MODULE TITLE | Musculoskeletal Physiotherapy Practice

Module Code | 23-7186-00S

Level | 7

Credit Points | 30

Indicative Assessment Components & Percentage Weightings | Summative Assessment
Two tasks:
Task 1: Viva: 50%
Task 2: Practical Examination
Activity a: Practical 25%
Activity b: Movement analysis: 25%

Pre-Requisite Modules (if applicable) | None

Delivered according to Standard Academic Calendar | YES

Long: | Short: X | Other delivery pattern:

1 MODULE AIMS

This module will aim to develop the student's critical evaluation, understanding and application of the theory and evidence relevant to the treatment/management of musculoskeletal movement disorders/dysfunctions. It will enable students to develop their clinical skills and reasoning skills, relevant to the process of evidence informed clinical problem solving within the musculoskeletal speciality.

2 MODULE LEARNING OUTCOMES
BY THE END OF THE MODULE YOU WILL BE ABLE TO

2.1 Discuss, critically appraise and apply relevant theories, concepts with supporting evidence, of contemporary MSK treatment/management concepts. (VIVA)

2.2 Apply and evaluate your diagnostic- and narrative reasoning skills, to a clinical case study, including diagnosis/problem-identification, treatment planning and progression of MSK Movement disorders. (VIVA).
2.3 Apply and reflect upon a range of Manual Techniques, and other Movement Therapy Modalities, relevant to the management/treatment of patients presenting with MSK disorders (practical).

2.4 To analyse posture- and movement in vivo, and to critically evaluate your observations and conclusions, relating these to the relevant theory/evidence and Musculoskeletal Therapy planning (practical).

3 INDICATIVE LEARNING, TEACHING AND ASSESSMENT ACTIVITIES

MPP can be taken as a stand-alone module, but ideally fits within the context of the Applying Physiotherapy level 7 programme. The range of skills learned in other level 7 modules inform aspects of the MPP curriculum, in particular the application of reasoning, skills and clinically relevant concepts associated with professional autonomy are relevant to the effective application of Manual- and movement therapy. Clinical reasoning is informed by the processes of utilising and generating Evidence, which are learned in the research and dissertation modules.

MPP involves the learning of a range of skills spanning the Sensori-Motor, Cognitive and Affective domains. The programme’s learning and teaching strategy therefore includes a range of learning activities, with the main focus on problem solving, including the judicious use of evidence and reflection upon your own performance and learning:

- Seminars: Workshops or Practical sessions,
- Self-directed learning to engage with the theory and evidence,
- Presentations: either tutor led, or student led,
- Small group projects followed by micro presentations
- Formative assessment, either tutor led or peer assessment,
- Student/peer teaching.

The total hours allocated to this module exceeds the number of classroom hours and this reflects the fact that you will be expected to undertake self directed learning, which includes preparation for the summative assessment.

TUTOR-LED ACTIVITIES

Lectures will be used to introduce topics/concepts, but will form a small aspect of the curriculum, and are an integral part of the workshops. The aims and objectives of this modules are more effectively met by you active participation.

The tutor will ensure that you will have the opportunity to participate in the demonstration of the safe and effective execution of the practical skills applied to the target Neuromusculoskeletal structures and complexes.

Workshops will have a significant practical component, with clinical reasoning and skills learning activities integrated. Throughout the workshops, clinical skills will be learned within the context of clinical presentations mostly in the form of case
scenarios. Role play may give you the opportunity to experience the therapist-patient contact from both the patient and therapist perspective and will allow you to give constructive feedback to your peer.
The tutor will invite you to explore the links between the case presentation, the underpinning sciences (such as biomechanics, pathology), the International Classification of Function Disability and Health and the range of treatment concepts and techniques.

**Assessment activities** during the workshops will be formative and the tutor will invite you to reflect upon your own performance and learning and to keep a record within your learning diary.
The formative assessment may take the form of 1:1 assessment, micro-presentation, mock viva examination, tutor facilitated peer assessment.

**The VLE (Blackboard)** will be used to

1. As a repository for information, regarding the teaching activities and schedules,
2. Provide access to the teaching materials relevant to the workshops,
3. Provide links to internal and external learning resources,
4. Facilitate assessment for learning activities,
5. Feedback information to students on assessment for learning and other activities,
6. Facilitate collaborative and group working,
7. Communicate information about key events within the module’s programme,
8. To encourage learner autonomy,
9. To provide access to media rich sources such as video, audio and animation where available.

**TUTOR-DIRECTED ACTIVITIES:**

The tutor will structure, manage and oversee the range of class room activities and to ensure that the salient learning point are being identified and summarised. The tutor will also ensure that the objectives within the relevant session plan will be met. The tutor led activities aim to ensure that you have the opportunity to actively engage with all aspects of the curriculum, in line with the learning objectives and assessment criteria. The tutor will ensure that the activities will challenge you to think and practice beyond the frame work set by the assessment criteria.

