



TARTU TERVISHOIU KÕRGKOOOL
TARTU HEALTH CARE COLLEGE

Füsioterapeudi õppekava *Physiotherapy Curriculum*

180 ECTS

Tartu 2014

1. Philosophic basis of the curriculum

The curriculum is based on the holistic approach to human beings.

Human being and environment

The democratic society believes all human beings to be equal. Each individual and human life is of value, human life and inherent values and the right to life is respected. Human dignity is not dependent on gender, race, age, language, religion, social status and health condition.

Holistic approach to human beings is an understanding of the interaction of physical, mental, social, cultural and emotional dimensions. Each person is unique with their life experience.

The human environment involves natural, non-natural and physical environment and the non-material (spiritual, mental, cultural, social) and virtual environment.

Human development continues throughout the human life with mutual impact on environment, enabling or restricting its activities and options. A human being achieves their capability to act by being active, thinking consciously, aspiring to reach goals and being able to learn and make choices. The development of a person's uniqueness is influenced by culture, education, society and socio-geographic conditions.

A human being interacts constantly with their environment by belonging to a family, group or community. Human beings make choices based on their experiences, which is impacted by health and illness. A human being functions as an open system, their reactions to internal and external influences on their organism are individual and a human being is capable of adapting to these. A human being is free to make decisions and responsible for making the decisions regarding the sustaining of their health and treatment.

Knowledge, learning and the learner

The curriculum includes various approaches to learning, moving from the teaching paradigm to the learning paradigm and following the social constructivist principles. Learning is seen as a human process of intellectual change enabling the learner to be active and take responsibility for their learning outcomes. Learning is meaningful for the learner, by developing their perceptions, creating conditions for re-formulating the meaning of their experience, and modifying their attitudes, feelings and reactions. Within the learning process new knowledge is integrated with the previous one by developing new knowledge. It is important not to develop the knowledge of facts only but also the skills of critical and creative thinking, analysis, initiative, teamwork and oral/written self-expression. Development of the learner is grounded on the unity of general and specialist/professional/occupational competences and attitudes.

The role of **the learner** is to be active, self-directing, responsible and aware of their learning styles within the learning process. The learner is capable to formulate their learning goals and learning outcomes in relation to their previous knowledge and skills, and perceive the implementation of the acquired knowledge into practice. The learner is developing a learning

community together with their fellow learners to participate in problem solving, evaluate their abilities and learning outcomes, acknowledge their strengths and weaknesses.

The teacher is leading the learning process by creating an environment that facilitates learning, by supporting the development of understanding of the relationships between life and learning situations, by modifying values and directing the learners to integrate their new knowledge with the previous one. The teacher is supporting the cooperation of learners and learning from each other, developing problem and situation based learning that is grounded on evidence based information.

The selection of teaching/learning methods is based on learner-centeredness, interaction and cooperation that facilitate the best achievement of the learning outcomes by the learner in a potentially authentic learning environment (simulations, project work, problem solving, and active implementation of knowledge).

2. Documents supporting the curriculum

The Physiotherapy Curriculum at Tartu Health Care College is supported by Institutions of Professional Higher Education Act (*RT I* 1998, 61, 980), Standard of Higher Education (RTI, 29.12.2008, 57, 322), Professional Standard of Physiotherapist VI, VII (adopted by Healthcare and Social Work Professional Council decision no 11/06.12.2012, in effect from 06.12.2012 until 05.12.2017).

International documents supporting the Physiotherapy Curriculum are European Qualifications Framework - EQF (adopted 2006/0163 COD), Professional Standard of the European Region of the World Confederation for Physical Therapy (adopted in Barcelona in 2003), list of competences made by European Network of Physiotherapy in Higher Education ENPHE (2008).

3. General data of the curriculum

1. Name of curriculum in Estonian and English	Füsioterapeut/Physiotherapist, Physical Therapist
2. Level of higher education studies	Professional Higher Education
3. Form of study	Full-time study
4. Name of educational institution	Tartu Tervishoiu Kõrgkool/Tartu Health Care College
5. Code of educational institution	70005714
6. Workload of curriculum in ECTS	180 ECTS
7. Standard period of study	Three years
8. Study programme group	Healthcare
9. Curriculum code in the Estonian Education Information System (EHIS)	2290
10. Language(s) of instruction	Estonian language
11. Other languages necessary for achievement of learning outcomes	English language, Russian language
12. Initial registration date of curriculum	05.09.2002

