

Teacher(s)	Bulpa Pierre ;Michotte Jean-Bernard ;
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>Semiology applied to cardio-respiratory physiotherapy and differential diagnosis</p> <p>Identification of red flags and risk factors associated with cardio-respiratory diseases</p> <p>Specific techniques in cardio-respiratory physiotherapy (continuous positive airway pressure, non-invasive ventilation, instrumental techniques to relieve congestion or assist ventilation, suctioning, tracheostomy management, cardio-respiratory resuscitation, etc.) Prevention of respiratory complications (e.g. related to mechanical ventilation or surgery)</p> <p>Prevention of the risks of cardiovascular problems during exercise, early recognition of possible complications and the ability to react appropriately.</p> <p>Notions concerning the principles and usefulness of medical imaging techniques.</p> <p>Emergency situations:</p> <ul style="list-style-type: none"> • Shock • Chest pain • Dyspnoeic patients • Exercise-induced asthma • Identification of conditions requiring respiratory or cardiorespiratory resuscitation • Learning the technical procedures specific to respiratory or cardiorespiratory resuscitation.
Learning outcomes	<p>At the end of this learning unit, the student is able to :</p> <p>Knowledge and techniques</p> <p>At the end of this teaching unit, specifically for patients (adults, children and the elderly) suffering from pathologies of the cardio-respiratory system studied in this course, according to an EBP (1.1) approach in physiotherapy, the student will be able to :</p> <ul style="list-style-type: none"> • Describe the epidemiological characteristics, the main physiopathological mechanisms and the clinical presentations of the different pathologies of the cardio-respiratory system as well as the particularities of this system in children and the elderly (2.1, 11.2) • explain the principles of clinical tests/tools, their validation/use and psychometric qualities (2.2, 11.2) • explain the basic principles of clinical examination and interpretation (2.3) • Explain the key elements in making a diagnosis in physiotherapy and rehabilitation (2.4) • Identify the situations for which the patient must be referred (2.5) • Explain the basic principles for establishing a prognosis (2.6) • Perform technical procedures, prescribe and demonstrate exercises rigorously and justify them (3.1) • Explain therapeutic interventions and their planning for standard management (guidelines): technical procedures, exercises and therapeutic education developing patient empowerment. (patient-centred communication) (2.8, 3.1) • Explain the basic principles of continuous assessment and treatment adaptation (3.2) • Perform cardiopulmonary resuscitation (8.3) <p>Integrative and reflective skills</p> <p>At the end of this teaching unit, in a typical management situation of a patient (adult, child and elderly person) suffering from a pathology of the cardio-respiratory system (clinical vignette or simulated case; 11.3), according to an EBP approach (1.1) in physiotherapy, the student is capable of :</p> <ul style="list-style-type: none"> • Describe and interpret relevant medical, psychosocial and contextual information (biopsychosocial approach) from the medical record, the history and questionnaires. (2.2) • identifying the relevant clinical tools/tests for carrying out a clinical examination, giving reasons for the choice (validation; psychometric quality, etc.), and applying them rigorously and appropriately to the patient (2.3, 4.3) • analyse and feel specific respiratory patterns (2.3, 2.4, 4.3)

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

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Bachelor in Physiotherapy and Rehabilitation	KINE1BA	5	LFSM1202 AND LKNR1205	