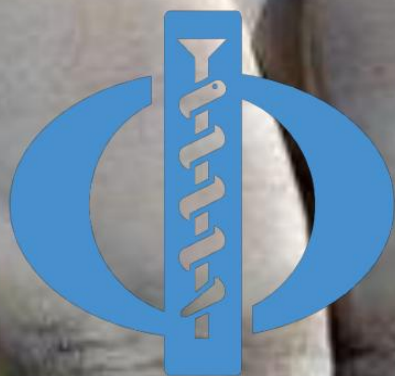




# Guide for Undergraduate Clinical Practice



Πανεπιστήμιο Θεσσαλίας  
Τμήμα Φυσικοθεραπείας

Academic  
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## GENERAL PART

### 1 INTRODUCTORY INFORMATION

#### 1.1 PURPOSE OF THE CLINICAL PRACTICE

O A single guide concerns the clinical courses of the Department of Physiotherapy of the University of Thessaly, which are:

1. The Cardiovascular and Respiratory System Physiotherapy Clinic I
2. Cardiovascular and Respiratory System Clinical Physiotherapy II
3. The Musculoskeletal System Physiotherapy Clinic I
4. The Musculoskeletal System Clinical Physiotherapy II
5. Clinical Neurological Physiotherapy I
6. Clinical Neurological Physiotherapy II

These courses consist of *a theoretical* and *a clinical part*.

The purpose of the theoretical part is to connect theory with clinical practice. In the theoretical part of these courses, clinical patient cases are presented and clinical reasoning is carried out through discussion.

The purpose of the clinical part is to train students by experienced clinical instructors in the process of clinical reasoning and decision-making in clinical settings related to patient rehabilitation, linking theoretical and laboratory training with clinical practice.

In particular, the student *connects his theoretical knowledge with clinical application, studying and dealing with clinical cases*. The student, under the guidance of experienced clinicians, Physiotherapists learn to evaluate, select and apply tools and techniques to implement an evidence-based therapeutic program with patient safety and success. Students are encouraged to develop critical thinking and an integrated approach to the evaluation, planning and implementation of appropriate physiotherapeutic rehabilitation modalities, in the light of clinical justification, clinical reasoning and scientifically based practice.

Furthermore, the clinical internship aims to establish a proper and lively relationship between the student and the patient as well as with the other members of the interdisciplinary team of health professionals. Finally, the clinical internship prepares the student for the Practical Training as well as for the daily clinical practice of the physiotherapist profession as a graduate health professional.

## 1.2 OBJECTIVES OF CLINICAL PRACTICE

The main goal of clinical practice is to create high-level physiotherapists based on International pre-defined skills, as defined by the World Confederation of Physiotherapy and the European Union Directives for the benefit of society as a whole and public health.

The department trains its students so that they are able to:

- To offer the appropriate physiotherapy treatment to patients hospitalized in public or private hospitals or institutions.
- To offer services to the family and community where there is a patient or person with disabilities.
- Provide advice and educate patients on self-care.

Through the clinical practice process, students are trained to:

- Respect patients' autonomy and work with absolute confidentiality. Provide sufficient information about patients' functional disability so that they can consent to the proposed rehabilitation regimen.
- Be ready to adapt physiotherapy practice to the new conditions of science as it is being shaped.

Upon completion of the clinical practice courses, the student should be able to:

- To thoroughly study the patient's medical record and interpret the findings of clinical and laboratory tests.
- Be able to obtain a complete history from the patient, assess, record the clinical picture and monitor the patient's treatment course.
- To understand in depth and manage the information resulting from the clinical and laboratory findings of the patient's evaluation in an ideal manner, so that he can evaluate and organize the treatment program by setting achievable therapeutic goals.
- To fully organize a therapeutic intervention protocol and organize the physical therapy plan in the acute clinical stage or in the chronic stage of rehabilitation and to select the appropriate methods depending on the goal of the treatment and the patient's progress.
- To be able to select the appropriate therapeutic means and techniques that serve the purpose and objectives of the treatment plan he has organized for the specific patient and at the same time to be able to apply these therapeutic means and techniques successfully and safely.

- To apply in practice special techniques and treatment methods in the hospital setting and to be able to respond to daily clinical reality with efficiency and safety, always for the benefit of the patient, and to apply in practice all the knowledge he has acquired in the specific field of knowledge, correctly examining the findings of the clinical assessment.
- To draw up a recovery plan, setting short-term and long-term goals.
- To be able to evaluate the effectiveness of a physiotherapy session and adapt the treatment accordingly, responding to daily clinical reality and to be able on a daily basis to evaluate, supervise, develop or modify the therapeutic program that he/she applies for the specific patient depending on the stage of rehabilitation.
- To prepare and ensure a safe environment for himself and his patients and colleagues.
- Have sufficient knowledge regarding handling and movement.
- of patients. Also, be able to handle any technique related to treatment appropriately and safely.
- To be able to successfully manage the specificities of the patient's psychology as well as to understand the role of the physiotherapist in the rehabilitation team (doctor, nurse, occupational therapist, psychologist, etc.) and the importance of fruitful collaboration with fellow physiotherapists and other health professionals at all levels of care.
- To successfully respond to communication and collaboration issues with both the patient and their family environment. Also to establish relationships of trust and a sense of security with patients.
- To demonstrate an understanding of the ethical problems of clinical reality. To respect ethical rules and medical confidentiality.

## **2. TEACHING METHODS AND MEDIA**

The clinical part is taught in hospitals, rehabilitation centers, private clinics, physiotherapy centers, primary health care centers and sports centers under the guidance of specialized and experienced clinical physiotherapists and with the use of nursing, laboratory and clinical equipment. Specifically, the teaching includes:

- The demonstration and application of methods and techniques applied to the rehabilitation of patients within the hospital.
- The demonstration and application of the hospital's physiotherapy laboratory equipment.
- Students' practice in small groups.

- Presentations of clinical cases by students. Analysis – presentation of clinical cases.
- Clinical application.

### **3. PARTICIPATION PROCEDURE IN CLINICAL PRACTICE**

#### **3.1 CLINICAL GROUPS**

Students are divided into groups and initially placed in one of the sections of the clinic, which are listed below separately for each course. Students attend all sections, rotating between them. The student must complete the participation card, which he prints and keeps with him throughout the clinic (see appendix). Upon completion of attending each section, the card is handed over to the responsible professor. The student has the right to be absent from 20% of the courses taken during the semester, equally in each section of the clinic, so that it can be considered that he attended the clinic adequately. The above percentage (20%) also includes absences due to illness.

