



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Injury Assessment and Management 1				
Module Code	UZYS1B-30-1	Level	1	Version	1.1
Owning Faculty	Health and Applied Sciences	Field	Allied Health Professions		
Contributes towards	BSc(Hons) Sport Rehabilitation				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Professional Practice
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	September 2016		Valid to	September 2021	

<b>CAP Approval Date</b>	July 2016
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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 contextually relevant knowledge and understanding related to principles of clinical assessment and treatment management of common sports soft tissue injuries and dysfunctions (Component A and Component B).</li> <li>2. Explain the rationale underpinning the use of clinical assessment and treatment management techniques for common sports soft tissue injuries and dysfunctions (Component A and Component B).</li> <li>3. Plan, select and apply competent and safe assessment and treatment management procedures for common sports soft tissue injuries and dysfunctions (Component A and Component B).</li> <li>4. Reflect on own injury management skills and identify areas for further development (Component B).</li> <li>5. Demonstrate effective and professional communication and treatment management skills in a clinical environment (Component A and Component B).</li> </ol>
Syllabus Outline	<p><b>Musculoskeletal Dysfunction Assessment:</b> Development of subjective and objective musculoskeletal soft tissue sports injury assessment skills.</p>

	<p>The principles and practice of joint and soft tissue mobilisation in assessment. Basic interpretation of clinical findings. Formulation of a treatment management strategy. Psychosocial issues related to the assessment process.</p> <p><b>Musculoskeletal Dysfunction Treatment and Management:</b> Application of pathophysiological models of tissue healing to the treatment process. The principles and practice of joint and soft tissue mobilisation. Use of therapeutic exercise, therapeutic ultrasound and thermotherapy. Pain management in relation to sports injuries. Psychosocial issues related to the treatment process.</p> <p><b>Problem solving :</b> Application of clinical assessment and treatment structures to help determine diagnosis and treatment plans. Application of related concepts and models to help treat musculoskeletal dysfunction.</p> <p><b>Reflective practice :</b> Development of ideas relating to the continuance of professional development utilising a professional portfolio.</p>
Contact Hours	Up to 84 contact hours usually including two 2 hour sessions made up of theory lecture and practical sessions per week over both semesters 1 and 2 (21 weeks). Semester 2 will incorporate some online discussion sessions in place of the theory sessions. This learning pattern will be supplemented by time in the level 1 Soft Tissue Clinic run separately to the module but integrated structurally across semester 1 and 2 to help develop student understanding and experience and professional development within a clinical environment.
Teaching and Learning Methods	<p><b>Scheduled learning</b> includes lectures, practical skill and seminar sessions.</p> <ul style="list-style-type: none"> <li>• Lectures provide an introduction and summary of the topic area for the week. Practical sessions allow the students to synthesise and develop observational, assessment and treatment skills relating to the theoretical concepts and models in a clinical context. Group work within practicals include discussion and use of information provided to support and develop learning.</li> <li>• Students are expected to engage in self study using the resources available on blackboard and via the library and internet where signposted. A major part of their study time is taken up by preparation for teaching sessions and for the placement experience</li> </ul> <p><b>Independent learning</b> includes hours engaged with essential reading, coursework preparation linking with the management approach selected for review. Use of practical experience gleaned whilst on placements will also be required to support discussion during the module. Integration of key learning from other modules at level one (ie anatomy, biomechanics, physiology etc) is required and the timetable is structured to allow this development.</p> <p><b>Placement learning:</b> There is a level 1 soft tissue clinic which is not part of the module but integrates with the module's learning outcomes to enable staged development of assessment and treatment skills in a controlled but realistic clinical environment. This learning contributes to recognised clinical hours which students accrue to satisfy membership requirements for BASRAT, the professional body.</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.

<b>Key Information Set - Module data</b>				
<i>Number of credits for this module</i>				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	84	144	72	300



**Written Exam:** Unseen written exam, open book written exam, In-class test

**Coursework:** Written assignment or essay, report, dissertation, portfolio, project

**Practical Exam:** Oral Assessment and/or presentation, practical skills assessment, practical exam

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:

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

Total assessment of the module:	
Coursework assessment percentage	50%
Practical exam assessment percentage	50%
	100%

Reading Strategy

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 the module guide.

**Core readings**

Any essential reading will be indicated clearly, along with the method for accessing it, e.g. 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 readings**

Further reading is advisable for this module, and students will be encouraged to explore at least one of the titles held in the library on this topic. A current list of such titles will be given in the module guide and revised annually.

**Access and skills**

Formal opportunities for students to develop their library and information skills are provided within the induction period. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.

**Blackboard**

	This module is supported by Blackboard where students will be able to find all necessary module information. Direct links to information sources will also be provided from within Blackboard
Indicative Reading List	<p>Brunker, P. and Khan, K. (2009) <i>Clinical Sports Medicine</i>. 3<sup>rd</sup> Ed. London: McGraw-Hill.</p> <p>Kitchen, S. (2002) <i>Electrotherapy: Evidence Based Practice</i>. 11<sup>th</sup> ed. London: Churchill Livingstone.</p> <p>Lederman, E. (2005) <i>The Science and Practice of Manual Therapy</i>. 2<sup>nd</sup> ed. London: Elsevier Churchill Livingstone.</p> <p>Petty, N., and Moore, A., (2011) <i>Neuromusculoskeletal examination and assessment: a handbook for therapists</i>. 4th ed. [online] Edinburgh: Churchill Livingstone. [Accessed 21 November 2014].</p> <p>British Journal of Sports Medicine Podcasts</p> <p>UWE Skills4study (Presentation skills)</p>

<b>Part 3: Assessment</b>		
Assessment Strategy	<p><b>Component A:</b> An e-portfolio record which forms a precursor to the second year professional development portfolio used for placement and which relates to key soft tissue learning outcomes. This will allow students to engage with the concept of professional development from an early stage in the programme and have an ongoing record of this. The e-portfolio will comprise sections related to;</p> <ul style="list-style-type: none"> <li>BASRAT standards of professional practice</li> <li>Clinical competency assessments</li> <li>Record of clinical hours verified by clinical supervisor (minimum 44 clinical hours - contribute to the 400 clinical hours required by BASRAT for professional membership at the end of the programme).</li> <li>Reflective written assignment (maximum word count equivalent to 2000 words)</li> </ul> <p>Each section must be passed independently of the others, failure in any one section results in the component being failed. Completion of the portfolio will enable students to gain massage insurance via BASRAT and gain up to a further 28 clinical hours of remedial massage practice, potentially within a sports club.</p> <p><b>Component B:</b> This is a 40 minute controlled conditions scenario-based structured oral and practical exam (SOPE) at the end of semester 2. This comprises of four ten minute long scenario based stations which are designed to assess a student's practical injury assessment and treatment skills developed throughout the module in line with the skills based learning outcomes above. There will be a focus on basic logical reasoning behind the delivery of practical skills which draw upon the principles, models and concepts discussed throughout the module. There is a formative assessment delivered midway through the module with a SOPE format to enable students to gain experience of the assessment. Students are encouraged to develop an action plan following real time verbal and written feedback during the formative assessment.</p>	
Identify final assessment component and element	<b>Component A</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b> Pass/Fail	<b>B:</b> 100%
<b>First Sit</b>		

<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>
Professional Development Portfolio	Pass/Fail
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>
40 minute SOPE (Structured Oral and Practical Exam)	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>
Professional Development Portfolio	Pass/Fail
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>
40 minute SOPE (Structured Oral and Practical Exam)	100%
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.	