

# Assessment, triage, and physiotherapy management for patients with headache

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• **PROGRAM COURSE: 2 days – 15 hours**

| Schedule       | Title of the sequence  | Educational objectives  | Content  | Teaching methods  | Assessment methods  |
|----------------|--|---|--|---|---|
| 9am-9:15am     | Welcome and pre-training questionnaire                         | Welcome the participants, introduce the training, the speaker, and the participants   | Training program; Presentation of participants and collection of expectations; Pre-training questionnaire  | Free discussion   | Not applicable  |
| 9:15am-10:45am | Introduction and pathophysiology of headache                   | Be able to perform a thorough subjective examination of the patient presenting with a headache and/or facial pain with regard to the criteria of the International Classification of Headache and the international clinical guidelines | Epidemiology of headache; Pathophysiological mechanisms and comorbidities of primary and secondary headache; Clinical pictures and pathogenesis              | Oral presentation; Moving debates; Problem-based learning | Clinical cases; Verification at the end of the sequence by open questioning of the participants |
| Break – 15mn   |  |   |  |   |   |
| 11am-12am      | Pharmacology applied to physiotherapy                          | Define the mechanisms of action and the interest of pharmacological treatment interacting with physiotherapy care with regard to the patient  | Mechanisms of action of the main pharmacological treatments proposed to these patients; Interaction between pharmacological treatment and physiotherapy care | Oral presentation; Problem-based learning                 | Clinical cases; Verification at the end of the sequence by open questioning of the participants |
| 12am-12:30am   | Organization, and care pathway for the management of headaches | Describe the appropriate care pathway and the multi-professional collaborations   | Interprofessional management; Multimodal approach to the patient with headache   | Oral presentation   | Not applicable  |
| Lunch break    |  |   |  |   |   |

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| 2pm-3:45pm           | Differential diagnosis: suspected secondary headache to be referred to a physician – Part 1 | <ol style="list-style-type: none"> <li>1) Be able to perform a thorough subjective examination of the patient presenting with a headache and/or facial pain with regard to the criteria of the International Classification of Headache and the international clinical guidelines</li> <li>2) Be able to triage patients following the initial assessment, and recognize situations where medical advice is required</li> </ol> | <p>International Classification of Headache, and identification of red flags;</p> <p>Subjective examination and identification of yellow flags;</p> <p>Decision tree for referral of patients;</p> <p>Criteria for follow-up treatment</p> | <p>Oral presentation;</p> <p>Shifting debates;</p> <p>Problem-based learning</p>                   | <p>Pre- and post-training questionnaires;</p> <p>Verification at the end of the training by open questioning of participants</p> |
| Break – 15mn         |   |   |  |  |  |
| 4pm-5:15pm           | Differential diagnosis: suspected secondary headache to be referred to a physician – Part 2 | <ol style="list-style-type: none"> <li>1) Be able to perform a thorough subjective examination of the patient presenting with a headache and/or facial pain with regard to the criteria of the International Classification of Headache and the international clinical guidelines</li> <li>2) Be able to triage patients following the initial assessment, and recognize situations where medical advice is required</li> </ol> | <p>International Classification of Headache, and identification of red flags;</p> <p>Subjective examination and identification of yellow flags;</p> <p>Decision tree for referral of patients;</p> <p>Criteria for follow-up treatment</p> | <p>Oral presentation;</p> <p>Shifting debates;</p> <p>Problem-based learning</p>                   | <p>Pre- and post-training questionnaires;</p> <p>Verification at the end of the training by open questioning of participants</p> |
| 5:15pm-6pm           | Objective examination and diagnosis – Part 1  | <ol style="list-style-type: none"> <li>1) Know how to explore the psychosocial factors and carry out an adapted objective examination of the patient in order to formulate clinical hypotheses for treatment planning</li> <li>2) Be able to reassess the characteristics of the patients to define the relevance of the proposed treatment</li> </ol>  | <p>Identification of yellow flags;</p> <p>Clinical tests for the identification of secondary headache</p> <p>Triage of patients with primary headache</p>  | <p>Oral presentation;</p> <p>Problem-based learning; Practical trainings;</p> <p>Brainstorming</p> | <p>Pre- and post-training questionnaires;</p> <p>Verification by correction of test maneuvers during practice in pairs</p>       |
| End of the first day |   |   |  |  |  |

| Schedule        | Title of the sequence                        | Educational objectives   | Content   | Teaching methods  | Assessment methods   |
|-----------------|--|--|---|---|--|
| 8:30am-11:15am  | Objective examination and diagnosis – Part 2 | <ol style="list-style-type: none"> <li>1) Know how to explore the psychosocial factors and carry out an adapted objective examination of the patient in order to formulate clinical hypotheses for treatment planning</li> <li>2) Be able to reassess the characteristics of the patients to define the relevance of the proposed treatment</li> </ol>   | <p>Identification of yellow flags;<br/>Clinical tests for the identification of secondary headache<br/>Triage of patients with primary headache</p>   | Oral presentation; Problem-based learning; Practical trainings; Brainstorming | Pre- and post-training questionnaires; Verification by correction of test maneuvers during practice in pairs |
| Break – 15mn    |  |  |   |   |  |
| 11:30am-12:30am | Problem-based learning with clinical cases   | <ol style="list-style-type: none"> <li>1) Be able to perform a thorough subjective examination of the patient presenting with a headache and/or facial pain with regard to the criteria of the International Classification of Headache and the international clinical guidelines;</li> <li>2) Be able to triage patients following the initial assessment, and recognize situations where medical advice is required;</li> <li>3) Know how to explore the psychosocial factors and carry out an adapted objective examination of the</li> </ol> | <p>Six clinical cases: 1) Migraine; 2) Tension-type headache; 3) Cervicogenic headache, 4) Headache attributed to cervical myofacial pain; 4) Headache attributed to drug abuse; 5) Headache attributed to temporomandibular disorder</p> | Problem-based learning  | Participating responses and discussions  |

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|                       |  | patient in order to formulate clinical hypotheses for treatment planning  |   |   |  |
| Lunch break           |  |   |   |   |  |
| 2pm-4:30pm            | Physiotherapy treatment planning and strategies – Part 1 | <p>1) Apply the most appropriate therapeutic strategies for the patient according to the form of headache that the patient presents</p> <p>2) Be able to allow the acquisition of self-care skills to patients in order to aim at the empowerment of their management</p> | Depending on the type of headache: manual therapy of the cervical and thoracic spine; soft tissue mobilizations; rehabilitation of muscle function and motor control; graduated stress exposure exercises; education and symptom management | Oral presentation; Problem-based learning; Practical trainings; Brainstorming | Pre- and post-training questionnaires; Verification by correction of techniques during practice in pairs |
| Break – 15mn          |  |   |   |   |  |
| 4:45pm-5:45pm         | Physiotherapy treatment planning and strategies – Part 2 | <p>1) Apply the most appropriate therapeutic strategies for the patient according to the form of headache that the patient presents</p> <p>2) Be able to allow the acquisition of self-care skills to patients in order to aim at the empowerment of their management</p> | Depending on the type of headache: manual therapy of the cervical and thoracic spine; soft tissue mobilizations; rehabilitation of muscle function and motor control; graduated stress exposure exercises; education and symptom management | Oral presentation; Problem-based learning; Practical trainings; Brainstorming | Pre- and post-training questionnaires; Verification by correction of techniques during practice in pairs |
| 5:45pm-6pm            | Q&A and post-training questionnaire                      | -   | Q&A; Post-training questionnaire  | Free discussion   | Not applicable   |
| End of the second day |  |   |   |   |  |