1. **Title of the module**

SPOR5810 (SS581) – Therapeutic Modalities for Rehabilitators

1. **Division or partner institution which will be responsible for management of the module**

Division of Natural Sciences

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5

1. **The number of credits and the ECTS value which the module represents**

30 Credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn and Spring

1. **Prerequisite and co-requisite modules**

Prerequisites: SPOR3450 – Functional Anatomy and Biomechanics; and SPOR3470 – Sports Massage

1. **The course(s) of study to which the module contributes**

Compulsory for BSc (Hons) Sports Therapy and Rehabilitation

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Discuss indications, cautions and contraindications of selected therapeutic modalities.

8.2 Discuss the effects of selected therapeutic modalities.

8.3 Use clinical reasoning and critical analysis to select and evaluate the effectiveness of therapeutic modalities.

8.4 Demonstrate the application of appropriate therapeutic modalities.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Apply knowledge to the solution of familiar and unfamiliar problems.

9.2 Demonstrate communication, presentation, numeracy and C & IT skills.

9.3 Demonstrate problem solving skills.

9.4 Plan and manage learning.

1. **A synopsis of the curriculum**

Therapeutic modalities for rehabilitators will enable students, to pursue inquiry into interventions in the treatment of common peripheral and vertebral dysfunction and the theory that underlies practice. The module develops the students’ ability to select and use therapeutic modalities that are commonly used in rehabilitation. Students will be required to analyse current issues in the use of therapeutic modalities within a rehabilitation environment.

Indicative content includes:

Introduction to the selection and differentiation between a variety of treatment modalities including manual therapy techniques, electrophysical modalities, common bracing and taping modalities and analysis tools that can be used e.g. for gait assessment.

Introduction to the application of selected therapeutic modalities.

Current issues in the use of therapeutic modalities in rehabilitation.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Maitland, G., D., Hengeveld, E. and Banks, K. (2005). *Maitland’s Peripheral Manipulation*. Elsevier Butterworth Heinmann.

Maitland, G., D., Hengeveld, E., Banks, K., and English, K. (2005). *Maitland’s Vertebral Manipulation*. Elsevier Butterworth Heinmann.

Mulligan, B., R. (2010). *Manual Therapy “NAGS”, “SNAGS”, “MWMS”etc*. Plane View Services Ltd. ISBN:

Electrotherapy:

Robertson, V. and Low, J. (2006). *Electrotherapy Explained: Principles and Practice*. Elsevier Butterworth-Heinemann.

Watson, T. (2008). *Electrotherapy: Evidence-based Practice*. Churchill Livingstone.

Taping:

Macdonald, R. (2009). *Pocketbook of Taping Techniques*. Churchill Livingstone.

Perrin, D.H. (2005). *Sports Injuries – Treatment; Bandages and Bandaging*. Human Kinetics.

1. **Learning and teaching methods**

Total Contact Hours: 60

Total Private Study Hours: 240

Total Study Hours: 300

1. **Assessment methods**
   1. Main assessment methods

* Written Assignment (2,000 words) – 50%
* Objective Structured Clinical Examination – 50%

13.2 Reassessment methods

* Like-for-like

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |
| Practical Seminar | **x** | **x** |  | **x** | **x** | **x** | **x** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Written Assignment | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |
| OSCE | **x** | **x** |  | **x** | **x** | **x** | **x** |  |

1. **Inclusive module design**

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Sports rehabilitation is of global relevance. The module content will draw upon internationally recognised clinical practice guidelines and internationally published research. The module delivery team will incorporate an international sports dimension into the module where appropriate. This module is aligned with planned International competencies and educational standards in Sports Rehabilitation, as set out in the educational framework by the British Association of Rehabilitators and Trainers (BASRaT), the professional accreditation body.

**DIVISION USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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| Revised FSO Jan 2018 |