

**MSc (Pre-Reg) Physiotherapy****Programme of Study – Year Two Modules**

Module Title	Credits (Level)	Staff/Student Contact Hours	SDP Hours	Clinical Hours	Assessment
Advancing physiotherapy practice	20 (M)	64	120		Portfolio
Developing Evidence based Neuromusculoskeletal practice 2	20 (M)	84	116		Poster/Presentation
Project	60 (M)		400		Report
Clinical Education 4	20 (H) #			180	PPAF
Clinical Education 5	20 (H) #			180	PPAF
Clinical Education 6	20 (H) #			180	PPAF
Totals	100 (M) 60 (H)				

**#BSc Honours level**

An Honours graduate will have developed an understanding of a complex body of knowledge, some of it at the boundaries of an academic discipline. Through this, the graduate will have developed analytical techniques and problem solving skills that can be applied in many types of employment. The graduate will be able to evaluate evidence, arguments and assumptions, to reach sound judgements, and to communicate effectively.

An Honours graduate should have the qualities needed for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances (QAA, 2001).

<b>Module Title</b>	<b>Clinical Education 4</b>	
<b>Location</b>	Nursing and Physiotherapy, School of Health and Population Sciences	
<b>Module Code</b>	02 19674	
<b>Member of Staff</b>	Mrs Jacky Conduit	
<b>Level</b>	H	
<b>Credits</b>	20	
<b>Term</b>	Year 2 February / March	
<b>Restrictions</b>	MSc Physiotherapy (pre-registration)	
<b>Contact hours</b>	180 hours in clinical area	
<b>Teaching and Learning Methods</b>	The students will gain experience of physiotherapy practice within a range of clinical settings. Teaching and learning methods will include treating patients with the guidance of a clinical educator, observation of experienced clinicians treating patients, tutorial, seminars, discussion and participation in / observation of clinics, case conferences and ward rounds as appropriate.	
<b>Delivery</b>	The module will be delivered within a variety of health care settings.	
<b>Description</b>	The student will have an identified clinical educator within a health care setting where they will have the opportunity to use and develop clinical knowledge and skills acquired during the previous modules. The student should have the opportunity to identify learning needs from previous clinical experiences and attempt to address these needs within a different health care situation. The opportunity will exist to learn new profession specific skills and to acquire new knowledge. A key feature of this module will be the development of learning sets whereby students will facilitate each others' learning.	
<b>Learning Outcomes</b>	<b>By the end of the module students should be able to:</b>	<b>Demonstrated or Assessed by:</b>
	<ul style="list-style-type: none"> <li>Demonstrate resourcefulness and variety in planning and developing learning within the clinical arena</li> </ul>	Continuously assessed by clinical educator and recorded on the Practice Placement Assessment Form (PPAF). Demonstrated by learning contract (not formally assessed)
	<ul style="list-style-type: none"> <li>Undertake effective subjective and objective assessment of multiple pathologies</li> </ul>	Continuously assessed by clinical educator and recorded on PPAF
	<ul style="list-style-type: none"> <li>Select and apply safe and effective treatment programmes taking due account of time and resource management</li> </ul>	Continuously assessed by clinical educator and recorded on PPAF
	<ul style="list-style-type: none"> <li>Maintain accurate and useful records of patients' assessment, management and prognosis</li> </ul>	Continuously assessed by clinical educator and recorded on PPAF
	<ul style="list-style-type: none"> <li>Identify psychosocial, cultural and environmental issues in patient management</li> </ul>	Continuously assessed by clinical educator and recorded on PPAF
	<ul style="list-style-type: none"> <li>Demonstrate effective teamwork and communication skills in all aspects of patient care</li> </ul>	Continuously assessed by clinical educator and recorded on PPAF
	<ul style="list-style-type: none"> <li>Demonstrate organisational skills in the management of patients</li> </ul>	Continuously assessed by clinical educator and recorded on PPAF
	<ul style="list-style-type: none"> <li>Synthesise knowledge in order to effectively problem-solve</li> </ul>	Continuously assessed by clinical educator and recorded on PPAF
	<ul style="list-style-type: none"> <li>Apply principles of evidence-based practice in a variety of clinical contexts</li> </ul>	Continuously assessed by clinical educator and recorded on PPAF
<b>Indicative Content</b>	The student will be expected to revise the theoretical basis of the physiotherapy modalities utilised during the placement and apply the relevant clinical sciences to the patients encountered. Conditions may be encountered which are unfamiliar to the student. They are expected to utilise relevant resources to develop knowledge and understanding in such areas. Throughout, there will be an emphasis on the students' development of clinical reasoning and application of evidence to support justification of the chosen management approach.	
<b>Assessment</b>	Assessment of clinical competence using the Professional Assessment Development Form (100%).	
<b>Texts</b>	ALSOP A & RYAN S (1996) <i>Making the most of Fieldwork Education: a practical approach</i> . London, Chapman Hall. ANDERSON G, BOUD D & SAMPSON J (1996) <i>Learning Contracts: a practical guide</i> . London, Kogan Page BURY T, MEAD J (1998) <i>Evidence based healthcare</i> . Butterworth Heinemann, Oxford. HIGGS J, JONES M (2000) <i>Clinical reasoning in the health professions</i> . Butterworth Heinemann, Oxford.	

