

| Module Details | |
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| Module Title: | Soft Tissue and Exercise Principles (MPhysiotherapy) |
| Module Code: | PAR4007-D |
| Academic Year: | 2019-20 |
| Credit Rating: | 40 |
| School: | School of Allied Health Professions and Midwifery |
| Subject Area: | Physiotherapy and Rehabilitation |
| FHEQ Level: | FHEQ Level 4 |
| Pre-requisites: | |
| Co-requisites: | |

| Contact Hours | |
|---------------------------------|--------------|
| Type | Hours |
| Lectures | 22 |
| Practical classes and workshops | 67 |
| Clinical Placement | 36 |
| Tutorials | 22 |
| Directed Study | 253 |

| Availability | |
|---------------------|-----------------------------------------------------|
| Occurrence | Location / Period |
| BDA | University of Bradford / Academic Year (Sept - May) |

| Module Aims |
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| To develop appropriate massage and soft tissue skills and understand how to appropriately and effectively implement and document these skills. To develop movement analysis techniques leading identifying 'normal' and 'abnormal' movement including possible precursors for injury and basic movement re-education principals. Identify what is meant by professional ethics and recognise dignity, respect, equity and diversity and health and safety issues. |

| Outline Syllabus |
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Manage indications, cautions and contraindications of selected soft tissue techniques. Management of client consultations and record keeping including medical history and case notes. Use a clinical notation system to record and review a series of treatments. Demonstrate the application of sports massage and other soft tissue techniques including; Pre- and post-event sports massage, Muscle Energy Techniques, Soft Tissue Release, Deep, Tissue Massage, Reciprocal Inhibition, Trigger Points, Taping techniques, Facilitated lengthening. Use clinical reasoning and critical analysis to select and evaluate the effectiveness of appropriate soft tissue techniques. Reflective practice and its role in professional development and goal and action planning. Postural and movement analysis skills relevant to a sport rehabilitator. How to appropriately and effectively carry these out and interpret findings. Gain an appreciation of posture and movement re-education. How these can be used in conjunction with the interpretation of the findings of posture/movement analysis to improve efficiency and reduce injury risk. HCPC Standards of Conduct Performance and Ethics. Moral, cultural & ethical issues affecting physiotherapy practice including issues of culture & diversity, dignity and respect and consent. Client Safety Models of reflection, Presentation skills

Learning Outcomes

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| 1 | <ol style="list-style-type: none"> 1. Demonstrate knowledge of Soft Tissue Techniques relevant to a Physiotherapist 2. Demonstrate a clear understanding of dignity, respect, diversity and consent issues specifically relating to the practice of a Physiotherapist 3. Demonstrate knowledge of exercise and movement analysis and how to interpret findings 4. Demonstrate knowledge of posture and movement re-education and how this relates to the interpretation of the findings of posture/movement analysis 5. Demonstrate an understanding of exercise principles and techniques and how these can be applied by a Physiotherapist 6. Demonstrate a variety of Soft tissue techniques relevant to the role of a Physiotherapist and how to appropriately and effectively apply these whilst justifying treatment choices using clinical reasoning 7. Demonstrate movement analysis and re-education skills relevant to the role of a sports rehabilitator 8. Discuss evidence-based Physiotherapy practice 9. Identify the skills, values and behaviours of a professional practitioner. 10. Demonstrate an ability to communicate clearly, succinctly and professionally across a range of formats. 11. Develop problem-solving skills. 12. Competently use information literacy and It skills 13. Develop study skills. 14. Develop interpersonal skills 15. Develop Reflective Practice 16. Develop an appreciation of equality and diversity. 17. Evaluate the importance of psychosocial issues 18. Identify moral, ethical & professional issues |
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Learning, Teaching and Assessment Strategy

A blended learning approach will be used including a range of delivery methods learning be developed through the use of research informed lectures, case based scenarios & technology enhanced learning(LO 1-5). LO 6, 7, 10 - 14 will be addressed through the use of research informed seminars, tutorials, practicals & technology enhanced learning. Directed study based

on a case scenario & self-directed study will include reading key texts & web resources to achieve all module outcomes. In addition students will undertake practice hours that will contribute to a soft tissue techniques portfolio addressing the learning outcomes (LO 1, 2, 4, 10, 11, 14-18).

Formative assessment and feedback will be available at individual/group tutorial sessions and electronic communication to facilitate reflection, preparation for summative assessment and self-assessment. Assessment mode 1 assesses learning outcomes LO 1, 2, 6, 8, 10 - 18. Assessment mode 2 assesses learning outcomes 1, 2, 6. Assessment mode 3 assesses Learning outcomes (LO 2-5, 7, 8, 10,11, 13, 14)

| Mode of Assessment | | | | |
|--------------------|---------------------|------------------------------------------------------|--------|-----------|
| Type | Method | Description | Length | Weighting |
| Summative | Presentation | Movement analysis & intervention with justification | | 50% |
| Summative | Coursework | Portfolio Record of Practice Experience | | 50% |
| Summative | Clinical Assessment | Completion of soft tissue practice hours (pass/fail) | | % |

Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>.

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.