

6.00 credits

45.0 h

Q2

Teacher(s)	Detrembleur Christine ;Schepens Bénédicte (coordinator) ;
Language :	French
Place of the course	Louvain-la-Neuve
Main themes	<ul style="list-style-type: none"> <li>o Health models and health determinants (WHO, ICF, Dahlgren-Whitehead, 1991-2021)</li> <li>o Health promotion models (Ottawa Charter 1986, WHO plan 2030)</li> <li>o Concept of public health: epidemiology</li> <li>o Organizations and policies responsible for the prevention and repair of health damage in Belgium: legal framework, including in particular federal and regional institutions, Belgian social security (employee status, self-employed, medical homes), FEDRIS, INAMI, mutual insurance, AVIQ /PHARE, Well-being at work law</li> <li>o Other context: France/developing country</li> <li>o Place of the physiotherapist with other health care players: interest of the nomenclature of health services (INAMI), professional association of physiotherapists in Belgium (AXXON)</li> </ul>
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>• Explain the fundamental principles of the bio-psycho-social model (paradigm change: medical model VS BPS model) (1.1, 11.1)</li> <li>• Identify and explain the role of actors in the medical/paramedical world and the place of the physiotherapist (interprofessionality) (7.1)</li> <li>• Describe the legal framework of the medical world and the place of the physiotherapist (8.1)</li> <li>• Describe the basic principles of the Belgian public health system and question it in relation to other systems (10.1)</li> <li>• Describe the organizations and policies responsible for the prevention and repair of health damage caused by work (10.1)</li> <li>• Describe the organizations and policies supporting people with disabilities, secondary disabilities and additional disabilities (7.1, 11.1)</li> <li>• Distinguishing the societal impact of health care (10.2)</li> <li>• Analyze the health risks linked to professional activity (1.1, 11.1)</li> <li>• Distinguish between prevention processes (primary, secondary, tertiary), (10.2, 11.1)</li> </ul>
Other infos	<p>Online resources: Be-hive.be, AVIQ, PHARE, Federation of medical centers, e-health, Fedris, Axxon, Inami, WHO, Sports organizations (handisport.org)</p> <p>Articulation and complementarity with the "Sustainable Development" course to be ensured.</p>
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	6		