13. Approval date of curriculum version in Tartu Health Care College	Amendments to the curriculum have been approved by Tartu Health Care College Council on 20.06.12.
14. Accreditation data of curriculum	The curriculum belongs to the study programme group "Healthcare". The right to conduct studies without a term has been added to the Standard of Higher Education based on the regulation amendment number 89 of 30.06.2011.
15. Conditions of commencing studies	General secondary education or equivalent qualification
16. Main speciality of curriculum and its workload (ECTS)	Physiotherapist (180 ECTS)
17. Additional specialities and their workloads (ECTS)	-
18. Aim of curriculum	The aim of the curriculum is to prepare professional physiotherapists at the applied higher education level who are able to start work in their profession and continue in Master level studies.
19. Learning outcomes of curriculum	<p>On completion of the curriculum the student will be expected to</p> <ul style="list-style-type: none"> • be able to work individually as well as in an interdisciplinary rehabilitation team in accordance with internationally recognized competences; • be able to perform functional physiotherapeutic assessment of clients at all ages, to determine physiotherapeutic objectives and the most appropriate physiotherapeutic interventions to maintain and/or improve the client's health condition; • be able to assess the factors influencing the physiotherapeutic process and analyse interactions, indications and contraindications; • be able to counsel the client in health promotion issues and motivate the client to actively participate in the rehabilitation process; • follow the principles of client-centeredness in his/her professional activity, communicate the client information, guidelines and advice in the didactic way considering the client's psychosocial features and cultural background; • be systematic and correct in his/her work, following the rules of objective and fair treatment and the principles of transparency of ethical norms; • keep up to date his/her knowledge of recent advancements in the specialist field, be aware of the needs and opportunities in the society to

	develop one's general and specialist knowledge and skills.
20. Title of diploma or academic degree awarded on graduation	Diploma of professional higher education
21. Documents issued on graduation	Diploma and Diploma Supplement
22. Brief description of curriculum structure	The curriculum consists of the following modules: 1. Basic subjects in Physiotherapy – 36 ECTS 2. Specialist subjects in Physiotherapy – 104 ECTS 3. Professional and personal development – 40 ECTS (incl. optional and selective subjects 10 ECTS)
23. Options to complete curriculum	The student must pass the modules in the sequence determined by the curriculum. Minimum of credits for selective subjects is 8 ECTS to be completed within the credits received for optional and selective subjects.
24. Conditions of completing curriculum	The student has completed the full curriculum.
25. Curriculum Coordinator	Anna-Liisa Tamm

4. Modules of the curriculum

Basic Subjects in Physiotherapy		36 ECTS
Objective	To acquire basic knowledge in biomedicine required for the profession of Physiotherapist.	
Learning outcomes	On successful completion of the module the student will: <ol style="list-style-type: none"> 1. know the main stages of human development, normal structure and functioning of human organism as a whole as well as at all of its organisational levels. 2. understand the mechanisms of the cause and development of pathological processes and conditions. 3. know the principles of first aid provision and be able to use first aid techniques. 4. know the principles of healthy nutrition and be able to counsel a client/patient. 5. know and be able to use main ways of obtaining new information, including IT-based electronic literature and databases, and have an overview of the general principles of data collection and analysis. 6. be able to use ergonomic techniques that promote health and well-being. 7. have an overview of different learning and teaching methods. 	
Assessment:	Module is not assessed (each subject is assessed separately)	

Subject code	Subjects	Credits	Year	Semester	Exam/P ass- fail exam
FT14-002	Genetics and cell biology	2	1	Autumn	P/F E
FT12-001	Human development (incl. Developmental psychology)	4.5	1	Autumn	E
FT14-003	Anatomy and physiology I (embryology, histology, musculoskeletal system anatomy)	7	1	Autumn	E
FT14-004	Anatomy and physiology II (incl. physiology of physical exercises)	7	1	Spring	E
FT10-002	Kinesiology	3	1	Autumn	E
FT10-032	Pathology	3	1	Spring	E
FT12-003	Biochemistry and dietology	3.5	1	Autumn	E
FT10-012	First aid	1	2	Autumn	P/F E
FT10-037	Databases	1	1	Autumn	P/F E
FT10-040	Statistics	1.5	3	Autumn	P/F E
FT12-004	Ergonomics	1.5	1	Spring	P/F E
FT10-003	Pedagogy	1	1	Autumn	P/F E

