GUIDE	EUIF GIMBERNAT Physiotherapy
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MODULE CONTEXTUALIZATION

The Master's Dissertation module consists in applying the knowledge acquired over the course of the Master's to the production of an assignment - clinical study of an osteopathic intervention (no papers with observational or cross-sectional study designs will be accepted.)

Specifically, the Master's Dissertation includes the study approach, related theoretical framework, design of the protocol, collection and analysis of data, development of an argument, writing of conclusions, bibliographic references and annexes.

Students will be trained in conducting research work, writing research work, bibliographical searches, definition of research objectives, stages of scientific work and the presentation of results both in writing and orally.


COMPETENCIES AND LEARNING OUTCOMES

Specific Competencies

Competency	E01 Demonstrate knowledge of the sciences, models, techniques and instruments upon which osteopathy is based and developed
Learning outcomes	E01.01 Identify and distinguish the models, techniques and instruments used in osteopathy in the elaboration of the dissertation.
Competency	E02 Evaluate the patient/person from an osteopathy point of view with the aim of determining the appropriateness of intervention within the framework of osteopathy
Learning outcomes	E02.01 Identify the patients/people who meet the criteria for inclusion in the dissertation study.
Competency	E04 Design an osteopathic intervention plan adjusted to the clinic and the needs of the patient/person.
Learning outcomes	E04.01 Detail the methods and/or techniques used on the patient participants in the dissertation.
Competency	E09 Plan, design and develop research projects oriented towards the clinical practice of osteopathy and health.
Learning outcomes	E09.01 Presentation of a piece of research work in osteopathy and health.

General/Transversal Competencies

Competency	GT01 Analyse, synthesise and make decisions in a given clinical situation.
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	MASTER'S DEGREE IN OSTEOPATHY COURSE GUIDE	EUIF GIMBERNAT Physiotherapy
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Learning outcomes	GT01.01 Elaborate and put into practice a complete scientific study protocol.
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Competency	GT02 Individually and collectively solve problems and adapt to the new situations that arise in professional practice.
Learning outcomes	GT02.01 Manage the resolution of problems presented in the classroom.

Competency	GT03 Identify and use the quality assurance principles for professional practice.
Learning outcomes	GT03.01 Recognise the quality assessment tools in different situations.
	GT03.02 Apply the quality assessment tools in different situations.

Competency	GT04 Adopt legal and ethical aspects in professional practice.
Learning outcomes	GT04.01 Inform and involve the patient in decision making about their treatment.
	GT04.02 Acknowledge the physiotherapy code of practice.

Basic Competencies

Competency	CB06 Possess and understand knowledge that provides a basis or opportunity for originality in the development and/or application of ideas, often in a research context.
Competency	CB07 Students should know how to apply acquired knowledge and their problem-solving ability in new or relatively unknown environments within broader (or multidisciplinary) contexts related to their area of study
Competency	CB08 Students should be able to integrate knowledge and tackle the complexity of making judgements based on information that may be incomplete or limited and includes reflections on the social and ethical responsibilities associated with the application of their knowledge and judgements
Competency	CB10 Students should possess the learning skills that enable them to continue studying in a manner that is largely self-guided or autonomous.

CONTENTS

- Structure of research work
- Theoretical framework as the basis of research
- Bioethics in research
- Design of the Practical Framework
- Design of the objectives and variables of a scientific study
- Data collection
- Foundations of statistical analysis and research results
- Statistical analysis design and research results
- Written presentation of results and development of the argument
- Drawing conclusions from the Practical Framework



**MASTER'S DEGREE IN OSTEOPATHY
COURSE GUIDE**


EUIF GIMBERNAT
Physiotherapy

	MASTER'S DEGREE IN OSTEOPATHY COURSE GUIDE	EUIF GIMBERNAT Physiotherapy
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TEACHING METHODOLOGY AND FORMATIVE ACTIVITIES

