

2.00 credits

15.0 h + 15.0 h

Q2

Teacher(s)	Bleyenheuft Yannick ;Pitance Laurent (coordinator) ;
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>Clinical reasoning part:1. Clinical reasoning processes in physiotherapy (model common to different courses) 2. Based on simple clinical vignettes/simulated cases, students will develop their clinical reasoning skills.</p> <ul style="list-style-type: none"> • Gathering essential information during an anamnesis • Analysing the information gathered and generating hypotheses (prognosis, risk factors, activity and participation limitations, pathobiological mechanisms, etc.) • Planning the clinical examination • Treatment objectives (SMART) • Treatment planning • Treatment evaluation <p>EBP part: The EBP approach</p> <ul style="list-style-type: none"> • Contextualisation of the EBP approach (integrating evidence, clinical expertise, patient preference) • Prioritising evidence (GRADE tool, level of evidence: Oxford) • Applicability of study results • Uncertainty in healthcare: variations in treatment for similar conditions <p>EBP approach to questionnaires and clinical tests:</p> <ul style="list-style-type: none"> • Use of questionnaires: psychometric qualities/limitations/RASCH model • Use of clinical tests: psychometric qualities
Learning outcomes	<p>At the end of this learning unit, the student is able to :</p> <ul style="list-style-type: none"> • Describe the basic principles for constructing and validating questionnaires (2.2) • Describe the use and limitations of use of questionnaires (2.2) • Describe the basic principles of clinical tests/tools, their validations/uses and psychometric qualities. (2.3) • Describe the processes of integration of information received during the history and clinical examination. (2.4) • Describe the basic principles for making a prognosis (2.6) • Describe the process for setting the stages of care (2.7) • Describe the basic principles of continuous assessment and treatment adaptation. (3.2) • Describe the steps in formulating a research question (6.2) • Explain the tools that make it possible to prioritize evidence (6.3) <p>Integrative and reflective skills</p> <ul style="list-style-type: none"> • At the end of this teaching unit, in a typical patient care situation (clinical vignette or simulated case; 11.3), according to an EBP approach (1.1) in physiotherapy, the student is able to: • Describe the basic principles of medical history taking and the categories of hypotheses used to interpret it, and apply them to clinical vignettes. (2.2) • Make a diagnosis based on clinical vignettes (2.4) • Identify and describe the clinical, personal and contextual factors that may influence the prognosis, specific to the pathological situation in clinical vignettes (2.6) • Plan treatment goals that promote patient empowerment in clinical vignettes (2.7) • Evaluate/adapt/discontinue an intervention (3.2)

<p>Evaluation methods</p>	<p>The exam procedures are communicated to students during the first class, published on Moodle, and available upon request. The written exam lasts two hours. The exam includes multiple-choice questions as well as short-answer questions. The exam covers the content of the lectures (Volume 1) and the practical sessions in the lecture theatre or in small groups (Volume 2). The exam is graded on a scale of 20 A grade between 9.1 and 9.9 will be rounded up to 9/20 Attendance at practical classes is compulsory. The final grade will be weighted by the attendance rate at practical classes.</p>
<p>Teaching methods</p>	<p>Lectures in lecture halls supplemented by consultation of resources and exercises to be completed outside of class. Practical work in lecture halls and small groups.</p>
<p>Inline resources</p>	<p>Teaching resources such as course materials, articles, readings or videos to watch before class, etc. are available on the Moodle platform. A reference book on the EBP approach in physiotherapy will be recommended to students – the reference will be provided during the introductory class and the information will be available on Moodle.</p>
<p>Other infos</p>	<p>This course is reserved for FSM students. Access is possible to other UCLouvain students on the basis of an application to be submitted to the course coordinator.</p>
<p>Faculty or entity in charge</p>	<p>FSM</p>

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Bachelor in Physiotherapy and Rehabilitation	KINE1BA	2	LFSM1102 AND LFSM1003 AND LFSM1105 AND LKNR1105	