

Teacher(s)	Delens Marie ;Detrembleur Christine ;Thonon Henri ;
Language :	French
Place of the course	Louvain-la-Neuve
Main themes	<p>Development of a personal project in the light of the professional skills expected of a physiotherapist (FSM/ UCLouvain physiotherapy and rehabilitation reference framework):</p> <ul style="list-style-type: none"> <li>• Impact of one's behaviour on one's own health and that of others. Raising awareness of the benefits of physical activity.</li> <li>• Communication with patients (active listening, patient as actor in his treatment, informed consent, ethical framework, professional secrecy).</li> <li>• Special behavioural and communication needs for interacting with patients with specific experiences (disability, chronic pathology).</li> </ul> <p>Emergency situations: minor trauma and burns. Hygiene rules for patient care (hospitals, practices, etc.)</p>
Learning outcomes	<p><b>At the end of this learning unit, the student is able to :</b></p> <ul style="list-style-type: none"> <li>• Describe the principles of metacognition and apply them to your student work (1.3)</li> <li>• Carry out a reflective analysis (strengths/weaknesses) on your training project with regard to the professional skills expected of a physiotherapist (1.3, 1.4)</li> <li>• Describe the basic principles of communication promoting patient involvement (empowerment) (3.3)</li> <li>• Describe theories and characterize an observed situation from an active listening point of view (4.1)</li> <li>• Identify the specific needs linked to the patient's experience (3.2, 4.1)</li> <li>• Explain the actions to take in emergency situations (8.3)</li> <li>• Describe the basic hygiene rules of the medical/paramedical world (8.3)</li> <li>• Identify the impact of your behavior on your own health and that of others (10.3)</li> <li>• Explain the implications of informed consent in physiotherapy practice (8.1, 9.1)</li> <li>• Know the ethical framework linked to your future professional practice in the field of physiotherapy, with specific attention to the accuracy of the relationship with the body (8.1, 9.1)</li> <li>• Explain what professional secrecy is and its implications in the practice of physiotherapy (8.1, 9.2)</li> <li>• Explain what the right distance is in the patient-physiotherapist relationship. (9.4)</li> </ul>
Evaluation methods	<p>Students are assessed in two ways in this course:</p> <p>- Part A: continuous assessment involving a compulsory assignment to be submitted at the end of the term (between 40 and 60% of the final mark). This will be an oral presentation of the observation placement that students will carry out in groups of 3 to 5.</p> <p>- Part B: an in-session written examination (between 40 and 60% of the final grade) consisting of a Moodle test on the Internet but in an auditorium. This is an exam that may consist of several parts, potentially including MCQ questions (with 4 to 5 suggested answers and one or more expected correct answers), QRM questions (4 to 5 answer options and 2 to 3 expected correct answers to each question. Each question answered correctly is worth 1 point. No answer, partial or incorrect answers are worth 0 points), and/or open questions. Regardless of the type of question (MCQ, QRM, open question), each correct answer is worth 1 point.</p> <p>Successful completion of part A and part B is essential to demonstrate the skills and knowledge defined in the learning outcomes for the course unit. A failing grade for either part A or part B will result in a failing grade for the whole of the UE.</p>
Teaching methods	<p>Theoretical lectures in the auditorium. Observation placement in a healthcare facility supervised by a physiotherapist.</p>
Content	<p>Developing the professional skills expected of a physiotherapist:</p> <ul style="list-style-type: none"> <li>• Impact of their behaviour on their own health and that of others/ Raising awareness of the benefits of physical activity.</li> <li>• Communication with patients (active listening, patient as actor in his treatment, informed consent, ethical framework, professional secrecy).</li> <li>• How to interact with patients with specific experiences (disability, chronic pathology).</li> </ul> <p>Emergency situations: minor trauma and burns. Hygiene rules for patient care (hospitals, practices, etc.).</p>

Other infos	Students, as part of this course, must reason on clinical vignettes (e.g. videos)
Faculty or entity in charge	FSM

<b>Programmes containing this learning unit (UE)</b>				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Bachelor in Physiotherapy and Rehabilitation	KINE1BA	4		