| | **UČNI NAČRT PREDMETA/COURSE SYLLABUS** |
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| **Predmet** | **Razvojna fizioterapija** |
| **Course title** | **Developmental Physiotherapy** |

| **Študijski program in stopnja Study programme and level** | **Študijska smer Study field** | **Letnik Academic year** | **Semester Semester** |
|---|---|---|---|
| Fizioterapija / 1. stopnja | Ni smeri študija | 2. / 3. letnik | 4. / 6. |
| Physiotherapy / 1st Cycle | No study field | 2nd / 3rd year | 4th / 6th |

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| **Vrsta predmeta/Course type** | izbirni/elective |
| **Univerzitetna koda predmeta/University course code** | FTH IP UN 1 |

| **Predavanja Lectures** | **Sem. vaje Tutorial** | **Kab. vaje Cabinet tutorial** | **Lab. vaje Laboratory work** | **Teren. vaje Field work** | **Samost. delo Individ. work** | **ECTS** |
|---|---|---|---|---|---|---|
| 30 | 30 | | | | 60 | 4 |

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| **Nosilec predmeta/Lecturer:** | |

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| **Jeziki/ Languages:** | **Predavanja/Lectures:** | slovenski/Slovenian |
| | **Vaje/Tutorial:** | slovenski/Slovenian |

| **Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:** | **Prerequisites:** |
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| Vpis v drugi ali tretji letnik študijskega programa. | A prerequisite for inclusion is enrolment in the second or third year of study. |

| **Vsebina:** | **Content (Syllabus outline):** |
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| • *Značilnosti normalnega gibalnega razvoja otroka.*<br>• *Značilnosti atipičnega gibalnega razvoja otroka.*<br>• *Značilnosti nenormalnega gibalnega razvoja otroka.*<br>• *Analiza normalnega gibanja kot osnova za razvojno fizioterapevtsko obravnavo.*<br>• *Lastnosti normalnega gibanja otroka, pristop k analizi telesne drže in gibanja:* analiza hrbtnega položaja, analiza bočnega položaja, analiza trebušnega položaja, | • *Characteristics of a child's normal motor development.*<br>• *Characteristics of a child's atypical motor development.*<br>• *Characteristics of a child's abnormal motor development.*<br>• *The analysis of normal movement as the basis of developmental physiotherapy treatment.*<br>• *Features of a child's normal movement, the approach to the analysis of a child's posture and movement:* the analysis of |

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| analiza štirinožnega položaja, analiza pivotiranja na trebuhu, analiza »medvedje stoje«, analiza klečanja, analiza polklečečega položaja, analiza sedenja, analiza stranskega sedenja, analiza stoje.<br>• *Analiza gibalnih sekvenc pri otroku: analiza kotaljenja, analiza plazenja, analiza kobacanja, analiza plezanja (stopnice),* analiza prehoda iz hrbtnega položaja v sedenje, analiza prehoda iz sedenja v štirinožni položaj, analiza prehoda iz sedenja v stojo, analiza hoje, analiza funkcije zgornjega uda.<br>• *Razvojna fizioterapija na vseh nivojih primarnega, sekundarnega in terciarnega zdravstvenega varstva.*<br>• *Vloga razvojne fizioterapije v rehabilitaciji otrok z razvojnimi motnjami.*<br>• *Proces ocenjevanja v razvojni fizioterapiji in interpretacija ter izbira ustreznega standardiziranega merilnega orodja na nivoju telesne zgradbe in funkcije, aktivnosti, sodelovanja.*<br>• *Mednarodna klasifikacija funkcioniranja, zmanjšane zmožnosti in zdravja - verzija za otroke in mladostnike kot okvir za opisovanje zdravja in z zdravjem povezanih stanj pri otrocih in mladostnikih.*<br>• *Ocenjevanje grobe gibalne funkcije.*<br>• *Posebnosti razvojne fizioterapije pri obravnavi otrok z specifičnimi diagnozami:* Razvojna fizioterapija pri otrocih s cerebralno paralizo. Razvojna fizioterapija pri otrocih z Downovim sindromom. Razvojna fizioterapija pri otrocih z motnjo avtističnega spektra. Razvojna fizioterapija pri otrocih z ATRX sindromom. Razvojna fizioterapija pri otrocih z Dandy Walker sindromom. Razvojna fizioterapija pri otrocih z Rettovim sindromom. Razvojna fizioterapija pri otrocih s Cri du chat sindromom. Razvojna fizioterapija pri otrocih s Pierre Robin sindromom. Razvojna fizioterapija pri otrocih z Smith Lemli-Opitz sindromom. Razvojna fizioterapija pri otrocih s Prader Willijevim sindromom. Razvojna fizioterapija pri otrocih z nezgodno | supine lying, side lying, prone lying, the analysis of quadruped position, the analysis of pivoting in the prone position, the analysis of "bear standing" position, the analysis of kneeling and half kneeling, sitting, side sitting, and standing.<br>• *The analysis of movement sequences in a child: the analysis of rolling, creeping, crawling, climbing (stairs)*, the analysis of transition from supine lying to sitting, transition from sitting to quadruped position, transition from sitting to standing, the analysis of walking, and the upper limb function analysis.<br>• *Developmental physiotherapy on all levels of primary, secondary and tertiary healthcare.*<br>• *The role of developmental physiotherapy in rehabilitation of children with developmental disabilities.*<br>• *Evaluation process in development physiotherapy, interpretation and selection of the appropriate standardised measuring tool on the level of body structure and functions, activities, and cooperation.*<br>• *International classification of functioning, disability and health - children and youth version as the conceptual framework for documenting characteristics of health and functioning in children and youth.*<br>• *Assessment of gross motor function.*<br>• *The specifics of developmental physiotherapy in treatment of children with specific diagnosis:* Developmental physiotherapy in children with cerebral palsy. Developmental physiotherapy in children with Down syndrome. Developmental physiotherapy in children with autism spectrum disorder. Developmental physiotherapy in children with ATRX syndrome. Developmental physiotherapy in children with Dandy Walker syndrome. Developmental physiotherapy in children with Rett syndrome. Developmental physiotherapy in children with Cri du chat syndrome. Developmental physiotherapy in |