Lectures with ICT support
 Follow-up tutorials
 Elaboration of the master's dissertation

TYPE OF ACTIVITY	ACTIVITY	LEARNING OUTCOMES	HOURS OF STUDENT DEDICATION
Directed activities	Lectures with ICT support	E01.01, E02.01, E09.01, GT01.01, GT03.01, GT04.01, GT04.02	24
Supervised activities	Follow-up tutorials	E01.01, E04.01, GT02.01	29
	Tasks to be carried out in the virtual campus		
Self-directed activities	Elaboration of the master's dissertation	E02.01, E04.01, E09.01, GT01.01, GT02.01, GT03.02, GT04.01, GT04.02	172
TOTAL HOURS			225

	MASTER'S DEGREE IN OSTEOPATHY COURSE GUIDE	EUIF GIMBERNAT Physiotherapy
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ASSESSMENT

ASSESSMENT ACTIVITIES	PERCENTAGE OF THE FINAL MARK	LEARNING OUTCOMES	HOURS OF STUDENT DEDICATION
Master's Dissertation	80%	E01.01, E02.01, E04.01, E09.01, GT01.01, GT03.01, GT03.02, GT04.01, GT04.02	-
Oral Defence of the Dissertation	20%	E02.01, E04.01, E09.01, GT01.01, GT02.01	0.5
TOTAL HOURS			0.5

Assessment will be based on the "Format 5" template.

- Assessment of the work (80%):
 - By the tutor (55%)
 - Assessment of theoretical framework items (40%)
 - Assessment of practical framework items, overall impression of the work and individual evaluation (individualised if the work was produced as a group) (60%)
 - By the module coordination (45%):
 - Assessment of theoretical framework items (40%)
 - Assessment of practical framework items, overall impression of the work and individual evaluation (individualised if the work was produced as a group) (60%)
- Assessment of the oral presentation (20%), assessed by a board of two or three people:
 - Didactic quality
 - Visual supports
 - Presentation (individualised if the work was produced as a group)
 - Answering the board's questions (individualised if the work was produced as a group)

The overall mark will be calculated using the "Format 5" template.

The following conditions must be met in order to pass the module:

- Achieve a minimum mark of 5 points out of a maximum of 10 in the assessment of the Master's Dissertation.
- To have presented for and achieved a minimum score of "pass" or equivalent for all activities considered compulsory in the module.
- Achieve a minimum mark of 5 points out of a maximum of 10 in the oral defence of the Master's Dissertation.

Remark procedure: consult the center's assessment policy.

Any student that does not complete the programmed assessments or any of the formative activities that are deemed compulsory will be considered "non assessable".

Format 5:

 escoles universitàries gimbernat i Tomàs Cerdà <small>ADSCRITA A LA UPM</small>	INFORME DE CUALIFICACIÓN TRABAJO FIN DE MÀSTER Formato 5- Evaluación Científica	EUIF GIMBERNAT Máster Universitario
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CURSO ACADÉMICO: 2021-2022

TITULACIÓN	
<input type="checkbox"/> Grau en Fisioteràpia	<input type="checkbox"/> Postgrado
<input type="checkbox"/>	<input checked="" type="checkbox"/> Máster Universitario en Osteopatía

Estudiante:			Claves de puntuación:
Título del Trabajo:			8-10: Extraordinario, Sorprendente, Excelente
Tutor:		Fecha entrega	7-8: Notable, muy bien
			6-8: Suficiente, correcto, bien
			<6: Insuficiente