#### **3.2 STUDENT PREPARATION AND CLOTHING**

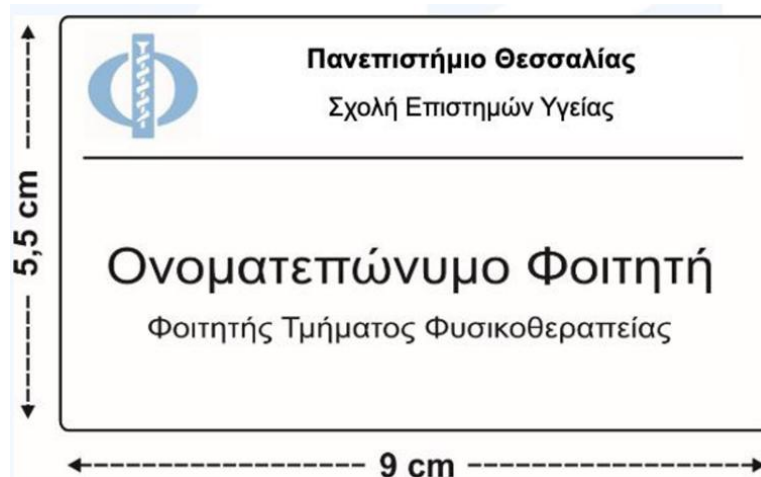
To prepare for clinical practice, students should do the following:

1. To be informed about the purpose and subject of the lesson by the teachers and the outline of the lesson.
2. To study the recommended books, notes and other educational material related to the clinical subject.
3. Read the recommended chapters or documents.
4. To identify the areas in which they are weak and to seek to improve the theoretical and/or practical deficit they have.
5. To study ways in which their theoretical knowledge can be applied to clinical practice.

#### **3.3 STUDENT APPEARANCE**

During clinical practice:

Students are required to wear a white medical apron, to have a neat, modest, simple appearance and clean clothing and to carry, pinned to the lapel of the medical apron, the special identification card on which their details will be written. The dimensions of the card inside the transparent plastic case should be 9 x 5.5 cm (mentioned below).



Shape: Student ID card

Students are required to wear disposable gloves which are changed for each patient. Depending on the prevailing conditions, students must wear a disposable mask, for their own protection and that of the patients. These are provided by the Department of Physiotherapy.

They should also always have a stethoscope, an oximeter, and a special neurological hammer with them (depending on the clinic they attend) for patient assessment.

In addition, students must:

1. Make sure they do not make any unjustified absences.
2. Recognize the need for education that is based on their own needs and goals.
3. They actively participate in all aspects of clinical practice.
4. They discuss difficulties or misunderstandings as soon as possible with their teacher.
5. Be sensitive to the workload of the Hospital's clinic staff.
6. They always maintain a fully professional demeanor with patients and clinic staff.
7. They inform the responsible Clinical Practice professor of any problems.

#### 4. METHODS OF EVALUATION OF THE CLINICAL PART

Student evaluation can be done by:

- Oral exams.
- Assignment, presentation and implementation of the physiotherapy intervention.
- Daily assessment in the nursing area with clinical laboratory exercises.
- Recording of patient evaluations by students.



In addition, in each course, the teachers evaluate the student's participation and ability to respond adequately to the clinical case presented (see appendix). The successful or unsuccessful intervention used is also evaluated, with the guidance of the teacher.

Specifically, the student's evaluation is based on the ability to approach the patient, take a history, conduct the physiotherapy assessment in the order in which it is conducted, set short-term and long-term therapeutic goals, and apply appropriate physiotherapy techniques.

The student must have successfully completed the set of specific physiotherapy interventions covering all physiotherapy techniques in each clinic employed.

The grade is the average of the marks given by the clinical instructors and/or the final examination of the laboratory part of the course. The final grade is recorded on a ten-point scale (0-10) with a minimum passing grade of 5. At the same time, the final grade is recorded with the relevant grading scale of the European Credit Transfer and Accumulation System (ECTS).

## **SPECIAL PART**

### **5 CLINICAL PHYSIOTHERAPY OF THE CARDIOVASCULAR AND RESPIRATORY SYSTEM I**

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<b>Semester:</b> <i>D'(4<sup>o</sup>)</i>	<b>ECTS credits:</b> <i>7</i>	<b>Code:</b> <i>ΦΔ1</i>
<b>HOURS:</b> <i>2 theory / 6 clinical practice</i>	<b>Type:</b> <i>ME (Specialty Course)</i>	<b>Language:</b> <i>Greek</i>
<b>Course:</b> <i>Compulsory</i>		
<b>Prerequisites:</b> <i>Respiratory Physiotherapy</i>		

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#### **5.1 COURSE OBJECTIVE**

The purpose of the course is to train the student in the process of clinical reasoning and decision-making in clinical situations related to the rehabilitation of respiratory, cardiac and surgical patients. In particular, the student connects his theoretical knowledge with clinical application, studying clinical cases that refer to disorders in the function of the respiratory and cardiovascular system and expands his clinical training in the evaluation of the patient's respiratory and cardiac problem. He is trained in determining the criteria by which he will choose the method of physiotherapy strategy, applies clinical observation and evaluation within the nursing areas, applies physiotherapy techniques and re-evaluates his therapeutic intervention.

The Cardiovascular and Respiratory System Clinical Physiotherapy I course deepens and applies the methods and techniques of physiotherapeutic approaches, since they have primarily been taught in

the course of respiratory physiotherapy and physiotherapy in cardiovascular diseases. Successful attendance of the above courses is considered essential for attending the clinical (laboratory part of the course).

## **CLINICAL PART OF THE COURSE CONTENTS**

Introduction to clinical practice

Clinical practice in the Pulmonology Clinic - Acute Respiratory Disease

Clinical practice in the Pulmonology Clinic - Chronic Respiratory Disease

Clinical practice at the Pulmonology Clinic

Clinical practice in the Cardiac Intensive Care Unit

Clinical Exercise in the Cardiology Clinic - Chronic Heart Failure

Clinical Practice in Cardiac Surgery

Clinical practice in the Intensive Care Unit.

Clinical Practice in the Intensive Care Unit (ICU)

Clinical practice in the Surgery Clinic \_ Upper and lower abdominal surgeries

Clinical practice in the Pathology Clinic

Presentation of complex problems

Final Evaluation of Students

## **5.2 DEPARTMENTS AND TEAMS**

Students are divided into groups and placed in one of the departments of the clinic listed below. During the semester, students go through all the departments in a circular rotation. These departments are:

**Department A:** Physiotherapy in patients with respiratory system diseases. ***Pulmonary Clinic, N.G. Hospital of Lamia (5th<sup>floor</sup>)***

**Department B:** Physiotherapy in patients with diseases of the cardiovascular system. ***Cardiology Clinic, N.G. Hospital of Lamia (5th<sup>floor</sup>)***

**Department C:** Physiotherapy for patients in the Intensive Care and Advanced Care Units - ***ICU, MAF NG Lamia Hospital (4th<sup>floor</sup>)***

**Department D:** Physiotherapy for patients with respiratory problems who are in the Internal Medicine Clinic - ***Internal Medicine Clinic, N.G. Hospital of Lamia (5th<sup>floor</sup>)***

**Department E:** Physiotherapy in surgical patients with respiratory problems - ***Surgery Clinic, N.G. Hospital of Lamia (6th<sup>floor</sup>)***

**Department F:** Physiotherapy evaluation in patients of the Surgical or Pathological sector of the Emergency Department - *Emergency Department of Lamia Hospital (ground floor)*

**Section G:** Physiotherapy for patients with respiratory or cardiovascular diseases in private structures - *(Private clinics, treatment centers and Physiotherapy Centers).*

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## 6 CLINICAL PHYSIOTHERAPY OF THE CARDIOVASCULAR AND RESPIRATORY SYSTEM II

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**Semester:** E'(5<sup>o</sup>)

**ECTS credits:** 7

**Code:** ΦΕ1

**HOURS:** 2 theory / 6 clinical practice

**Type:** ME (Specialty Course)

**Language:** Greek

**Course:** Compulsory

**Prerequisites:** Cardiovascular Physiotherapy

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### 6.1 COURSE OBJECTIVE

The purpose of the course is to enrich the student's education in the process of clinical reasoning and decision-making in clinical settings related to the rehabilitation of respiratory, cardiac and surgical patients in the hospital and in the community.