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| možgansko poškodbo. Razvojna fizioterapija pri otrocih po možganski kapi. Razvojna fizioterapija pri gibalno oviranem otroku (živčno mišična motnja). Razvojna obravnava otroka z travmatsko in netravmatsko poškodbo hrbtenjače. Razvojna fizioterapija pri otrocih z intelektualno motnjo.<br>• *Uporaba medicinsko tehničnih pripomočkov v razvojni fizioterapiji.*<br>• *Prilagojeni pripomočki in okoljska pomoč pri otrocih z različnimi motnjami.*<br>• *V družino usmerjen pristop v razvojni pediatrični fizioterapiji.* | children with Pierre Robin syndrome. Developmental physiotherapy in children with Smith Lemli-Opitz syndrome. Developmental physiotherapy in children with Prader Willi syndrome. Developmental physiotherapy in children with traumatic brain injury. Developmental physiotherapy in children after stroke. Developmental physiotherapy in children with movement disorder (neuromuscular disorder). Developmental physiotherapy in children with traumatic and atraumatic spinal cord injury. Developmental physiotherapy in children with intellectual disability.<br>• *The use of assistive technology in developmental physiotherapy.*<br>• *Adaptive equipment and environmental aids for children with different disabilities.*<br>• *Family-centred care in developmental pediatric physiotherapy.* |

**Temeljna literatura in viri/Readings:**

**Temeljna literatura/Basic literature:**

- Tecklin, J. S. (2015). *Pediatric Physical Therapy*. Baltimore: Lippincott Williams & Wilkins.

**Priporočljiva literatura/Recommended literature**

- Gorenc Jazbec, Š. (2010). *Pravilno ravnanje z dojenčkom (»baby handling«) ter pravilna izbira ustrezne opreme in pripomočkov*. Kranj: Samozaložba.
- Howle, J. M. (2005). NDT in the United States. Changes in Theory Advance Clinical Practice. NDT NetWork. *The Neuro-Developmental Treatmant Association*, 12(2), 16–20.

| **Cilji in kompetence:** | **Objectives and competences:** |
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| *Učna enota prispeva predvsem k razvoju naslednjih splošnih in specifičnih kompetenc:*<br>• uporaba teoretičnega in praktičnega znanja in veščin pri organizaciji, načrtovanju in izvajanju razvojne fizioterapije,<br>• sposobnost povezovanja na dokazih temelječe prakse razvojne fizioterapije in njena integracija v vsakodnevno prakso, | *The learning unit mainly contributes to the development of the following general and specific competences:*<br>• use of theoretical and practical knowledge and skills at organising, designing and implementation of developmental physiotherapy,<br>• the ability to integrate evidence-based practice of developmental physiotherapy and its integration into everyday practice, |

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| • presojanje kakovosti lastnega dela z uporabo zanke kakovosti (Demingov krog): planiranje, izvedba, evalvacija in uvedba predvidenih ukrepov. | • assessing the quality of one's own work using the quality loop (Deming Circle): planning, implementation, evaluation and introduction of the envisaged actions. |

| **Predvideni študijski rezultati:** | **Intended learning outcomes:** |
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| ***Študent/študentka:***<br>• pozna značilnosti normalnega, atipičnega, nenormalnega gibalnega razvoja otroka,<br>• razume osnovne značilnosti razvojne fizioterapije,<br>• razvije kritično mišljenje in analitično reševanje problemov ter razumevanje osnov znanstvenoraziskovalnega pristopa pri razvojni fizioterapiji,<br>• znanje razvojne fizioterapije nadgrajuje z ostalimi fizioterapevtskimi znanji in veščinami. | ***Students:***<br>• know the characteristics of normal, atypical, and abnormal motor development of a child,<br>• understand the basic features of developmental physiotherapy,<br>• develop skills for critical thinking and analytical problem solving and understand the basics of the scientific research approach in developmental physiotherapy,<br>• upgrade the knowledge of developmental physiotherapy with other physiotherapeutic knowledge and skills. |

| **Metode poučevanja in učenja:** | **Learning and teaching methods:** |
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| • *predavanja* z aktivno udeležbo študentov (razlaga, diskusija, vprašanja, primeri, reševanje problemov),<br>• *seminarske vaje:* priprava, predstavitev in uspešen zagovor seminarske naloge, portfolio (reševanje problemov, študije primera, kritično presojanje, diskusija, refleksija izkušenj, vrednotenje, projektno delo, timsko delo), | • *lectures* with active student participation (explanation, discussion, questions, examples, problem solving),<br>• *tutorial:* preparation, presentation and a successful defence of a seminar paper, portfolio (problem solving, case studies, methods of critical thinking, discussion, reflection of experience, evaluation, project work, team work), |

| **Načini ocenjevanja:** | Delež (v %)<br>Weight (in %) | **Assessment:** |
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| Načini:<br>• izpit<br>• izdelava, predstavitev in zagovor seminarske naloge<br><br>Ocenjevalna lestvica: ECTS. | 80 %<br>20 % | Types:<br>• exam<br>• preparation, presentation and defence of the seminar paper<br><br>Grading scheme: ECTS. |