



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Neurology 2				
Module Code	UZYSY7-15-2	Level	2	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Health and Applied Sciences	Field	Allied Health Professions		
Department	Allied Health Professions	Module Type	Standard		
Contributes towards	BSc (Hons) Physiotherapy				
Pre-requisites	UZYSY3-15-1 Foundations of Neuroscience for Physiotherapists  UZYSXV-30-1 Applied Anatomy for Physiotherapy and Sport Rehabilitation	Co-requisites	None		
Excluded Combinations	None	Module Entry requirements	N/A		
Valid From	September 2015	Valid to	September 2021		

<b>CAP Approval Date</b>	30 April 2015
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate a reasoned knowledge and understanding of the physiological changes which occur as a result of injury or disease in conditions affecting the central and peripheral nervous system (Component A).</li> <li>2. Discuss the causes, pathological changes and clinical presentation of diseases in conditions affecting the central and peripheral nervous system (Component A).</li> <li>3. Demonstrate assessment procedures / outcome measures and the</li> </ol>

	<p>interventions used in the field of neurological rehabilitation (Component A).</p> <ol style="list-style-type: none"> <li>4. Critically discuss the role of physiotherapy in the holistic management (e.g. psychological, ethical, organisational, communication) of adult patients with neurological damage (Component A).</li> <li>5. Critically analyse the literature to inform evidence based practice in the management of these patients (Component A).</li> <li>6. Demonstrate clinical reasoning skills in relation to physiotherapeutic management of neurological conditions. (Component A).</li> </ol>
Syllabus Outline	<p><b>Syllabus Outline:</b></p> <p><b>Biological sciences:</b>  Disruption to mechanisms of normal postural tone and volitional movement - flaccidity, spasticity, rigidity, ataxia, dystonia,  Motor learning, Motor relearning, Neuromuscular plasticity.</p> <p><b>Adult Neurology:</b>  Definition, aetiology, pathology, clinical features, course, prognosis, principles of medical /surgical management and physiotherapy assessment and management of:  Cerebrovascular event – infarct and haemorrhage,  Parkinsons disease  Multiple sclerosis  Cerebellar Ataxia  Spinal Cord Injuries</p> <p>Bell’s palsy – Clinical presentation, principles of medical and physiotherapy management</p> <p><b>Neurological examination and assessment skills relevant to the module content</b></p> <p><b>Therapeutic Handling</b></p> <p><b>Neurological treatment skills relevant to the module content:</b>  Bobath approach, Movement Science approach (Motor re-learning approach), Sensory re-training, basic principles of proprioceptive neuromuscular facilitation , Exercise therapy, Low frequency neuromuscular stimulation [NMS],</p> <p><b>General issues:</b>  Working in a team, roles within the multidisciplinary team, discharge planning, transfer of physiotherapy skills and knowledge to a variety of settings e.g. acute, rehabilitation setting, out-patients, community, private practice assessment of need,</p> <p>The influence of various policies and relevant legislation in the rehabilitation of patients with neurological damage.</p> <p><b>National Guidelines – National institute for Health and Care Excellence (NICE), Royal College of Physicians (RCP), Scottish Intercollegiate guidelines network (SIGN),</b></p> <p><b>Critical appraisal skills</b> relevant to the module content</p>