Specialist Subjects in Physiotherapy		104 ECTS
Objective	To acquire clinical knowledge required in the profession of a physiotherapist and integrate these with the capability to influence human organism with physiotherapeutic intervention strategies. To develop profession-related attitudes and behaviour.	
Learning outcomes	<p>On successful completion of the module the student will:</p> <ol style="list-style-type: none"> 1. know the healthcare system in Estonia, have an understanding of the role of physiotherapist and physiotherapy and their importance in social and healthcare system. 2. understand altered functioning of the organism and its manifestation in case of different diseases and conditions of the environment. 3. understand characteristics of motor learning and adaptive reactions to being physically active. 4. be able to choose optimum and justified methods of therapeutic assessment to plan physiotherapy. 5. be able to use appropriate physiotherapeutic intervention strategies in 	

	<p>case of more common diseases and in accordance with set therapeutic goals.</p> <p>6. be able to establish trusting contact to a patient to carry out assessment and therapy in order to achieve positive changes.</p> <p>7. know how to communicate and cooperate with colleagues and other rehabilitation team members.</p> <p>8. be competent in oral and written professional communication and be able to fill out professional documentation.</p> <p>9. be able to think logically and in evidence-based way, provide arguments for their viewpoints and solve problems.</p> <p>10. be able to assess and analyse one's own knowledge, capabilities and skills realistically.</p>
Assessment:	Module is not assessed (assessment is carried out in each subject separately).

Subject code	Subjects	Credits	Year	Semester	Exam/Pass/fail exam
FT12-005	Basics of rehabilitation	3	1	Autumn	P/F E
FT12-006	Physiotherapeutic assessment	5.5	1	Spring	E
FT14-012	Therapeutic exercise I	3	1	Autumn	P/F E
FT14-013	Therapeutic exercise II	3	2	Autumn	E
FT10-036	Practical training: Introduction to Physiotherapy	6	1	Spring	P/F E
FT12-007	Psychiatry	1	2	Spring	P/F E
FT12-008	Physiotherapy in psychiatry	1	2	Spring	P/F E
FT10-023	Neurology	4	2	Autumn	E
FT10-024	Physiotherapy in neurology	5	2	Autumn	E
FT10-025	Practical training: Physiotherapy for neurological patients	6	2	Spring	P/F E
FT14-005	Surgery and orthopaedics	4.5	2	Autumn	E
FT14-006	Physiotherapy in surgery and orthopaedics	4	2	Spring	E
FT14-007	Practical training: Physiotherapy for surgical and orthopaedic patients	6	2	Spring	P/F E
FT10-014	Medical diseases	3	2	Autumn	E
FT10-015	Medical physiotherapy	4	2	Autumn	E
FT10-019	Practical training: Medical	6	2	Spring	P/F

	physiotherapy				E
FT12-010	Geriatrics	2	2	Autumn	P/F E
FT12-011	Physiotherapy in geriatrics	2	2	Autumn	P/F E
FT10-008	Physical therapy	3	3	Autumn	E
FT10-009	Practical training: Physical therapy	6	3	Autumn	P/F E
FT10-020	Children's diseases	4	3	Autumn	E
FT14-009	Paediatric physiotherapy	6	3	Autumn	E
FT10-022	Practical training: Children's physiotherapy	6	3	Autumn	P/F E
FT14-010	Therapeutic massage	4	3	Autumn	E
FT10-027	Practical training: Therapeutic massage	6	3	Spring	P/F E

Professional and Personal Development		40 ECTS
Objective	To deepen knowledge and skills in the fields associated with physiotherapy and also in some narrower areas in physiotherapy. To enable the general view of the world to expand and develop preparedness to start work as a physiotherapist.	
Learning outcomes	<p>In optional and selective subjects, learning outcomes are to be achieved as specified in the learning outcomes of the chosen subjects.</p> <p>On successful completion of the module the student will:</p> <ol style="list-style-type: none"> 1. know professional ethics, which is manifested in professional behaviour, performance and viewpoints. 2. know psychological factors that influence behaviour and know how to use effective communication techniques. 3. know main concepts and theories of philosophy and be able to reason philosophically on a basic level. 4. be able to use professional literature in their work. 5. be able to formulate research questions, set research goals and tasks to find a solution for the research question and choose appropriate methods. 6. be able to analyse and present results. 7. possess the competences required for work as a physiotherapist. 	
Assessment:	The module is not assessed (assessment is carried out in subjects separately).	