<b>Module Title</b>	<b>Clinical Education 5</b>	
<b>Location</b>	Nursing and Physiotherapy, School of Health and Population Sciences	
<b>Module Code</b>	02 19675	
<b>Member of Staff</b>	Mrs Jacky Conduit	
<b>Level</b>	H	
<b>Credits</b>	20	
<b>Term</b>	Year 2 July / August	
<b>Restrictions</b>	MSc Physiotherapy (pre-registration)	
<b>Contact hours</b>	180 hours in clinical area	
<b>Teaching and Learning Methods</b>	The students will gain experience of physiotherapy practice within a range of clinical settings. Teaching and learning methods will include treating patients with the guidance of a clinical educator, observation of experienced clinicians treating patients, tutorial, seminars, discussion and participation in / observation of clinics, case conferences and ward rounds as appropriate.	
<b>Delivery</b>	The module will be delivered within a variety of health care settings.	
<b>Description</b>	The student will have an identified clinical educator within a health care setting where they will have the opportunity to use and develop clinical knowledge and skills acquired during the previous modules. The student should have the opportunity to identify learning needs from previous clinical experiences and attempt to address these needs within a different health care situation. The opportunity will exist to learn new profession specific skills and to acquire new knowledge. A key feature of this module will be the development of learning sets whereby students will facilitate each others' learning.	
<b>Learning Outcomes</b>	<b>By the end of the module students should be able to:</b>	<b>Demonstrated or Assessed by:</b>
	<ul style="list-style-type: none"> <li>Demonstrate resourcefulness and variety in planning and developing learning within the clinical arena</li> </ul>	Continuously assessed by clinical educator and recorded on the Practice Placement Assessment Form (PPAF). Demonstrated by learning contract (not formally assessed)
	<ul style="list-style-type: none"> <li>Undertake effective subjective and objective assessment of multiple pathologies</li> </ul>	Continuously assessed by clinical educator and recorded on PPAF
	<ul style="list-style-type: none"> <li>Select and apply safe and effective treatment programmes taking due account of time and resource management</li> </ul>	Continuously assessed by clinical educator and recorded on PPAF
	<ul style="list-style-type: none"> <li>Maintain accurate and useful records of patients' assessment, management and prognosis</li> </ul>	Continuously assessed by clinical educator and recorded on PPAF
	<ul style="list-style-type: none"> <li>Identify psychosocial, cultural and environmental issues in patient management</li> </ul>	Continuously assessed by clinical educator and recorded on PPAF
	<ul style="list-style-type: none"> <li>Demonstrate effective teamwork and communication skills in all aspects of patient care</li> </ul>	Continuously assessed by clinical educator and recorded on PPAF
	<ul style="list-style-type: none"> <li>Demonstrate organisational skills in the management of patients</li> </ul>	Continuously assessed by clinical educator and recorded on PPAF
	<ul style="list-style-type: none"> <li>Synthesise knowledge in order to effectively problem-solve</li> </ul>	Continuously assessed by clinical educator and recorded on PPAF
	<ul style="list-style-type: none"> <li>Apply principles of evidence based practice in a variety of clinical contexts</li> </ul>	Continuously assessed by clinical educator and recorded on PPAF
<b>Indicative Content</b>	The student will be expected to revise the theoretical basis of the physiotherapy modalities utilised during the placement and apply the relevant clinical sciences to the patients encountered. Conditions may be encountered which are unfamiliar to the student. They are expected to utilise relevant resources to develop knowledge and understanding in such areas. Throughout, there will be an emphasis on the students' development of clinical reasoning and application of evidence to support justification of the chosen management approach.	
<b>Assessment</b>	Assessment of clinical competence using the Professional Assessment Development Form (100%).	
<b>Texts</b>	ALSOP A & RYAN S (1996) <i>Making the most of Fieldwork Education: a practical approach</i> . London, Chapman Hall. ANDERSON G, BOUD D & SAMPSON J (1996) <i>Learning Contracts: a practical guide</i> . London, Kogan Page BURY T, MEAD J (1998) <i>Evidence based healthcare</i> . Butterworth Heinemann, Oxford. HIGGS J, JONES M (2000) <i>Clinical reasoning in the health professions</i> . Butterworth Heinemann, Oxford.	