- The following activities are listed for illustration purposes only. Set you specific learning tasks in line with the objectives of the module,
- Give, or invite you to give practical demonstrations to the whole group or to sub-groups of students,
- Invite you to demonstrate a skill/technique to your peers,
- Formatively assess your performance,
- Invite you to reflect upon your own performance (e.g. handling, technique, own reasoning),
- Ensuring that you will receive feedback on your performance and learning,
- Arrange micro-presentations,
- Arrange student learning activities,
• Clarify the preparatory work you should undertake prior to the next session.

**Tutor-directed learning**

The tutor will assess your learning and progress informally within the classroom situation. The tutor will encourage you to keep a diary of your own learning, including your personal learning objectives. The tutor will clarify and summarise relevant concepts.

The tutors will ensure that you have access to a range of case studies spanning a broad range of MSK conditions. The tutor will invite you to analyse the scenarios and to apply your clinical reasoning skills. This will give you the opportunity to explore the literature in depth and develop your skill of Evidence Informed Practice. This will allow you to develop your learning portfolio consisting of the case studies with associated literature and evidence. The case studies you have explored during the module will be used for the Summative Assessment, enabling a closer integration of the Learning and Assessment process.

**STUDENT-DIRECTED LEARNING**

As Master level students you should assume responsibility for your own learning process. This includes ensuring that you are familiar with the aims and objectives of the module, and the schedule of teaching. You should ensure that you identify your individual learning objectives throughout the module and monitor your own progress. The tutor is available to facilitate your learning process.

The majority of the theoretical component of the module will require you to actively engage with the literature especially the literature relevant to the case studies. Engage with the learning materials to prepare for the sessions will allow you to optimise the class room learning experience. The tutor will assume that you have prepared for the sessions.

You will be expected to access information from a range of web-based resources as well when researching and developing the case studies. Organising small teams to undertake these learning activities and to share information and resources may allow you to make your learning more effective and will enable you and your colleagues to work more time efficiently.

**Student-Directed Learning** will take the form of a range of activities needed to achieve your individual learning objectives and those of the module. This may involve:

• Preparing and developing your knowledge and skills base associated with the range of clinical case studies that will be presented during the workshops. These activities, will allow you explicitly integrate your learning, preparation for the summarise assessment and application of knowledge and skills in the context of clinical presentations,
• Explore and engage with learning materials on Bb and Resource centre,
• Practise the patient assessment skills
• Practice the modalities, techniques and therapies discussed and practised within the classroom and/or relevant to the case scenarios, including
observation and analysis of posture and movement,

- Revise and review prior learning and experience relevant to MSK
- Practise reflection and critically evaluation of own skills through reflection, during action and retrospectively.
- Practising using the clinical reasoning form in your analysis of the case scenarios. This will give you a tool to structure your analysis and reasoning.

SUMMATIVE ASSESSMENT
The summative assessment produces your final mark for this module, consists of two assessment tasks. You final mark is the sum of the three weighted elements:

**Task One:**
*(Learning Outcomes 1-2)*
Viva voce assessment of your clinical reasoning skills. This element is weighted at 50%

**Task Two**
*Activity one: (Learning outcome 3)*
Application of practical skills weighted at 25%

*Activity two: (learning outcome 4)*
Analysis of posture and movement weighted at 25%

Feedback will be provided in written form, after your final mark has been calculated, but this mark will be subject to ratification by the board, and will therefore be provisional.

The assessment criteria, linked to the learning outcomes are available via Blackboard, prior to the start of the module and will remain available to you throughout the module.

4 INDICATIVE MODULE CONTENTS / TOPICS

Insert a bullet pointed list of indicative topics. These should be presented in sufficient detail to indicate to an expert reader the type and level of engagement. Indicate clearly any sessions which PSRB’s regard as mandatory/essential

- Theory and contemporary concepts about clinical reasoning in physiotherapy,
- Application of clinical reasoning in the context of EBP,
- Theory and application of pain physiology, biomechanics and kinesiology.
- Exploring relevant biomedical and psychosocial topics
- Contemporary concepts such as neural dynamics, Maitland, McKenzie, Mulligans, Cyriax, Combined movements, Movement and Posture control concepts
- Integrating Manual Therapy and Movement Therapy
FURTHER INFORMATION ABOUT THIS MODULE

- FURTHER / ADDITIONAL INFORMATION IS AVAILABLE TO SUPPORT THIS MODULE, INCLUDING ASSESSMENT CRITERIA DETAILING HOW YOUR PERFORMANCE IN THE MODULE WILL BE MEASURED, HOW YOU WILL RECEIVE FEEDBACK, DETAILS OF LEARNING RESOURCES AND KEY READINGS

- THIS INFORMATION CAN BE FOUND IN

The Module will be supported by a handbook specifying the schedule of taught sessions, the assessment criteria, weighting and feedback details.

On-line learning resources will be available to students via Blackboard.

Students can book practical rooms for practical self directed session, via the technicians’ office.

NOTE THAT THIS ADDITIONAL INFORMATION MAY BE SUBJECT TO CHANGE FROM YEAR TO YEAR

FINAL TASK

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<th>According to the Assessment Strategy shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Strategy)</th>
<th>Task No.</th>
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MODULE REFERRAL STRATEGY

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<th>Task for Task (as shown for initial assessment strategy)</th>
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<td>Single Referral Package for All Referred Students</td>
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