



**ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Neurorehabilitation				
Module Code	UZYSQF-30-M	Level	M	Version	2
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	Health and Applied Sciences	Field	Allied Health Professions		
Department	Allied Health Professions	Module Type	Standard		
Contributes towards	MSc Rehabilitation MSc Advanced Practice Continuing Professional Development Module				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
First CAP Approval Date	31 May 2016	Valid from	September 2016		
Revision CAP Approval Date	31 October 2017	Revised with effect from	January 2018		

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 an advanced knowledge and understanding of the principles of clinical neuroscience relevant to rehabilitation and how these principles apply to practice (Component B)</li> <li>• Demonstrate an advanced knowledge of complex neurological conditions with consideration to relevant clinical guidelines, service pathways, health policy which influence service delivery (Components A and B)</li> <li>• Critically evaluate and analyse contemporary research surrounding neurorehabilitation principles and practice (Components A and B)</li> <li>• Critically discuss the principles and practice of specialist clinical skills used in neurorehabilitation and their role within neurorehabilitation (Component B)</li> <li>• Demonstrate a critical understanding of the outcome measures used in neurological rehabilitation and be able to recognise the relative merits of specific neurological assessment tools including the International Classification of Functioning (ICF) (Component A)</li> <li>• Demonstrate a deeper knowledge of cognitive impairments commonly encountered in patients with neurological dysfunction, and their emotional and</li> </ul>

	social effects. (Components A and B)
Syllabus Outline	<p><u>Clinical neuroscience and Biomechanics</u></p> <p>Knowledge of functional anatomy, physiology and biomechanics applied to understand movement dysfunction and clinical conditions.</p> <p>The role of neuroplasticity, motor learning and cognitive function in neurorehabilitation will be introduced and applied to clinical practice through case examples.</p> <p>Contemporary research relating to clinical neuroscience will be explored and the implications upon individual practice discussed among peers.</p> <p><u>Understanding how research informs practice</u></p> <p>Explore current research into the principles of neurorehabilitation and critically examine how this informs clinical practice.</p> <p>Conduct critical review of current treatment approaches in neurological rehabilitation and demonstrate reflective thinking concerning the implications for clinical practice and service delivery.</p> <p><u>Specialist clinical skills in neurorehabilitation</u></p> <p>Several neurological conditions will be explored and specialist rehabilitation approaches for these conditions will be introduced and critically explored.</p> <p>The theory underpinning these advanced approaches will be integrated through critical appraisal of appropriate research. The role of evidence-based practice will be introduced and critically discussed among peers.</p> <p>The application of specialist treatment approaches commonly used in neurorehabilitation will be introduced through practice-based workshops. These sessions will provide an opportunity for students to be familiar with the basic application of such techniques but are not a recognition of proficient clinical use.</p> <p><u>Assessment of neurological conditions</u></p> <p>The pathology of complex neurological conditions will be explored and a comprehensive understanding of the clinical guidelines, service pathways, health policy which influence their treatment will be introduced.</p> <p>Evidence-based practice will be promoted through critical understanding of neurological assessment methods.</p> <p>The relative merits of specific neurological assessment tools will be compared and critically appraised.</p> <p>How to develop and assess patient centred goals and integrate them to everyday practice will be explored.</p> <p>The role of the ICF in clinical practice will be explored and critically appraised.</p>
Contact Hours	<p>Contact hours will include taught sessions at Glenside Campus. Students will typically receive up to 5 days of face to face teaching and it is expected each of these days will typically constitute 7 hours of teaching.</p> <p>Taught sessions will integrate lectures, case-study presentations, critical debate sessions, assessment workshops and interactive practical sessions.</p> <p>Delivery of these taught sessions will take place in settings such as the simulation suites at Glenside Campus and will be designed to represent the clinical environment.</p>

	<p>In addition, phone, email and discussion group contact with staff is available throughout the module typically with up to 2 hours available for tutorial/assignment/module support.</p>
<p>Teaching and Learning Methods</p>	<p>The learning and teaching strategy for this module is blended and uses taught face to face sessions and online learning activities. The module has been developed to provide students with the opportunity to enhance their understanding of the neuroscience processes which influence rehabilitation and to consider how therapists can effect these processes through their clinical practice. Students will be required to critically appraise research studies, treatment approaches and methods of assessment to develop a deeper understanding of the assessment and management of a range of neurological conditions.</p> <p>This module builds upon the existing knowledge and practical skills that physiotherapists, occupational therapists and other health and social care professionals possess in relation to anatomy, neuroscience, neurorehabilitation assessment and management.</p> <p>Student engagement will be facilitated by the provision of appropriate guided reading material and research articles all of which will be available electronically. Students will be required to undertake detailed critical appraisal of the research articles and discuss the relative merits of the research and how it may influence their practice in an on-line forum.</p> <p>The practice-based learning objectives will be delivered at Glenside Campus. Students will be provided with relevant research articles in preparation for these study days and will be expected to complete critical appraisal of these articles. This critical understanding is necessary to facilitate in-depth group discussion on the relative merits of the different treatment approaches which will be covered in these face to face sessions.</p> <p>University-based study days will be split into theory and practical sessions. During theory sessions lectures will be delivered by expert speakers to address current/relevant evidence-based practice.</p> <p>Knowledge and understanding of these specific topics will be enhanced through practical sessions, group discussion, workshops and patient interaction. The opportunity to apply knowledge acquired from lectures in supervised practical sessions will enhance clinical skills and understanding.</p> <p><b>Scheduled learning</b> includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops.</p> <p><b>Independent learning</b> activities will include guided reading, student-led literature reviews, interactive neuroscience material, on-line discussion and on-line quizzes. Guided reading will direct students to appropriate textbooks, journal articles and other resources which will be available electronically. Independent learning will also include hours engaged with essential reading, case study preparation, assignment preparation and completion etc.</p> <p>These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p>
<p>Key Information Sets Information</p>	<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>