In particular, the student connects his theoretical knowledge with clinical application, studying clinical cases that refer to disorders in the functioning of the respiratory and circulatory systems and expands his clinical training in the evaluation of the patient's organic (respiratory, cardiovascular, surgical) problem. He is trained in determining the criteria by which he will choose the method of physiotherapy strategy, applies clinical observation and evaluation within the nursing areas, applies physiotherapy techniques and re-evaluates his therapeutic intervention.

The aim is for the student to become fully capable of selecting, evaluating and applying means and techniques to implement an evidence-based therapeutic program safely and successfully.

The Clinical Physiotherapy of the Cardiovascular and Respiratory System II course deepens and applies the methods and techniques of physiotherapeutic approaches, having primarily taught them in the course of respiratory physiotherapy and physiotherapy in cardiovascular diseases and then applied them in the course of clinical cardiovascular and respiratory physiotherapy I.

## 6.2 CLINICAL PART OF THE COURSE CONTENTS

Clinical Practice in the ICU

Clinical practice in the Pulmonology Clinic - Acute Respiratory Disease

Clinical practice in the Pulmonology Clinic - Chronic Respiratory Disease

Clinical practice at the Pulmonology Clinic

Clinical practice in the Cardiac Intensive Care Unit

Clinical Exercise in the Cardiology Clinic - Chronic Heart Failure

Clinical practice in the Intensive Care Unit

Clinical Practice in the Intensive Care Unit (ICU)

Clinical practice in the Surgery Clinic - Upper and lower abdominal surgeries

Clinical Practice in Field Trials

Clinical practice in a Pulmonary Rehabilitation Program

Clinical practice in a Cardiovascular Rehabilitation Program

Final Evaluation of Students

## 6.3 DEPARTMENTS AND TEAMS

Students are divided into groups and placed in one of the departments of the clinic listed below. During the semester, students go through all the departments in a circular rotation. These departments are:

**Department A:** Physiotherapy in patients with respiratory system diseases - ***Pulmonary Clinic, N.G. Hospital of Lamia (5th<sup>floor</sup>)***

**Department B:** Physiotherapy in patients with diseases of the cardiovascular system - ***Cardiology Clinic, N.G. Hospital of Lamia (5th<sup>floor</sup>)***

**Department C:** Physiotherapy for patients in the Intensive Care and Advanced Care Units - ***ICU, MAF NG Lamia Hospital (4th<sup>floor</sup>)***

**Department D:** Physiotherapy for patients with respiratory problems who are in the Pathology Clinic - ***Pathology Clinic, N.G. Hospital of Lamia (5th<sup>floor</sup>)***

**Department E:** Physiotherapy in surgical patients with respiratory problems - ***Surgery Clinic, N.G. Hospital of Lamia (6th<sup>floor</sup>)***

**Department F:** Physiotherapy evaluation in patients of the Surgical or Pathological sector of the Emergency Department - *Emergency Department of Lamia Hospital (ground floor)*

**Section G:** Physiotherapy for patients with respiratory or cardiovascular diseases in private structures - *(Private clinics, treatment centers, Physiotherapy centers).*

## 7 CLINICAL PHYSIOTHERAPY OF THE MUSCULOSKELETAL SYSTEM I

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**Semester:** 5 (5<sup>o</sup>)

**ECTS credits:** 7

**Code:** ΦΕ2

**HOURS:** 2 theory / 6 Clinical Practice

**Type:** ME (Specialty Course)

**Language:** Greek

**Course:** Compulsory

**Prerequisites:** Musculoskeletal Physiotherapy I

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### 7.1 COURSE OBJECTIVE

The aim of the course is to connect students' theoretical education with the application of knowledge in the clinical setting. Based on the knowledge they have acquired from the courses of Kinesiology, Physiotherapy Assessment, Kinesiotherapy, and Musculoskeletal System Physiotherapy I, students come into contact with and implement rehabilitation programs for patients with musculoskeletal diseases.

Great emphasis is placed on and students are encouraged to develop critical thinking and an integrated approach to the evaluation, planning and implementation of appropriate physiotherapy rehabilitation modalities, in the light of clinical justification, clinical reasoning and scientifically based practice.

A particular goal is to establish a proper and lively relationship between the student and the patient and the rest of the healthcare team. The choice of rehabilitation method is proportional to the degree of injury and the patient's individuality.

O The student must evaluate, select and apply means and techniques to safely and effectively implement a documented therapeutic rehabilitation program. In the course "Clinical Physiotherapy of the Musculoskeletal System I", the student uses all the general and specific knowledge that has been taught in the previous semesters and is trained to apply them to pathological conditions that he will face in the Practical Exercise but mainly in the subsequent daily practice of the physiotherapist profession, in each clinical setting.

## 7.2 CLINICAL PART OF THE COURSE CONTENTS

Introduction to clinical practice, history, patient assessment

Clinical reasoning and problem solving in the rehabilitation of musculoskeletal problems

Muscle tissue and fascia

Nervous tissue

Connective tissue, tendons, ligaments, bursae

Clinical exercise in the patient with osteoarthritis

Clinical practice in the orthopedic clinic. Arthroplasty in the lower limb

Clinical practice in the Orthopedic clinic. Upper limb arthroplasty

Clinical practice in the Orthopedic clinic. Spine

Clinical practice in the Orthopedic clinic. Shoulder and Elbow

Clinical exercise in the Orthopedic clinic. Hand and Wrist Posture and Pathological Gait

Final Student Evaluation

## 7.3 DEPARTMENTS AND TEAMS

Students are divided into groups and placed in one of the departments of the clinic listed below. During the semester, students go through all the departments in a circular rotation. These departments are:

**Department A:** Physiotherapy for patients with orthopedic problems - ***Orthopedic Clinic, N.G. Hospital of Lamia (6th<sup>floor</sup>)***

**Department B:** Physiotherapy evaluation in patients of the Orthopedic sector of the Emergency Department - ***Emergency Department of Lamia Hospital (ground floor)***

**Department C:** Physiotherapy for outpatients with musculoskeletal problems who come for physiotherapy at the N.G. Hospital of Lamia - ***Department of Physiotherapy, N.G. Hospital (1st<sup>floor</sup>)***

**Department D:** Physiotherapy for patients of the ***2nd<sup>KAPI</sup> (near the Municipal Theater of Lamia), 3rd<sup>KAPI</sup> (regional of Agios Loukas above Agia Sophia)***

**Department E:** Physiotherapy for elderly patients - ***Lamia Nursing Home (Byronos and Eslin), Stylida Nursing Home (Stasi Nursing Home with OSE)***

**Department F:** Physiotherapy for patients with orthopedic and musculoskeletal problems in private structures - ***(Private clinics, treatment centers, Physiotherapy centers)***

