


7.00 credits

45.0 h + 37.5 h

Q2

Teacher(s)	Deltombe Thierry ;Mahaudens Philippe (coordinator) ;Selves Clara ;
Language :	French
Place of the course	Louvain-la-Neuve
Prerequisites	<i>The prerequisite(s) for this Teaching Unit (Unité d'enseignement – UE) for the programmes/courses that offer this Teaching Unit are specified at the end of this sheet.</i>
Main themes	<p><u>The following pathophysiological mechanisms:</u></p> <ul style="list-style-type: none"> <li>• Trauma (fractures, muscle/ligament/tendon injuries)</li> <li>• Tendinopathies</li> <li>• Root damage</li> <li>• Degenerative processes (osteoarthritis).</li> <li>• Musculoskeletal paraclinical examinations (imaging, blood tests, EMG, etc.)</li> <li>• The major pathologies and syndromes of the musculoskeletal system at the level of the spine:</li> <li>• Lumbopelvic spine</li> <li>• Cervical spine</li> <li>• shoulder</li> <li>• The knee</li> <li>• The ankle</li> </ul> <p><u>Physiotherapy (theory and practice) applied to patients with the above pathologies or disorders, including, among others, the following elements:</u></p> <ul style="list-style-type: none"> <li>• Common lumbago</li> <li>• Common neck pain</li> <li>• Shoulder pain and stiffness</li> <li>• Knee cruciate ligament injury (with or without meniscal damage)</li> <li>• Ankle sprains</li> </ul> <p><u>Hygiene rules (preventing the transmission of infections) :</u> Hygiene procedures for the management of musculoskeletal pathology.</p>
Learning outcomes	<p><b>At the end of this learning unit, the student is able to :</b></p> <p><u>Knowledge and techniques</u></p> <p><i>At the end of this teaching unit, specifically for patients (adult and elderly) suffering from pathologies of the musculoskeletal system studied in this course, according to an EBP approach (1.1) in physiotherapy, the student will be able to / to</i></p> <ul style="list-style-type: none"> <li>• Describe the epidemiological characteristics, the main physiopathological mechanisms and the clinical presentations of the different pathologies of the musculoskeletal system (2.1, 11.2)</li> <li>• explain the basic principles of clinical tests/tools, their validation/use and psychometric qualities (2.2, 11.2)</li> <li>• explain the basic principles of clinical examination and interpretation (2.3)</li> <li>• Explain the key elements in making a diagnosis in physiotherapy and rehabilitation (2.4)</li> <li>• Identify the situations for which the patient should be referred (2.5)</li> <li>• Explain the basic principles of prognosis (2.6)</li> <li>• Explain the basic principles of ongoing assessment and adaptation of treatment (3.2)</li> <li>• perform technical procedures, prescribe and demonstrate exercises rigorously and justify them (3.1)</li> <li>• Explain therapeutic interventions and their planning for standard care (guidelines) by developing patient empowerment: technical procedures, exercises and therapeutic education (patient-centred communication (2.8, 3.1)</li> <li>• Explain hygiene rules (8.3)</li> </ul> <p><u>Integrative and reflective skills</u></p> <p><i>At the end of this teaching unit, in a typical management situation of a patient (adult and elderly) suffering from a pathology/dysfunction of the musculoskeletal system (clinical vignette or simulated case; 11.3), according to an EBP approach (1.1) in physiotherapy, the student will be able to :</i></p> <ul style="list-style-type: none"> <li>• Describe and interpret relevant medical, psychosocial and contextual information (biopsychosocial approach) from the medical record, history and questionnaires (2.2).</li> <li>• identify the relevant clinical tools/tests for carrying out a clinical examination, giving reasons for the choice (validation; psychometric quality, etc.), and apply them rigorously and appropriately to the patient (2.3, 4.3)</li> </ul>

	<ul style="list-style-type: none"> <li>• make a functional diagnosis by interpreting the information gathered during the history-taking and clinical examination (including signs, physical examination, paraclinical examination, subjective assessment) and justify it (2.4, 1.2)</li> <li>• Identify the risk factors, signs and symptoms of specific pathologies or signs of aggravation requiring referral to the appropriate clinician, specifying the degree of urgency (2.5)</li> <li>• Identify and explain the clinical, personal and contextual factors which may influence the prognosis, establish a prognosis and justify it (2.6)</li> <li>• Plan realistic goals for patient care and plan therapeutic intervention by developing patient empowerment; explain reasoning (2.7, 2.8, 1.2)</li> <li>• Carry out therapeutic interventions (technical procedures and exercises, therapeutic education) adapted to the patient's profile, using a didactic approach (3.1, 5.4)</li> <li>• Adapt his/her treatment according to the stage of the pathology and the patient's progress (3.2)</li> </ul>
Other infos	This course is strictly reserved for FSM students. It is not open to other UCLouvain students.
Faculty or entity in charge	FSM

<b>Programmes containing this learning unit (UE)</b>				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Master [120] in Motor Skills: Physical Education	<a href="#">EDPH2M</a>	7		
Bachelor in Physiotherapy and Rehabilitation	<a href="#">KINE1BA</a>	7	<a href="#">LFSM1102</a> AND <a href="#">LFSM1003</a> AND <a href="#">LFSM1105</a> AND <a href="#">LFSM1109</a> AND <a href="#">LKNR1105</a>	