	<p><b>Evidence Based practice</b></p> <p><b>Communication issues</b></p> <p><b>Psychological issues:</b>  Psychological issues in neurological conditions- paediatrics and adult  Changes in cognitive processes as a result of neurological damage: memory, behaviour, motivation, attention, information processing in patients with certain neurological conditions.</p> <p>Disability and chronic illness: coping, effect of cognitive, perceptual and behavioural problems on rehabilitation. Transition and change: loss, bereavement, adjusting to change, coping.</p>
Contact Hours	40 contact hours to usually include 2-3 hours of lectures and 5 hours of seminars/practical's per week over 5 weeks (1 semester)
Teaching and Learning Methods	<p>A wide selection of teaching and learning approaches will be used such as lectures, seminars, practical sessions, patient demonstration sessions, service-user involvement, and e-learning.</p> <ul style="list-style-type: none"> <li>• Lectures provide an introduction and summary of the topic area.</li> <li>• Seminars/group work include discussion and use of information provided to support learning use of workbooks, material gained from self-directed study, case studies, video analysis.</li> <li>• Practical sessions focus on physiotherapy techniques with clinical reasoning and problem solving skills being developed, utilising; practical skills training, role play, videos and case studies.</li> <li>• Additionally, students are expected to engage in self-study/ independent learning using the resources available on blackboard. A major part of their study time is taken up by preparation for teaching sessions and assessment</li> </ul> <p><b>Scheduled learning</b> includes lectures, seminars, tutorials, demonstration, practical classes and workshops; supervised time in studio/workshop and clinical practice</p> <p><b>Independent learning</b> includes hours engaged with essential reading, case study preparation, and summative assessment.</p>
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	40	110	0	150

The table below indicates as a percentage the total assessment of the module which constitutes a -

**Practical exam:-** Objective Structured Clinical Examination (OSCE)

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:			
Practical exam			100%
			100%

Reading Strategy

**Core reading**

Any core reading will be indicated clearly, along with the method for accessing it, eg students may be expected to purchase a set text, be given a study pack or be referred to texts that are available electronically, or in the Library. Module guides will also reflect the range of reading to be carried out.

**Further reading**

All students are encouraged to read widely using the library search, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the module handbook and updated annually.

**Access and skills**

Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. Additional support is available through the library web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are

	also offered by the Library.
Indicative Reading List	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.</p> <p>Carr, J.H. and Shepherd, R.B. (2003) <i>Stroke Rehabilitation: Guidelines for exercise and training to optimise motor skill</i>. London: Butterworth Heinemann.</p> <p>Carr, J.H. and Shepherd, R.B. (2011) <i>Neurological Rehabilitation: Optimising Motor Performance</i>. 2<sup>nd</sup> Ed. Edinburgh: Churchill Livingstone: Elsevier</p> <p>Edwards, S. (2002) <i>Neurological Physiotherapy: A Problem Solving Approach</i>. 2<sup>nd</sup> ed. Edinburgh: Churchill Livingstone.</p> <p>Shumway-Cook A. and Woolacott M.A. (2011) <i>Motor control: translating research into clinical practice</i>. 4<sup>th</sup> ed. Philadelphia, USA: Lippincott Williams and Wilkins</p> <p>Stokes, M. and Stack, E. (2011) <i>Physical Management for Neurological Conditions</i>. 3<sup>rd</sup> Ed. [online] Edinburgh: Churchill Livingstone: Elsevier [accessed 14 November 2014]</p> <p>National Clinical Guidelines for the neurological conditions to be taught on the module</p> <p>NICE Guidelines for the neurological conditions to be taught on the module</p>

<b>Part 3: Assessment</b>	
Assessment Strategy	<p><b>Strategy:</b> Students will be assessed on theoretical knowledge and practical skills and which are core for neurological practice. Real life patient videos are used thereby providing excellent links to clinical practice. Similarly, real case scenarios are used which allows students to plan and demonstrate practical and clinical reasoning skills. The theoretical aspects will be tested by questioning and assessing clinical reasoning skills and evidence based practice during the Objective Structured Clinical Examination (OSCE) practical exam.</p> <p>The OSCE is divided into 3 stations within which students discuss a range of clinical presentations thereby demonstrating both the extent of their knowledge and its application in practice which is commensurate with a level 2 assessment.</p> <p><b>Component A</b> Objective Structured Clinical Examination (OSCE) (60 minutes)</p> <p>A formative assessment opportunity is available via a mock OSCE and students are given feedback on their performance. In addition short answers questions are available via Blackboard whereby students can test their theoretical knowledge base; module answers are made available at a later date in order for students to self-assess their</p>

	performance.
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Identify final assessment component and element	<b>Component A</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	100%	
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>	
Objective Structured Clinical Examination (OSCE) - 60 minutes maximum	100%	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>	
Objective Structured Clinical Examination (OSCE) - 60 minutes maximum	100%	
<p>If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.</p>		