**Section G:** Physiotherapy for athletes - ***(Sports clubs, sports academies).***

## 8 CLINICAL PHYSIOTHERAPY OF THE MUSCULOSKELETAL SYSTEM II

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**Semester:** F( 6<sup>o</sup>)

**ECTS credits:** 7

**Code:** FST1

**HOURS:** 2 theory / 6 Clinical Practice

**Type:** ME (Specialty Course)

**Language:** Greek

**Course:** Compulsory

**Prerequisites:** Musculoskeletal Physiotherapy II

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### 8.1 COURSE OBJECTIVE

The purpose of the course is to enrich the theoretical & laboratory knowledge that students acquired after successfully completing the course Musculoskeletal Physiotherapy II. To connect the theoretical-laboratory knowledge with the application of the assessment, means & techniques of physiotherapeutic intervention in musculoskeletal injuries in clinical settings. Also, to introduce students to the clinical application of the holistic approach regarding the assessment, planning and implementation of appropriate physiotherapeutic rehabilitation methods, in the light of clinical justification, clinical reasoning and scientifically documented practice. Thus, it prepares the student for the effective, documented, realistic and safe clinical application of physiotherapy in musculoskeletal injuries at all stages of rehabilitation (acute, subacute, chronic & functional) and in all areas of its application (hospital, rehabilitation centers, KAPI, nursing homes, etc.). Finally, to prepare the student for Practical Training but also for the daily clinical practice of the physiotherapist profession as a graduate health professional. In the course "Clinical Physiotherapy of the Musculoskeletal System II", the student uses the basic principles of Orthopedics, Pathology, Clinical Kinesiology, Kinesiotherapy, Clinical Electrotherapy, Electrophysical Means, Special Mobilization Techniques, which have been taught in previous semesters of study, but primarily of Physiotherapy of the Musculoskeletal System II, and is now called upon to unify and apply them in clinical conditions.

### 8.2 CLINICAL PART OF THE COURSE CONTENTS

Contact with the work environment of hospitals, nursing homes, KAPI, Rehabilitation Centers, etc.

Physiotherapy for shoulder injuries and disorders

Physiotherapy for elbow injuries and disorders

Hand and wrist injuries and disorders

Injuries - disorders of the TMJ, the craniomandibular region and the temporomandibular joint  
Injuries, disorders of the TMJ & the rib cage  
Injuries and disorders of the musculoskeletal system  
Hip injuries and disorders, thigh muscle and tendon injuries  
Injuries and disorders of the tibiofemoral joint Injuries and disorders of the patellofemoral joint  
Injuries of the ankle and foot, injuries of the muscles and tendons of the gastrocnemius  
Postural disorders and muscle imbalances, peripheral nerve injuries and entrapment syndromes  
Final student evaluation

### 8.3 DEPARTMENTS AND TEAMS

Students are divided into groups and placed in one of the departments of the clinic listed below. During the semester, students go through all the departments in a circular rotation. These departments are:

**Department A:** Physiotherapy for patients with orthopedic problems - *Orthopedic Clinic, N.G. Hospital of Lamia (6th<sup>floor</sup>)*

**Department B:** Physiotherapy evaluation in patients of the Orthopedic sector of the Emergency Department - *Emergency Department of Lamia Hospital (ground floor)*

**Department C:** Physiotherapy for patients with musculoskeletal conditions who are ambulatory outpatients and come for physiotherapy at the N.G. Hospital of Lamia - *Department of Physiotherapy, N.G. Hospital (1st<sup>floor</sup>)*

**Department D:** Physiotherapy for patients of the *2nd<sup>KAPI</sup> (near the Municipal Theater of Lamia), 3rd<sup>KAPI</sup> (regional of Agios Loukas above Agia Sophia)*

**Department E:** Physiotherapy for elderly patients - *Lamia Nursing Home (Byronos and Eslin), Stylida Nursing Home (Stasi Nursing Home with OSE)*

**Department F:** Physiotherapy for patients with orthopedic and musculoskeletal problems in private structures - *(Private clinics, treatment centers, Physiotherapy centers)*

**Section G:** Physiotherapy for athletes - *(Sports clubs, sports academies).*

## 9 CLINICAL NEUROLOGICAL PHYSIOTHERAPY I

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**Semester:** F(6<sup>o</sup>)

**ECTS credits:** 7

**Code:** FST2

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**HOURS:** 2 theory / 6 clinical  
practice

**Type:** ME (Specialty Course)

**Language:** Greek

**Course:** Compulsory

**Prerequisites:** Adult Neurological Physiotherapy

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## 9.1 COURSE OBJECTIVE

The purpose of the course is to train the student in the process of clinical reasoning and decision-making in clinical settings related to the rehabilitation of neurological patients, connecting his theoretical and laboratory training with clinical practice.

O student, having now acquired the necessary foundations in the theoretical and laboratory courses of the neurological direction (Neurology, Principles of Neurorehabilitation, Adult Neurological Physiotherapy and Pediatric Neurological Physiotherapy), practices, in real clinical conditions, in the physiotherapeutic assessment and approach of neurological patients.

With the guidance of experienced educators, the student makes decisions to resolve specific neurological problems based on sound clinical reasoning and scientifically documented research evidence (evidence-based clinical practice).

He is trained in determining the physiotherapy strategy, applying clinical observation and evaluation within the nursing areas, using physiotherapy techniques and re-evaluating the therapeutic intervention - course.

The aim is also to establish a strong and vibrant relationship between the student and the patient, as well as with the other members of the interdisciplinary team.

## 9.2 CLINICAL PART OF THE COURSE CONTENTS

Physiotherapy evaluation at various stages of rehabilitation

Differential evaluation of neurological patients according to the type of disorder

Management - treatment of muscle tone disorders

Management - treatment of neuromuscular coordination and balance disorders

Management - treatment of muscle weakness

Management - treatment of sensory - perceptual deficits

Mobilization - movement of a neurological patient

Use of orthotics, prostheses and aids

Application of special therapeutic agents to neurological patients

Application of special therapeutic techniques to neurological patients

Treatment planning - defining a therapeutic framework

Final Evaluation of Students

### 9.3 DEPARTMENTS AND TEAMS

Students are divided into groups and placed in one of the departments of the clinic listed below. During the semester, students rotate through all departments. These departments are:

**Department A:** Physiotherapy of patients with neurological disorders, result of Stroke (S.E.A.), Cranio-Brain Injury (C.E.K.), degenerative disorders (e.g. multiple sclerosis), spinal cord and root injuries, etc. - *Pathological and/or Surgical Clinic, N.G. Hospital of Lamia (5th<sup>or</sup> /and 6th<sup>floor</sup>)*

**Department B:** Physiotherapy of patients with neurological disorders, result of Stroke (S.E.A.), Traumatic Brain Injury (TBI), degenerative disorders (e.g. multiple sclerosis), spinal cord and nerve root injuries, etc. - *Intensive Care Unit and/or Advanced Care Unit, Lamia General Hospital (4th<sup>floor</sup>)*

**Department C:** Physiotherapy of children and adults with neurological disorders and in general with significant motor disability - *K.E.F.I.A. Lamia Hospital*

**Department D:** Physiotherapy in children with cerebral palsy - *Lamia Special Kindergarten, Lamia Special Primary School, Lamia Special Vocational High School and EEEEEK of Phthiotis Prefecture*

**Department E:** Physiotherapy assessment of patients in the neurological sector of the Emergency Department - *Emergency Department of Lamia Hospital (ground floor)*

**Department F:** Physiotherapy for patients with orthopedic and musculoskeletal problems in private structures - *(Private clinics, treatment centers, Physiotherapy centers).*

## 10 CLINICAL NEUROLOGICAL PHYSIOTHERAPY II

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**Semester:** 7th (7<sup>th</sup>)

**ECTS credits:** 7

**Code:** FZ1

**HOURS:** 2 theory / 6 clinical practice

**Language:** Greek

**Type:** ME (Specialty Course)

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**Course:** *Compulsory*

**Prerequisites:** *Pediatric Neurological Physiotherapy*

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## **10.1 COURSE OBJECTIVE**

The purpose of the course is to provide the student with advanced training in the process of clinical reasoning and decision-making in clinical settings related to the rehabilitation of neurological patients, connecting their theoretical, laboratory and previous clinical experience.