<b>Module Title</b>	<b>Clinical Education 6</b>
<b>Location</b>	Nursing and Physiotherapy, School of Health and Population Sciences
<b>Module Code</b>	02 19678
<b>Member of Staff</b>	Mrs Jacky Conduit
<b>Level</b>	H
<b>Credits</b>	20
<b>Term</b>	Year 2 November / December
<b>Restrictions</b>	MSc Physiotherapy (pre-registration)
<b>Contact hours</b>	180 hours in clinical area
<b>Teaching and Learning Methods</b>	The students will gain experience of physiotherapy practice within a range of clinical settings. Teaching and learning methods will include treating patients with the guidance of a clinical educator, observation of experienced clinicians treating patients, tutorial, seminars, discussion and participation in / observation of clinics, case conferences and ward rounds as appropriate.
<b>Delivery</b>	The module will be delivered within a variety of health care settings.
<b>Description</b>	The student will have an identified clinical educator within a health care setting where they will have the opportunity to use and develop clinical knowledge and skills acquired during the previous modules. The student should have the opportunity to identify learning needs from previous clinical experiences and attempt to address these needs within a different health care situation. The opportunity will exist to learn new profession specific skills and to acquire new knowledge. A key feature of this module will be the development of learning sets whereby students will facilitate each others' learning. This module will focus on the development of abilities to manage a case-load at the level of a junior grade physiotherapist.

<b>Learning Outcomes</b>	<b>By the end of the module students should be able to:</b>	<b>Demonstrated or Assessed by:</b>
	<ul style="list-style-type: none"> <li>▪ Demonstrate resourcefulness and variety in planning and developing learning within the clinical arena</li> <li>▪ Demonstrate ability to manage a caseload at junior grade level</li> <li>▪ Undertake effective subjective and objective assessment of multiple pathologies</li> <li>▪ Select and apply safe and effective treatment programmes taking due account of time and resource management</li> <li>▪ Maintain accurate and useful records of patients' assessment, management and prognosis</li> <li>▪ Identify psychosocial, cultural and environmental issues in patient management</li> <li>▪ Demonstrate effective teamwork and communication skills in all aspects of patient care</li> </ul>	<p>Continuously assessed by clinical educator and recorded on the Practice Placement Assessment Form (PPAF). Demonstrated by learning contract (not formally assessed)</p> <p>Continuously assessed by clinical educator and recorded on PPAF</p> <p>Continuously assessed by clinical educator and recorded on PPAF</p> <p>Continuously assessed by clinical educator and recorded on PPAF</p> <p>Continuously assessed by clinical educator and recorded on PPAF</p> <p>Continuously assessed by clinical educator and recorded on PPAF</p> <p>Continuously assessed by clinical educator and recorded on PPAF</p>
	<ul style="list-style-type: none"> <li>▪ Communicate effectively in all aspects of health care</li> <li>▪ Synthesise knowledge in order to effectively problem-solve</li> <li>▪ Apply principles of evidence-based practice in a variety of clinical contexts</li> </ul>	<p>Continuously assessed by clinical educator and recorded on PPAF</p> <p>Continuously assessed by clinical educator and recorded on PPAF</p> <p>Continuously assessed by clinical educator and recorded on PPAF</p>
<b>Indicative Content</b>	The student will be expected to revise the theoretical basis of the physiotherapy modalities utilised during the placement and apply the relevant clinical sciences to the patients encountered. Conditions may be encountered which are unfamiliar to the student. They are expected to utilise relevant resources to develop knowledge and understanding in such areas. Throughout, there will be an emphasis on the students' development of clinical reasoning and application of evidence to support justification of the chosen management approach.	
<b>Assessment</b>	Assessment of clinical competence using the Professional Assessment Development Form (100%).	
<b>Texts</b>	<p>ALSOP A &amp; RYAN S (1996) <i>Making the most of Fieldwork Education: a practical approach</i>. London, Chapman Hall.</p> <p>ANDERSON G, BOUD D &amp; SAMPSON J (1996) <i>Learning Contracts: a practical guide</i>. London, Kogan Page</p> <p>BURY T, MEAD J (1998) <i>Evidence based healthcare</i>. Butterworth Heinemann, Oxford.</p> <p>HIGGS J, JONES M (2000) <i>Clinical reasoning in the health professions</i>. Butterworth Heinemann, Oxford.</p>	