



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Injury Assessment and Management 2				
Module Code	UZYS14-30-2	Level	2	Version	1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	HAS	Field	AHP		
Department	AHP	Module Type	Standard		
Contributes towards	BSc (Hons) Sport Rehabilitation				
Pre-requisites	UZYS1B-30-1 Injury assessment and management 1	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	N/A		
Valid From	Sept 2015	Valid to	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 knowledge and understanding of relevant anatomy, biomechanics, physiology, pathology and psychosocial/cultural factors impacting upon sporting populations. (Component A)</li> <li>2. Undertake safe, effective and appropriate practice skills, including competent assessment procedures, with reference to a range of sports related injury and musculo- skeletal dysfunction (Component A)</li> <li>3. Deliver safe, effective and appropriate treatment techniques in the management of musculo-skeletal and sports related cases (Component A)</li> <li>4. Produce evidence of well-supported clinical reasoning based on rational interpretation of available information, ensuring critical engagement with the evidence base in relation to the management of sports injury and musculo-skeletal dysfunction (Component A)</li> <li>5. Demonstrate reflective practice to underpin personal and professional development when working with patients with sports injury /musculo-skeletal conditions (Component A)</li> </ol>
Syllabus Outline	<p>Syllabus Outline:            Further development of anatomy and biomechanics of the spine, trunk and pelvis            Specific sports related and musculo-skeletal dysfunction in relation to the lumbar, thoracic, cervical spine and pelvis.            Knowledge and understanding of diagnostic triage and recognition of serious spinal pathology            Further development of knowledge of pain models e.g, Pain Gate and further explore the multi- dimensional experience of pain e.g Neuromatrix theory .</p>

	<p>Development of assessment skills with development of clinical reasoning reasoning in relation to musculoskeletal and sports injury practice e.g. Manual Therapy to include the Maitland Concept, Myofascial trigger point release</p> <p>Exercise prescription to include discussion of movement dysfunction in musculoskeletal problems to include use of motor control and stability exercises, typical recruitment patterns and postural re-education. Inclusion of the Mckenzie approach of repeated movements and group work</p> <p>Further development of assessment in the hand and foot</p> <p>Basic understanding of specific and relevant rheumatological conditions where relevant e.g Ankylosing Spondylitis and osteoporosis</p> <p>Introduction to hydrotherapy</p> <p>Further development of taping application – e.g. use of proprioceptive taping</p>																									
Contact Hours	Up to 72 contact hours to usually include up to two 2 hour sessions made up of lectures and practicals /seminars/group work per week over both semester 1 and 2 (17 weeks).																									
Teaching and Learning Methods	<p><b>Scheduled learning</b> includes lectures, seminars, practical skills sessions.</p> <ul style="list-style-type: none"> <li>Lectures provide an introduction and summary of the topic area. Seminars/group work include discussion and use of information provided to support learning.</li> <li>Additionally, students are expected to engage in self study using the resources available on blackboard . 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.</p>																									
- Key Information Sets Information	<p>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.</p> <table border="1" data-bbox="459 1469 1370 1859"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </thead> <tbody> <tr> <td colspan="4">Number of credits for this module</td> <td style="border: 2px solid black;">30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>300</td> <td>72</td> <td>228</td> <td>0</td> <td>300</td> </tr> </tbody> </table> <p><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>Please note that this is the total of various types of assessment and will not</p>	Key Information Set - Module data										Number of credits for this module				30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228	0	300
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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 which constitutes a –

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

Reading Strategy

Core reading:  
 Petty, N. J. (2011) *Neuromusculoskeletal Examination and Assessment: A Handbook for therapists* 4<sup>th</sup> Ed. London: Churchill Livingstone  
 It is also essential that students read one of the many texts available in the library on functional anatomy.  
 For example:  
 Cael, C. (2010) *Functional Anatomy: musculoskeletal anatomy , kinesiology and palpation for manual therapists*. Oxford: Wolters Kluwer/ Lippincott Williams and Wilkins

Further reading:  
 All students are encouraged to be able 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 will be given in the module handbook and updated. Assignment reference lists are expected to reflect the range of reading carried out.

Access and skills  
 Students are expected to be able to identify and retrieve appropriate reading. Support is available via 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

The following list is offered to provide validation panels/ accrediting bodies with the type and level on information students maybe expected to consult. As such its currency may wane during the lifetime of the module specification. However as indicted above current advice on readings will be available via other more frequently updated mechanisms:

Brukner, P. and Khan, K. ( 2012) *Clinical Sports Medicine* 4<sup>th</sup> Ed. London: McGraw-Hill Medical.

Butler, D. S. and Moseley, G. L. (2013) *Explain Pain* 2<sup>nd</sup> Ed. London: Noigroup

Comerford, M. and Mottram, S. (2012) *Kinetic Control: the management of uncontrolled movement*. Edinburgh: Churchill Livingston.

Hengeveld, E., Banks, K. and Maitland, G. D. (2005) *Maitland's Vertebral Manipulation*. 7<sup>th</sup> Ed. London: Elsevier Butterworth Heinemann.

Higgs, J., Jones, M., Loftus, S. and Christensen, N. ( 2008) *Clinical Reasoning in the Health Professions*. 3<sup>rd</sup> Ed. [Online] London: Butterworth Heinemann. [Accessed 21 November 2014].

Hudson, Z. (2011) *Managing the Injured athlete: assessment, rehabilitation and return to play*. [Online] London: Churchill Livingstone. [Accessed 21 November 2014].

Sahrmann, S. (2002) *Diagnosis and treatment of Movement Impairment Syndromes*. Oxford: Mosby.

Vicenzino, B., Hing, W., Rivett, D. and Hall, T. (2011) *Mobilisation with Movement: The*

*art and the science*. London: Churchill Livingstone. Elsevier  
 Professional codes of conduct are available via the BASRaT  
 website:www.basrat.org

### Part 3: Assessment

<b>Assessment Strategy</b>	<p><b>Strategy:</b>          Integration of theory and practice is an essential part of this module, both aspects are requirements for the module assessment. Ability to problem solve and decision make under pressure will be tested in the practical examination.</p> <p><b>Component A:</b>          Practical exam under controlled conditions - maximum time of 40 minutes - A 'seen' scenario (related to the spine) where assessment and treatment skills will be assessed to include both manual therapy and exercise prescription skills by a single examiner as in clinical practice. Equity and parity will be achieved as students will have access to the same 'scenarios' and will have an opportunity to perform a formative assessment where documented feedback will be available.</p>
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<b>Identify final assessment component and element</b>	<b>Component A</b>	
<b>% weighting between components A and B (Standard modules only)</b>	<b>A:</b>	<b>B:</b>
	<b>100</b>	
<b>First Sit</b>		
<b>Component A Description of each element</b>	<b>Element weighting</b>	
Practical Assessment – 40 minutes maximum	100	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A Description of each element</b>	<b>Element weighting</b>	
Practical Assessment – 40 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>		