Subject code	Subjects	Credits	Year	Semester	Exam /Pass/ fail exam
FT14-008	Research methodology	4.5	2	Spring	P/F E
FT14-011	Final thesis	9	3	Spring	E
FT12-013	Communication and general psychology	2.5	1	Autumn	P/F E
FT12-014	Ethics and philosophy in healthcare	2	1	Autumn	P/F E
FT10-028	Practical training: Final practical training	12	3	Spring	P/F E
	Professional Russian	selective subject			P/F E
	Latin language	selective subject			P/F E
	Introductory course in e-learning	selective subject			P/F E
	Health promotion	selective subject			P/F E
	Gynaecology and physiotherapy	selective subject			P/F E
	Basics of recreational sports	selective subject			P/F E
	Hippotherapy	selective subject			P/F E
	Sports physiotherapy	selective subject			P/F E
	Sports massage	selective subject			P/F E
	Dietary planning	selective subject			P/F E
	Myometry	selective subject			P/F E
	Crisis psychology	selective subject			P/F E
	Support person for the disabled	selective subject			P/F E
	Entrepreneurship and management	selective subject			P/F E
	Travel medicine	selective subject			P/F E
	Alternative communication	selective subject			P/F E
	Occupational therapy	selective subject			P/F E

MODULE	ECTS	GENERAL COMPETENCES					SPECIALIST/PROFESSIONAL COMPETENCES				
		Self-direction and personal development	Communication and team work	Management and entrepreneurship	Internationalisation	Ethics	Physiotherapeutic assessment	Counselling in Physiotherapy	Physiotherapeutic intervention	Team work related competences	Technological competences
BASIC SUBJECTS IN PHYSIOTHERAPY	35										
Know the main stages of human development, normal structure and functioning of human organism as a whole as well as at all of its organisational levels							X	X	X		
Understand the mechanisms of the cause and development of pathological processes and conditions							X	X	X		
Know the principles of first aid provision and be able to use first aid techniques			X				X	X	X	X	
Know the principles of healthy nutrition and be able to counsel a client/patient			X				X	X			
Know and be able to use main ways of obtaining new information, including IT-based electronic literature and databases, and have an overview of the general principles of data collection and analysis		X			X					X	
Be able to use ergonomic techniques that promote health and well-being							X	X	X		
Have an overview of different learning and teaching methods		X	X	X				X	X		
SPECIALIST SUBJECTS IN PHYSIOTHERAPY	105										
know the healthcare system in Estonia, have an understanding of the role of physiotherapist and physiotherapy and their importance in social and healthcare system		X		X	X				X		
understand altered functioning of the organism and its manifestation in case of different diseases and conditions of the environment							X	X	X		
Understand characteristics of motor learning and adaptive reactions to being physically active							X	X	X		
Be able to choose optimum and justified methods of therapeutic			X			X	X		X		

assessment to plan physiotherapy											
Be able to use appropriate physiotherapeutic intervention strategies in case of more common diseases and in accordance with set therapeutic goals			X			X			X	X	
Be able to establish trusting contact to a patient to carry out assessment and therapy in order to achieve positive changes			X			X	X	X	X	X	
Know how to communicate and cooperate with colleagues and other rehabilitation team members		X	X			X				X	
Be competent in oral and written professional communication and be able to fill out professional documentation		X	X				X	X	X	X	X
Be able to think logically and in evidence-based way, provide arguments for their viewpoints and solve problems		X	X	X	X	X	X	X	X	X	X
Be able to assess and analyse one's own knowledge, capabilities and skills realistically		X					X	X	X	X	
PROFESSIONAL AND PERSONAL DEVELOPMENT	40										
Know professional ethics, which is manifested in professional behaviour, performance and viewpoints		X	X			X				X	
Know psychological factors that influence behaviour and know how to use effective communication techniques		X	X			X	X	X	X	X	
Know main concepts and theories of philosophy and be able to reason philosophically on a basic level		X	X							X	
Be able to use professional literature in their work		X			X		X	X	X		X
Be able to formulate research questions, set research goals and tasks to find a solution for the research question and choose appropriate methods		X		X		X	X	X	X		X
Be able to analyse and present results		X	X	X	X	X	X	X	X	X	X
Possess the competences required for work as a physiotherapist		X	X	X		X	X	X	X	X	X