Valoración de contenidos (puntuar de 0 a 10 cada ítem)	Nota tutor
1 <u>Título</u> (debe ser concreto, preciso, conciso e informativo, máximo 15 palabras, PICO)	
2 <u>Índice</u> (sin errores, completo, numeración correcta)	
3 <u>Resumen</u> en catalán/castellano e inglés (estructurado, completo, 150-250 palabras)	
4 <u>Palabras clave</u> (siguiendo términos <u>DeCS</u> y <u>MeSH</u> , representativas del tema)	
5 <u>Abstract Visual</u> (concreción, comprensibilidad, precisión)	
MARCO TEÓRICO	
6 Justificación del tema (ilustrar brevemente los motivos de elección del tema)	
7 Revisión bibliográfica – Objetivos, Material y Métodos	
8 Revisión bibliográfica – Descripción y Exposición	
9 Revisión bibliográfica – Discusión y Conclusiones	
10 Bibliografía (número de referencias, idoneidad y formato)	Nº <u>refs.</u>
MARCO PRÁCTICO – PLANIFICACIÓN (DISEÑO)	
11 Objetivos del estudio clínico (oportunidad, claridad, precisión y definición)	
12 Diseño del estudio – (idoneidad, precisión, participantes)	
13 Variables de estudio– (idoneidad, precisión, exposición)	
14 Formularios y métodos de recogida de datos (claridad, idoneidad)	
15 Métodos de análisis de los datos y resultados previstos (idoneidad, precisión)	
16 Bioética (idoneidad de los formularios, claridad, concreción)	
NOTA TOTAL DEL MARCO TEÓRICO (40%)	
MARCO PRÁCTICO – REALIZACIÓN	
1 Resultados (explicados de manera clara y entendible, análisis agrupados)	
2 Discusión (basada en los resultados expuestos y comparando otros estudios)	
3 Conclusiones y líneas de futuro (basadas en los resultados, concisas y precisas)	
4 Uso del lenguaje científico	
5 <u>IMPRESIÓN GENERAL</u> del TFM (complejidad, resolución)	
6 <u>ACTITUD INDIVIDUAL</u> del alumno (durante el curso)	
NOTA TOTAL DEL MARCO PRÁCTICO, IMPRESIÓN FINAL DEL TRABAJO Y EVALUACIÓN INDIVIDUAL (60%)	

El TFM es apto para presentar a la comisión de evaluación	<input type="checkbox"/> SI	<input type="checkbox"/> NO
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En caso de no ser apto el TFM el Tribunal adjuntará un informe de las carencias detectadas.

El tutor del TFM
Fecha:

El Coordinador del TFM
Fecha:

 <p>escoles universitàries gimbernat i Tomàs Cerdà ADSCRITA A LA URIB</p>	<p>INFORME DE CUALIFICACIÓN TRABAJO FIN DE MÀSTER Formato 5 - Evaluación Metodología</p>	<p>EUIF GIMBERNAT Màster Universitario</p>
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CURSO ACADÉMICO:

TITULACIÓN	
<input type="checkbox"/> Grau en Fisioteràpia	<input type="checkbox"/> Postgrado
<input type="checkbox"/>	<input checked="" type="checkbox"/> Màster Universitario en Osteopatia


Estudiante:		Claves de puntuación: 8-10: Extraordinario, Sorprendente, Excelente 7-8: Notable, muy bien 6-8: Suficiente, correcto, bien <6: Insuficiente
Título del Trabajo:		
Tutor:	Fecha entrega	