O student, having now acquired the necessary foundations in the theoretical and laboratory courses of the neurological direction (Neurology, Principles of Neurorehabilitation, Adult Neurological Physiotherapy and Pediatric Neurological Physiotherapy) but also in the neurological clinic, practices, in real clinical conditions, in the physiotherapeutic assessment and approach of neurological patients. With the guidance of experienced educators, the student makes decisions to resolve specific neurological problems based on sound clinical reasoning and scientifically documented research evidence (evidence-based clinical practice).

Plans the physiotherapy strategy, evaluates and uses physiotherapy techniques - means and evaluates the therapeutic intervention and the patient's progress. The main goal remains the foundation of a sound and vibrant relationship between the student and the patient, as well as with the other members of the interdisciplinary team.

## **10.2 CLINICAL PART OF THE COURSE CONTENTS**

Clinical physiotherapy evaluation at various stages of rehabilitation

Clinical differential evaluation of neurological patients according to the type of disorder

Management - treatment of muscle tone disorders

Management - treatment of neuromuscular coordination and balance disorders

Gait retraining of neurological patients

Management - treatment of muscle weakness

Management - treatment of sensory - perceptual deficits Mobilization - movement of a neurological patient

Implementation of a comprehensive physiotherapy approach program by a student

Use of orthotics, prostheses and aids and hospital or other equipment

Application of specialized physiotherapy tools to neurological patients

Application of specific therapeutic techniques to neurological patients Treatment planning - definition of a therapeutic framework

Presentation of clinical cases

### 10.3 DEPARTMENTS AND TEAMS

Students are divided into groups and placed in one of the departments of the clinic listed below. During the semester, students go through all the departments in a circular rotation. These departments are:

**Department A:** Physiotherapy of patients with neurological disorders, result of Stroke (S.E.A.), Cranio-Brain Injury (C.E.K.), degenerative disorders (e.g. multiple sclerosis), spinal cord and root injuries, etc. - *Pathological and/or Surgical Clinic, N.G. Hospital of Lamia (5th<sup>or</sup> /and 6th<sup>floor</sup>)*

**Department B:** Physiotherapy of patients with neurological disorders, resulting from Stroke (S.E.E.), Traumatic Brain Injury (TBI), degenerative disorders (e.g. multiple sclerosis), spinal cord and nerve root injuries, etc. - *Intensive Care Unit and/or Advanced Care Unit, Lamia General Hospital (4th<sup>floor</sup>)*

**Department C:** Physiotherapy of children and adults with neurological disorders and in general with significant motor disability - *K.E.F.I.A. Lamia Hospital*

**Department D:** Physiotherapy in children with cerebral palsy - *Lamia Special Kindergarten, Lamia Special Primary School, Lamia Special Vocational High School and EEEEEK of Phthiotis Prefecture*

**Department E:** Physiotherapy assessment of patients in the neurological sector of the Emergency Department - *Emergency Department of Lamia Hospital (ground floor)*

**Department F:** Physiotherapy for patients with orthopedic and musculoskeletal problems in private structures - *(Private clinics, treatment centers, Physiotherapy centers).*

## 11 ANNEXES

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### PHYSIOTHERAPY APPROACH ASSESSMENT, GOAL SETTING & PLANNING BOOKLET

Date: \_\_\_/\_\_\_/20\_\_\_

Patient's full name:

H.G. \_\_\_/\_\_\_/\_\_\_ age: \_\_\_

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Hospital Unit - Clinic:

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Diagnosis:

---

Patient Medical History - Treatment:

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Treatment/frequency:

Physical Therapy: \_\_\_/week, Speech Therapy: \_\_\_/week, Occupational Therapy: \_\_\_/week, Special Education : \_\_\_/week,  
Other (specify):

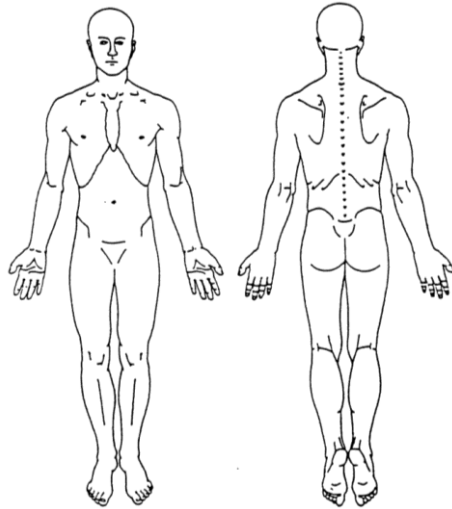
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Patient's functional level (mobility, perception, communication, use of aids, etc.):

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Physiotherapy Assessment – Subjective/Objective (tests – assessment tools):

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**OBJECTIVE - DESIGNING A PHYSICAL THERAPY PROGRAM**

Date	Purpose - Objectives	Treatment planning (means, techniques...)
___/___/20___  	Purpose:  Individual Objectives:	Treatment structure (exercise plan):
___/___/20___  	Purpose:  Individual Objectives:  Fill in as many additional lines as you deem necessary.	Treatment structure (exercise plan):

**Notes:**

**Instructor's Comments:**

/Signature/  
Student's name – Tax ID

/Signature/  
Name of Instructor

The above brochure was completed as part of the course of the Clinic ..... The information contained therein is confidential. It does not constitute publishable material. Each student is required to keep the above brochure electronically and to deliver it to the responsible teacher upon completion of the clinic.