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	37	263	0	300

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	0%
Coursework assessment percentage	60%
Case-study presentation assessment percentage	40%
	100%

Reading Strategy

**Essential reading**

All essential reading will be indicated clearly, along with the method for accessing it. All essential reading will be made available electronically. The module handbook will clearly indicate the range of reading to be carried out.

**Further reading**

Further reading will be necessary to supplement the essential reading. This will ensure that students access up to date research, policies, guidelines, underpinning knowledge, and theoretical perspectives. This is particularly relevant when sourcing materials related to their own practice. As such, students will be expected to access all additional reading themselves. Identification of reading will be via library search, including online databases, and via other internet resources.

**Access and skills**

Students will be provided with opportunities in the curriculum to develop their information retrieval and evaluation skills in order to successfully identify, retrieve and evaluate materials. Additional 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 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. Where items are not available electronically, key chapters will be digitised.

Dawes, T. (2005) *Evidence-based practice: a primer for health care professionals*. 2<sup>nd</sup> ed. Edinburgh: Elsevier Churchill Livingstone.

Greenhalgh, T. (2014). *How to read a paper: the basics of evidence-based medicine*. [online] Chichester: Wiley. [Accessed 8 April 2016].

Grieve, J. and Gnanasekaran, L. (2008) *Neuropsychology for occupational therapists: cognition in occupational performance*. 3<sup>rd</sup> ed. Oxford: Blackwell.

Latash, M. (2008). *Neurophysiological basis of movement*. 2<sup>nd</sup> Ed. Leeds: Human Kinetics.

Ponsford, J. (2004). *Cognitive and behavioural rehabilitation: from neurobiology to clinical practice*. New York: Guilford Press.

Purves, D. and Brannon, E. (2013). *Principles of cognitive neuroscience*. 2<sup>nd</sup> ed. Sunderland, Mass: Sinauer Associates.

Shumway-Cook, A. and Woollacott, M.H. (2012). *Motor control: translating research into clinical practice*. 4<sup>th</sup> ed. London: Lippincott and Williams.

Stokes, M. and Stack, E. (2011) *Physical management for neurological conditions*. 3<sup>rd</sup> ed. [online] Edinburgh: Elsevier Churchill Livingstone. [Accessed 8 April 2016].

World Health Organisation. (2001) *International classification of functioning, disability and health*. Available from: <http://www.who.int/classifications/icf/en/> [Accessed 8 April 2016].

### Part 3: Assessment

Assessment Strategy	<p>The assessment for this module will be split into two components.</p> <p><b>Component A</b>  This component of assessment will be a 20 minute oral presentation of a case-study to demonstrate critical understanding and clinical application of a specific outcome measure used in neurorehabilitation. The presentation may be carried out in person or via virtual means. The presentation will last 15 minutes and a 5 minute period will be allocated at the end for defended questioning.</p> <p>Students will have the opportunity for formative feedback on a 300 word structured abstract prior to their assessment. This abstract will complement the presentation and will be formatively assessed for critical content and structure.</p> <p><b>Component B</b>  This component of assessment requires students to demonstrate a critical understanding of current research in a treatment approach used in neurorehabilitation and critically explore the relative merits of such an approach in practice with reference to the principles of motor learning and cognitive function. This assessment will take the form of a 3000 word essay.</p> <p>Students will have an opportunity to receive formative feedback on this component during their on-site study days and via email with the module leader.</p>
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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>
	40%	60%

<b>First Sit</b>	
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1. 20 minute presentation	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1. 3000 word essay	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> <b>(as % of component)</b>
1. 20 minute presentation	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1. 3000 word essay	100%
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.	

**FOR OFFICE USE ONLY**

First CAP Approval Date	31 May 2016			
Revision ASQC Approval Date	31 October 2017	Version	2	<a href="#">Link to RIA 12473</a>