Valoración de contenidos (puntuar de 0 a 10 cada ítem)	Nota Coord.
<u>Título</u> (debe ser concreto, preciso, conciso e informativo, máximo 15 palabras, PICO)	
<u>Índice</u> (debe presentar todos los epígrafes sin errores en la paginación)	
<u>Resumen</u> en catalán/castellano e inglés (estructurado, completo, 150-250 palabras)	
<u>Palabras clave</u> (siguiendo términos <u>DeCS</u> y <u>MeSH</u> , representativas del tema)	
<u>Abstract Visual</u>	
MARCO TEÓRICO	
Justificación del tema (ilustrar brevemente los motivos de elección del tema)	
Revisión bibliográfica – Objetivos, Material y Métodos	
Revisión bibliográfica – Descripción y Exposición	
Revisión bibliográfica – Discusión y Conclusiones	
Bibliografía (número de referencias, idoneidad y formato)	Nº refs.
MARCO PRÁCTICO – PLANIFICACIÓN (DISEÑO)	
Objetivos del estudio clínico (oportunidad, claridad, precisión y definición)	
Diseño del estudio – (idoneidad, precisión, participantes)	
Variables de estudio– (idoneidad, precisión, exposición)	
Formularios y métodos de recogida de datos (claridad, idoneidad)	
Métodos de análisis de los datos y resultados previstos (idoneidad, precisión)	
Bioética (idoneidad de los formularios, claridad, concreción)	
NOTA TOTAL DEL MARCO TEÓRICO (40%)	
MARCO PRÁCTICO – REALIZACIÓN	
Resultados (explicados de manera clara y entendible, análisis agrupados)	
Discusión (basada en los resultados expuestos, comparando otros estudios)	
Conclusiones y líneas de futuro (basadas en los resultados, concisas y precisas)	
Extensión (Marco Teórico + Práctico = máximo 38 páginas, ilustraciones en Anexos)	Nº págs.:
Utilización de la plantilla del TFM, seguimiento de instrucciones, lenguaje científico, ortografía y formato	
IMPRESIÓN GENERAL del TFM (complejidad, resolución)	
ACTITUD INDIVIDUAL del alumno (durante el curso)	
NOTA TOTAL DEL MARCO PRÁCTICO, IMPRESIÓN FINAL DEL TRABAJO (60%)	

Tareas parciales a presentar durante el curso				
Formato 3	Formato 3b	Fichas de contenido	M.T. + Diseño M.P.	Póster resumen diseño
% detección de plagio URKUND [®] sin justificar: corrección 10-15% → -0,5 puntos; 15-20% → -1 punto; 20-30% → -2 puntos; >30% → -3 puntos				Porcentaje:

El TFM es apto para presentar a la comisión de evaluación	<input type="checkbox"/> SI <input type="checkbox"/> NO	El Coordinador del TFM Fecha:
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En caso de no ser apto el TFM el Tribunal adjuntará un informe de las carencias detectadas.

 escoles universitàries gimbernat i Tomàs Cerdà <small>ADSCRITA A LA UPIB</small>	MASTER'S DEGREE IN OSTEOPATHY COURSE GUIDE	EUIF GIMBERNAT Physiotherapy
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 escoles universitàries gimbernat i Tomàs Cerdà <small>ADSCRITA A LA UPIB</small>	INFORME DE CUALIFICACIÓN TRABAJO FIN DE MÁSTER Formato 5 - Evaluación Oral	EUIF GIMBERNAT Máster Universitario
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CURSO ACADÉMICO: 2021-2022

TITULACIÓN	
<input type="checkbox"/> Grau en Fisioteràpia	<input type="checkbox"/> Postgrado
<input type="checkbox"/>	<input checked="" type="checkbox"/> Máster Universitario de Osteopatía

Estudiante: _____ Título del Trabajo: _____	Claus de puntuació: 9-10: Extraordinari, sorprenent, excel·lent 7-8: Notable, molt bé 6-6: Suficient, correcte, bé <6: Insuficient
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EVALUACIONES	
Nota del Tribunal (presentación oral)	Fecha:
La calidad didáctica y aportación iconográfica (de 1 a 10 puntos)
La presentación y las respuestas del alumno (de 1 a 10 puntos)
Uso del lenguaje inclusivo, tanto en el material de la presentación como en el discurso oral: Observaciones del Tribunal:	

El Presidente del Tribunal de evaluación oral de Trabajo Final de Máster Firmado: Fecha:	Miembro 1 del Tribunal de evaluación oral del TFM Firmado:	Miembro 2 del Tribunal de evaluación oral del TFM Firmado:
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	MASTER'S DEGREE IN OSTEOPATHY COURSE GUIDE	EUIF GIMBERNAT Physiotherapy
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BIBLIOGRAPHY AND WEB LINKS / BASIC SOURCES OF INFORMATION