**CLINICAL SKILLS IN CLINICAL PHYSIOTHERAPY OF THE CARDIOVASCULAR AND RESPIRATORY SYSTEM I AND II**

<b>no/no</b>	<b>Clinical Skill</b>	<b>Date</b>	<b>Teacher's Signature</b>	<b>Clinic</b>	<b>Observations</b>
1	Suitable placement on a bed				
2	Application of tracheobronchial clearance techniques				
3	Placement in a relaxing position				
4	Breathing Pattern Retraining				
5	Teaching Diaphragmatic Breathing				
6	Listening to lung sounds				
7	Listening to heart sounds				
8	Palpation of intercostal spaces in the chest				
9	Blood gas evaluation				
10	Description of parameters on the patient monitor in the ICU or elsewhere				
11	Identification and placement of an oxygen therapy system				
12	Identification of patient equipment in the ICU				
13	Tracheobronchial suction in the ICU				
14	Identification of patient equipment in the Heart Attack Unit				
15	Passive patient mobilization in the ICU				
16	Bedside physiotherapy in the clinic (any/note in the comments)				
17	Evaluation of a surgical patient				
18	Mobilization of a surgical patient				
19	Instructions for using breathing exercises				
20	Cardiac patient evaluation				
21	Respiratory patient assessment				
22	Clinical case targeting				
23	Physical therapy instructions upon discharge				

**CLINICAL SKILLS IN CLINICAL PHYSIOTHERAPY OF THE MUSCULOSKELETAL SYSTEM I AND II**

<b>no/no</b>	<b>Clinical Skill</b>	<b>Date</b>	<b>Teacher's Signature</b>	<b>Clinic</b>	<b>Observations</b>
1	Obtaining a Patient History				

2	Evaluation and treatment of functional activities and functional potential				
3	Safe patient transfer from chair, bed				
4	Walking training with braces/Walker				
5	Physiological Gait Retraining				
6	Muscle Function Assessment (muscle mass, strength, speed, endurance, flexibility, imbalance, etc.)				
7	Assessment and treatment of passive range of motion of spinal and peripheral joints				
8	Assessment and treatment of active range of motion of spinal and peripheral joints				
9	Evaluation and treatment of capsular pattern of spinal and peripheral joints				
10	Evaluation and treatment of accessory movements of spinal and peripheral joints				
11	Evaluation and treatment of kinesthesia - proprioception of spinal and peripheral joints				
12	Evaluation and treatment of CNS – PNS integrity and mobility (basic reflexes, neuromuscular tests)				
13	Assessment, treatment & management of pain, pain patterns and pain characteristics				
14	Balance assessment, primary and secondary prevention of falls in geriatric patients				
15	Evaluation and advisory treatment of ergonomic parameters - characteristics (e.g. appropriate positioning on a bed, chair, etc.) according to the condition				
16	Bedside physiotherapy in standing etc. in a clinical setting (any/note in comments)				
17	Hierarchy of findings, clinical reasoning, purpose, goal setting, selection of therapeutic means of a clinical case				



18	Design, implementation and progress of a physical therapy program in a clinical setting				
19	Design, implementation, progress and supervision of a self-therapy program in a home - professional etc. environment				
20	Assessment of pathological gait				
21	Joint trajectory evaluation				
22	Patient mobilization				
23	Appropriate positioning on bed according to the condition				
24	Bedside physiotherapy in the clinic (any/note in the comments)				
25	Drawing up a home exercise program (in consultation with the physical education supervisor)				
26	Physical therapy instructions upon discharge (in consultation with the physical therapy supervisor)				

#### CLINICAL SKILLS IN CLINICAL NEUROLOGICAL PHYSIOTHERAPY I AND II

no/no	Clinical Skill	Date	Teacher's Signature	Clinic	Observations
1	Suitable placement on a bed				
2	Tendon reflex assessment				
3	Assessment of pathological reflexes				
4	Evaluation of postural reflexes & balance reactions				
5	Assessment of muscle tone disorders				
6	Evaluation of primitive reflexes				
7	Assessment of motor weakness & muscle strength deficits				

8	Assessment of movement coordination disorders (synergies)				
9	Evaluation of spinal and defensive reflexes				
10	Assessment of gait disorders				
11	Examination of Aesthetics				
12	Application of Passive Mobilization techniques				
13	Application of facilitation techniques. Transition from position to position.				
14	Application of Control – Inhibition techniques of pathological patterns				
15	Strengthening techniques				
16	Gait pattern training				
17	Use of mobility aids				
18	Training in the application – use of orthotics				
19	Application of special mobilization techniques				
20	Training in the use of interactive devices				
21	Training in the use of medical corridor and support equipment				
22	Application of mobilization techniques in water.				
23	Experiential training in dealing with special population groups (children, psychiatric patients, etc.)				
24	Goal setting – defining a therapeutic framework in the treatment of a neurological patient				

**CLINICAL PRACTICE EVALUATION FORM**

**STUDENT'S NAME:** \_\_\_\_\_

**CLINIC:** \_\_\_\_\_

**MONITORING: START** \_\_\_\_\_ **END** \_\_\_\_\_

**COMMENTS / OBSERVATIONS OF CLINICAL EDUCATOR:**

*I hereby declare that the above student was deemed competent to complete the Clinical Practice of the course.*

**The Educator:** \_\_\_\_\_ **Date:** //

## CLINICAL PRACTICE EVALUATION CRITERIA

<b>COMMUNICATION – BEHAVIOR (WITH A PERFECT TEN)</b>	<b>DEGREE</b>
The student communicates with the patient and/or the educator in a professional, polite and sensitive manner. The student demonstrates respect for the patient's rights and behaves with dignity.	
The student uses clear verbal and non-verbal communication skills during the process of explaining to the patient and/or the educator regarding the assessment and treatment selection.	
The student can explain the process of physiotherapy rehabilitation to the patient effectively.	
The student communicates effectively and professionally with fellow physiotherapists and the rest of the Clinic's specialty team.	
The student adapts and follows the rules of the Clinic (hours, Hospital Clinic rules).	
<b>Observations:</b>	
<b>PHYSIOTHERAPY EVALUATION (WITH A PERFECT TEN)</b>	<b>DEGREE</b>
The student uses appropriate sources of information (e.g. patient medical record, x-rays, visit, etc.) to compile a database and plan the subjective assessment.	
The student correctly carries out the evaluation process, gathering relevant information in a logical & systematic method.	
The student can identify the specific assessment procedures required for each patient.	
The student is able to design the treatment program within realistic time frames and the patients' capabilities and needs.	
The student keeps satisfactory written notes during the patient's assessment and at the end determines the goals of the treatment.	
The student completed all clinical exercises related to the evaluation on his/her Clinical Exercise participation sheet.	
<b>Observations:</b>	
<b>PHYSIOTHERAPY INTERVENTION (WITH A PERFECT TEN)</b>	<b>DEGREE</b>
The student can design an effective treatment program based on the patients' needs.	
The student can adapt and correct the treatment plan in relation to the patients' needs.	
The student can connect theory with the clinical application of physical therapy.	
The student gives correct advice to patients who are discharged from the clinic (verbally, using notes, using brochures).	
The student completed all clinical exercises related to the treatment on his/her participation card in this section of Clinical Exercise I.	
<b>Observations:</b>	
<b>SAFETY ISSUES</b>	
<i>(CHOOSE THE CORRECT ANSWER)</i>	

During the student's attendance of this part of the Clinical Practice, it was determined that the student:

1. Has sufficient knowledge regarding the handling and movement of patients
2. Can handle any technique related to treatment, appropriately and safely
3. Prepares & ensures a safe environment for himself/herself and his/her patients and colleagues

**Final Clinical Department Grade:**

**Please select:**

**I agree / I disagree**

Instructor Signature

*In the event that you do not agree that the student should succeed in the Clinical Practice, please provide precise reasons and clearly write your observations in the evaluation sections of the form.*

## EVALUATION OF STUDENT PERFORMANCE IN THE CLINICAL CENTER

The student demonstrates the following performance indicators:

0 = Rarely / **Rarely applies physiotherapy instructions**

1 = A few times at an adequate level / **Implements a few physiotherapy instructions at an adequate level**

2 = Most of the time at an adequate level / **Implements most physiotherapy instructions at an adequate level.**

3 = Most of the time at a good level / **Implements most physiotherapy instructions at a good level.**

4 = Most of the time at an excellent level / **Implements most physiotherapy instructions at an excellent level**

N/A: not evaluated

**Note:** A score of 0 or 1 indicates that the minimum acceptable proficiency threshold has not been reached. A score of 2 indicates that the minimum acceptable proficiency threshold has been reached.

