

## CORPORATE AND ACADEMIC SERVICES

### MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Exercise and Rehabilitation for Special Populations				
Module Code	UZYS1J-15-3	Level	3	Version	1
Owning Faculty	Health and Applied Science	Field	Allied Health Professions		
Contributes towards	BSc (Hons) Sport Rehabilitation				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	UZYSWY-15-2 Motor Control and Learning, UZYS1F-30-2 Sports Performance Enhancement and Nutrition, UZYS14-30-2 Injury Assessment and Management 2		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	September 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> <ul style="list-style-type: none"> <li>• Demonstrate a systematic understanding about the exercise referral pathway for selected controlled medical conditions in the UK. (Component A)</li> <li>• Able to apply appropriate skills and techniques in the physiological assessment of patients with selected controlled medical conditions in the context of exercise referral. (component A)</li> <li>• Evaluate the current evidence available to provide a critique of the reliability and validity of selected clinical exercise testing.(Component A)</li> <li>• Applies the underpinning knowledge required to plan, design, adapt and review a scientific exercise prescription for selected controlled medical conditions. (Component A)</li> <li>• Demonstrate a critical awareness of the dose response issues related to exercise prescription in selected controlled medical conditions. (Component A)</li> <li>• Evidence a clear understanding about the role of a graduate sport rehabilitator and exercise referral. (Component A)</li> </ul>
Syllabus Outline	<p><b>Controlled medical conditions</b></p> <p>The following is a list of examples which may be included:</p> <ul style="list-style-type: none"> <li>• Cardiometabolic conditions (CHD, diabetes, obesity, hypertension)</li> </ul>

	<ul style="list-style-type: none"> <li>• Cancer</li> <li>• Mental Health</li> <li>• Amputees</li> <li>• Neurological conditions (stroke, CP)</li> <li>• Pregnancy</li> </ul> <p><b>Clinical Exercise Testing</b></p> <p>The following is a list of examples which may be included:</p> <ul style="list-style-type: none"> <li>• Risk stratification for exercise referral</li> <li>• Aerobic capacity (cycle ergometer, Rockport)</li> <li>• Anthropometry (Body mass index, waist to hip ratio)</li> <li>• Balance</li> </ul> <p><b>Exercise Prescription</b></p> <ul style="list-style-type: none"> <li>• Does response issues</li> <li>• Plan, design, adapt and review individual and group exercise</li> </ul>
Contact Hours	Up to 36 contact hours to usually include up to 1 hours theory lecture and 2 hour of practical /seminar/group work per week during semester 1.
Teaching and Learning Methods	<p><b>Scheduled learning</b> includes lectures, practical skills, seminars sessions.</p> <ul style="list-style-type: none"> <li>• Lectures provide an introduction and summary of the topic area. Practical sessions allow the students to develop observational and assessment skills in a clinical and functional movement context. Seminars/group work include discussion and use of information provided to support learning. Workshops will be carried out during the module which will be used to evidence the students ability to carry out the following content <ul style="list-style-type: none"> <li>○ Role play will be used to develop skills to establish a rapport with patients, explore the role of empathy, handle confidential information and develop goals for exercise referral patients</li> <li>○ Carry out, analyse, report on and critique appropriate exercise testing to evaluate a clients' aerobic capacity and anthropometry.</li> </ul> </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	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.

**Key Information Set - Module data**

Number of credits for this module

15

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	36	114	0	150



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

**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:

Total assessment of the module:	
Written exam assessment percentage	
Coursework assessment percentage	
Oral assessment / Poster presentation	100%
	100%

**Reading Strategy****Indicative reading list**

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**

It is essential that students read one of the many texts on research methods available through the Library. Module guides will also reflect the range of reading to be carried out.

**Further readings**

Students are expected to identify all other reading relevant to their chosen research topic for themselves. They will be 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.

**Access and skills**

The development of literature searching skills is supported by a Library seminar provided within the first semester. These level three skills will build upon skills gained by the student whilst studying at levels one and two. 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

	<b>Blackboard</b> 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>American College of Sports Medicine. (2013) <i>ACSM'S Guidelines for Exercise Testing and Prescription</i>. 9th Ed., London: Lippincott Williams &amp; Wilkins</p> <p>Buckley, J. (2008) <i>Exercise physiology in special populations</i>. Oxford : Churchill Livingstone.</p> <p>Ehrman, J.K., Gordon, P.M., Visich, P.S., Keteyian, S.J. (2009). <i>Clinical Exercise Physiology</i>. 2nd ed. Leeds: Human Kinetics Publishers, Inc</p> <p>Jonas, S. and Phillips, E.M. (2009) <i>ACSM's Exercise is Medicine. A Clinician's Guide to Exercise Prescription</i>. London: Lippincott Williams and Wilkins</p> <p>Lawrence, D. (2013) <i>The complete guide to exercise referral: working with clients referred to exercise</i>. [online]. London: Bloomsbury [Accessed 19 November 2014].</p> <p>Neiman, D. (2010) <i>Exercise Testing and Prescription: a health related approach</i> 7<sup>th</sup> ed. London: McGraw Hill</p> <p>Pavey, T.G., Anokye, N., Taylor, A.H., Moxham, T., Fox, K.R., Hillsdon, M., Green, C., Campbell, J.L., Foster, C., Mutrie, N., Searle, J. and Taylor, R.S. (2011) The clinical effectiveness and cost-effectiveness of exercise referral schemes: a systematic review and economic evaluation. <i>Health technology assessment</i>. 15(44), pp. 1-242.</p> <p>Taylor, S. R., Williams, K. and Bond, K.A. (2009) Exercise referral: Is it effective at decreasing anthropometric measures and increasing physical activity? <i>Journal of sports sciences</i>. 27 p. S30.</p> <p>Wilmore, J.H., Costill, D.L. and Kenney, W.L. (2012) <i>Physiology of sport and exercise</i>. 5th Ed. Leeds: Human Kinetics</p>

### Part 3: Assessment

Assessment Strategy	<p>This module is best assessed by students presenting and fielding questions about their approach to the assessment and management of a case study. This will be done in the format of a 20 minute poster presentation. The case study will be based on a selected control medical condition.</p> <p>This method of assessment will build on the skills students displayed in the year 2 module Sports Performance Enhancement and Nutrition.</p>
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	100	
<b>First Sit</b>		
Component A (controlled conditions) Description of each element	Element weighting	
1. Case Study Presentation - 20 minutes	100	

<b>Resit (further attendance at taught classes is not required)</b>		
Component A (controlled conditions) Description of each element	Element weighting	

1. Case Study Presentation - 20 minute	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.	