Books					
Author/s	Year	Title	Edition	Place	Publisher
Hulley SB, Cummings S.	2015	Designing Clinical Research		Philadelphia	Wolters Kluwer
Laporte JR.	1993	Principios básicos de investigación clínica		Madrid	Zéneca
Desantes-Guanter JM, López Yepes J. Teoría y técnica de la investigación científica	1996			Madrid	Síntesis
Departamento de Medicina y Psiquiatría (Universidad de Alicante).	1995	Tratado de epidemiología clínica.		Madrid	Du Phont Pharma
Rebagliato M, Ruiz I, Arranz M.	1996	Metodología de la investigación en epidemiología		Barcelona	Díaz de Santos
Bakke OM, Carné X, García Alonso F.	1994	Ensayos clínicos con medicamentos		Barcelona	Doyma
Ahlbom A, Norell S.	1992	Fundamentos de epidemiología.	3rd	Madrid	Siglo Veintiuno
Álvarez Cáceres R. Madrid,	1995	El método científico en las ciencias de la salud.		Madrid	Díaz de Santos
Matthews DE, Farewell VT.	1990	Using and Understanding Medical Statistics	2nd	Basel	Karger
Sánchez Aldegue J, Frutos Martínez, F.	2000	Aspectos generales de la investigación para médicos de residencias.			Edimsa
Terrada M.L., Peris R.	1989	Lecciones de Documentación Médica.	2nd	Valencia	Instituto de Estudios Documentales e Históricos sobre la Ciencia
Brezinski	1991	El oficio de investigador.		Mexico	Siglo XXI
Carreras Panchón A.	1994	Guía práctica para la elaboración de un trabajo científico.		Bilbao	Publicaciones y Documentación Cita DL
López Yepes J.	1995	La aventura de la investigación científica.		Madrid	Síntesis

Articles						
Author	Title	Journal	Volume	Year	Pages	Description Comment
Cabezali Sánchez JM, Sánchez Aldegue J.	El cuestionario: bases metodológicas y su utilización en Fisioterapia, para lograr una mayor calidad asistencial.	Fisioterapia	19(2)	1997	97-103.	

Esquirol Causa J, Herrero Vila E, Sánchez Aldegue J.	Metodologia i Estadística per a professionals de la salut. I. Conceptes bàsics de metodologia científica.	Escola Universitària d'Infermeria i de Fisioteràpia Gimbernat. Escola Universitària de Fisioteràpia. Trivium 4	Servei de Publicacions Universitat Autònoma de Barcelona. Bellaterra, 2012.
Esquirol Causa J, Herrero Vila E, Sánchez Aldegue J.	Metodologia i Estadística per a professionals de la salut. II. Bases de l'estadística i del disseny d'estudis científics.	Escola Universitària de Fisioteràpia. Trivium 5.	Servei de Publicacions Universitat Autònoma de Barcelona. Bellaterra, 2012.

 <p>escoles universitàries gimbernat i Tomàs Cerdà</p> <p>ADSCRITA A LA UPMB</p>	MASTER'S DEGREE IN OSTEOPATHY COURSE GUIDE	EUIF GIMBERNAT Physiotherapy
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	Escola Universitària d'Infermeria i de Fisioteràpia Gimbernat.		
Esquirol Causa J, Herrero Vila E, Sánchez Aldeguer J.	Metodologia i Estadística per a professionals de la salut. III. L'anàlisi estadística. Escola Universitària d'Infermeria i de Fisioteràpia Gimbernat.	Escola Universitària de Fisioteràpia. Trivium 6.	Servei de Publicacions Universitat Autònoma de Barcelona. Bellaterra, 2012

MODULE TIMETABLE

This information will be available on the virtual campus to students enrolled on this module.