**Calibration rules:**

- ✓ Circle N/A only when the student did not have the opportunity to apply
- ✓ If a field has not been evaluated, then it is not scored and the overall score of the APF is adjusted accordingly (by the total number of fields evaluated).
- ✓ Circle only one number for each field.
- ✓ Evaluate the student's ability against the minimum expected (desirable) level of skill required for a beginning physical therapist.
- ✓ In the event that the score of a field is between two numbers, rounding will be done upwards (to the higher score)

**Student Performance Evaluation in the Clinic (AFEK) (to be completed by instructor)**

<b>Professional Conduct</b>	<b>Circle a number.</b>
1. Demonstrates understanding of patient rights and consent	0 1 2 3 4 N/A
2. Demonstrates dedication to learning	
3. Demonstrates ethics, legitimacy and cultural sensitivity in practice	0 1 2 3 4 N/A
4. Demonstrates teamwork	0 1 2 3 4 N/A 0 1 2 3 4 N/A
<b>Communication</b>	
5. Communicates effectively and appropriately ( <u>verbally - non-verbally</u> )	0 1 2 3 4 N/A 0 1 2 3 4 N/A
6. Accurately records and maintains required records related to treatment	
<b>Evaluation</b>	
7. Takes a patient history in an appropriate manner	0 1 2 3 4 N/A
8. Selects appropriate methods for measuring relevant health indicators	0 1 2 3 4 N/A
9. Performs the physical examination process appropriately	0 1 2 3 4 N/A
<b>Analysis and design</b>	
10. Interprets the assessment findings appropriately	0 1 2 3 4 N/A
11. Identifies and prioritizes the patient's problems	0 1 2 3 4 N/A
12. Sets realistic short-term and long-term goals with the patient	
13. Selects appropriate intervention in collaboration with the patient	0 1 2 3 4 N/A 0 1 2 3 4 N/A

<b>Intervention</b> 14. Performs interventions appropriately 15. Is effective in patient education? 16. Monitors the outcome of the intervention 17. Advances the intervention appropriately and progressively 18. Takes charge of discharge planning	0 1 2 3 4 N/A 0 1 2 3 4 N/A 0 1 2 3 4 N/A 0 1 2 3 4 N/A 0 1 2 3 4 N/A
<b>Evidence-Based Clinical Practice</b> 19. Applies evidence-based practice in patient care	0 1 2 3 4 N/A
<b>Risk Management</b> 20. Identifies adverse events/related contraindications and minimizes risk associated with assessment and interventions	0 1 2 3 4 N/A
In your opinion as a clinical instructor, the overall physical therapy practice of this student in this clinical unit was: Insufficient <input type="checkbox"/> Adequate <input type="checkbox"/> Good <input type="checkbox"/> Excellent <input type="checkbox"/>	

Clinical Instructor Code:

First Letter of Name  First 3 Letters of Surname

## Clarifying Elements of the AFEK questionnaire

### Performance Indicators – Examples of Behavioral Performance Indicators

Performance indicators are provided as **examples of behaviors** that the student may demonstrate in a specific field.

The performance indicator examples are not a comprehensive list of possible behaviors, nor should they be used as an absolute guiding criterion when evaluating a student's performance.

However, when grading student performance (0-4) for each of the 20 domains, it is recommended that clinical instructors refer to the list of examples as indicators of the minimum required performance in **each domain**.

### Professional Conduct

#### 1. Demonstrates understanding of patient rights and consent

- Has received and recorded the patient's informed consent, in accordance with the treatment protocol.
- Understands and respects the patient's rights.
- Takes adequate time to discuss the risks and benefits of the proposed treatment with the patient and caregivers.
- Refers the patient to a senior member of the health staff for consent, when necessary.
- Consults his superior or another appropriate person if the patient is at risk.
- Respects the patient's privacy and dignity.
- It preserves medical confidentiality.
- It applies ethical principles in the collection, preservation, use and dissemination of data and information.

#### 2. Demonstrates commitment to learning

- Responds positively to questions, suggestions, proposals and/or constructive comments.
- Examines and prepares appropriate material before and during the intervention.
- Develops and implements a treatment plan tailored to the criticism/comments received.
- Seeks information/assistance as needed.
- He/She self-criticizes, reflects on his/her improvement, and acts accordingly based on it.
- Takes responsibility for learning and seeks opportunities to meet his/her learning needs.
- Uses clinical time wisely.

#### 3. Demonstrates ethics, legitimacy and cultural sensitivity in practice

- Follows the policies and procedures of the institution where he/she practices.
- The appropriate person is consulted about current conditions that may affect the performance of the intervention.
- Complies with health rules and safety policy to limit contamination/infections.
- He has the right profile to work.
- He keeps to his schedule consistently.
- Informs the person in charge when he/she knows he/she will be absent.
- He wears a tag with his information for identification.
- Complies with dress code.
- Completes assigned tasks within a specified time frame.
- Maintains professional boundaries with patients and caregivers.
- Demonstrates appropriate self-care strategies (e.g., stress management, ergonomics).



- Acts ethically and applies ethics to all clinical activities in which he/she participates.
- He works with sensitivity to the cultural context.
- He acts within the framework of his personal abilities, recognizing his personal and professional capabilities and limitations.

#### **4. Demonstrates teamwork**

- Demonstrates understanding of team processes.
- Contributes appropriately to team meetings.
- Recognizes the expertise and role of other health professionals and collaborates appropriately.
- Supports the patient when handling the incident together with other healthcare services.
- Collaborates with the interdisciplinary team and the patient to achieve optimal outcomes.
- Collaborates with other people who treat and care for patients .
- Cooperates respectfully with support staff.

### **Communication**

#### **5. Communicates effectively and appropriately (verbally - non-verbally)**

- Greets other people appropriately .
- He asks targeted questions to collect the appropriate information.
- Listens carefully and is sensitive to the opinions of patients and caregivers.
- Respects the cultural and personal characteristics of others.
- It gives appropriate encouragement .
- Provides clear instructions .
- Uses appropriate language and avoids slang.
- Demonstrates a range of communication skills (e.g. to patients, caregivers, administrative and support staff, healthcare professionals, care team).
- Identifies barriers to optimal communication.
- Uses a range of communication strategies to optimize rapport and understanding of the patient (e.g., hearing, verbal communication, language, nonverbal communication testing).
- Uses appropriately accredited interpreters (if required).
- Communicates effectively with clinical instructors.
- Explains to patients and caregivers their role in care, decision-making, and prevention of adverse events.
- Actively encourages patients to provide their personal information without shame or hesitation.
- Communication with the patient occurs in a manner and environment that respectfully takes into account the patient's individuality and sensitivities.
- Negotiates appropriately with other health professionals.

#### **6. Accurately records and maintains required records related to treatment**

- He writes legibly.
- Completes relevant documentation according to the required standard (e.g. patient record, statistical information, referrals).
- Maintains records in accordance with the law.
- Complies with organizational protocols and legislation to ensure communication.
- Adapts written material for a wide audience (e.g. provides translated material for non-native speakers, considers reading ability, patient age).

### **Evaluation**

## **7. Takes a patient history in an appropriate manner**

- Positions the patient safely and comfortably for history taking.
- Organizes a systematic, purposeful interview seeking qualitative and quantitative details.
- Asks relevant and comprehensive questions.
- Kindly check the history download to get relevant information.
- Responds appropriately to important patient cues.
- Determines the patient's goals and expectations.
- Conducts an appropriate assessment taking into account the biopsychosocial factors that influence health.
- Seeks appropriate supplementary information, gaining access to other sources, records, results, as appropriate with the patient's consent.
- Generates diagnostic hypotheses, determining the priorities and urgency of clinical signs for further evaluation and intervention.
- Completes the assessment in an acceptable time.

## **8. Selects appropriate methods for measuring relevant health indicators**

- It selects the WHO ICF indicators for disability, activity reduction, and limited participation.
- Identifies and justifies the variables that should be measured to monitor response and outcome to treatment.
- Selects the appropriate tests/outcome measures for each variable for the purpose of diagnosis, monitoring and evaluation of the outcome.
- It connects measurement results to treatment goals.
- Communicates the evaluation process and treatment results to the patient.
- Identifies, records and acts accordingly on factors that may jeopardize treatment outcomes.

## **9. Performs appropriate physical assessment methods**

- It takes into account the comfort and safety of the patient.
- Respects the patient's need for privacy and decency (e.g., provides a cover or gown).
- It structures a systematic, safe and goal-oriented assessment process, addressing any limitations arising from the patient's health condition.
- Designs the assessment structure and reasoning process using information from the patient history and supporting information.
- Applies sensitive and appropriate handling during the assessment process.
- Implements all tests and measurements safely, accurately and consistently.
- Logically modifies the assessment in response to the patient's profile, feedback, and relevant findings.
- Performs appropriate tests to improve diagnosis.
- Assesses the patient's workplace, home, or other relevant environments, as needed.
- Completes the assessment in an acceptable - reasonable time.

## **Analysis and Programming**

### **10. Interprets the assessment findings appropriately**

- Describes the implications of the test results.
- Describes the onset and expected course of common clinical symptoms.
- Relates signs and symptoms to pathology.
- Relates symptoms, signs, and pathology to social activities and demands.
- Interprets findings at each stage of the assessment to gradually refute or strengthen hypotheses.

- Makes informed decisions regarding diagnosis, based on knowledge and clinical reasoning .
- It prioritizes important findings of the evaluation.
- Compares the findings with normal.

#### **11. Recognizes and prioritizes the patient's problems**

- Creates a list of problems according to the assessment.
- Justifies the prioritization of the list of problems based on knowledge and clinical reasoning.
- He works with the patient to prioritize his problems.
- It takes into account the values, priorities and needs of the patient.

#### **12. Sets realistic short-term and long-term goals with the patient**

- Negotiates realistic short-term therapeutic goals in collaboration with the patient.
- Negotiates realistic long-term therapeutic goals in collaboration with the patient.
- It formulates goals that are specific, measurable, achievable and relevant within the specified time frame.
- It takes into account physical, emotional and financial costs and correlates them with potential benefits of physiotherapy intervention.

#### **13. Selects the appropriate intervention in collaboration with the patient**

- Collaborates with the patient to explain the assessment findings, discuss intervention methods, and develop an acceptable plan.
- Selects physiotherapy interventions that are identified and justified based on the patient's needs, which are based on the best evidence and available resources.
- Examines whether physiotherapy intervention is appropriate.
- Demonstrates an appropriate range of skills and approaches to intervention.
- Describes acceptable reasoning (e.g., potential effectiveness) for treatment options.
- Balances the needs of patients and caregivers with the need for efficient and effective intervention.
- Demonstrates understanding of contraindications and precautions for the selection of intervention methods.
- Advises the patient regarding the effects of treatment or its absence.

### **Intervention**

#### **14. Performs interventions appropriately**

- It takes into account the planning of treatment in relation to other procedures, e.g. pain medication, wound care.
- Demonstrates appropriate patient handling skills when performing interventions.
- Performs techniques at the expected level.
- Minimizes the risk of adverse events to the patient and to himself/herself during the performance of the intervention (including adherence to infection control procedures and manual therapy specifications).
- Prepares the environment for the patient, including the necessary equipment for treatment .
- Recognizes when group (interdisciplinary) activity may be an appropriate intervention.
- Demonstrates incident management skills.
- Recognizes when to ask for help from others to complete workload.
- Completes the intervention in an acceptable time.
- Refers the patient to other professionals when physical therapy intervention is not appropriate or requires a multidisciplinary approach.

### **15. Is effective in patient education**

- Demonstrates skills in patient education e.g. modifies approach to suit patient age group, uses principles of adult education.
- Demonstrates skills in conducting group sessions.
- Develops with the patient a realistic self-management program for prevention and management.
- Provides information using multiple methods that demonstrate understanding of the patient's needs.
- Confirms that the patient or their caregivers understand the information given to them.
- Uses appropriate strategies to motivate the patient and caregiver to participate and take responsibility for achieving the set goals.
- Discusses the expectations of physical therapy intervention and its results.
- Provides feedback to the patient regarding their health status.
- Educates the patient in self-assessment.
- Encourages and recognizes the achievement of short-term and long-term goals.

### **16. Monitors the results of the intervention**

- Incorporates relevant assessment procedures/outcome measures into the physical therapy plan.
- Monitors the patient throughout the intervention.
- Makes modifications to the intervention based on evaluation.
- Records and discusses results, where necessary.

### **17. Advances the intervention appropriately and progressively**

- Presents and describes safe and logical progressions of treatment.
- Modifications, continuation or discontinuation of the intervention are made in consultation with the patient, based on the best available evidence.
- Discontinues treatment in the absence of measurable progress.

### **18. Takes charge of discharge planning**

- Initiates discharge planning in collaboration with the healthcare team at the time of the initial episode.
- It describes strategies that may be useful for maintaining or improving health status after discharge.
- Plans appropriate follow-up (examination/assessment) health care to achieve short-term and long-term goals.
- Informs the patient and caregivers of the need for ongoing care by coordinating appropriate services .

## **Evidence-Based Clinical Practice**

### **19. Implements evidence-based practice in patient care**

- It takes into account research evidence, patient preferences, clinical experience, and available resources in patient management.
- Identifies and applies relevant recent scientific findings, e.g., clinical practice guidelines and systematic reviews.
- It helps patients and caregivers locate reliable and accurate health information.
- Shares new information with colleagues.

- Participates in quality assessment processes, whenever possible.

### **Risk Management**

#### **20. Identifies adverse events/related contraindications and minimizes risk associated with assessment and interventions.**

- Monitors patient safety during assessment and treatment.
- Complies with workplace instructions regarding patient handling.
- Complies with health and safety requirements specified by organizations.
- Describes relevant contraindications and precautions related to evaluation and treatment.
- Reports adverse events and near misses to appropriate team members.
- Implements appropriate measures in the event of an emergency.