1. **Title of the module**

SPOR3520 (SS352) Peripheral Joint Assessment

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

School of Sport and Exercise Sciences

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

Level 4

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

15 credits (7.5 ECTS)

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

Autumn or Spring

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

None

1. **The programmes of study to which the module contributes**

BSc (Hons) Sports Therapy and Rehabilitation

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Examine and assess peripheral joints in a safe and appropriate manner.
   2. Recognise the components of the objective assessment and their significance to presenting signs and symptoms.
   3. Interpret clinical notation and case notes.
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Use information technology
   2. Apply problem solving
   3. Plan and manage learning
   4. Self-appraise and reflect on practice
3. **A synopsis of the curriculum**

This module will introduce skills in problem solving and clinical reasoning including subjective and objective assessment and the relation to presenting signs and symptoms. The module develops your ability to examine and clinically assess your client, focusing on the upper and lower limbs. You will learn how to assess range of movement, muscle length and strength, ligamentous stability as well as how and when to apply a number of special tests.

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

Brukner, P. & Khan, K. (2012) *Clinical Sports Medicine*. (4th Ed) Sydney. London: Mc Graw-Hill ISBN: 9780070998131

Kendall, F.P., Provance, P.G. & McCreary, E.K. (2005) Muscles: Testing and function, with posture and pain. 5th Edition. Lippincott, Williams & Wilkins. ISBN-13:9780781747806

Magee, D.J. (2008) Orthopedic physical assessment. Saunders, London. 5th Edition. ISBN 0721605710

Nordin, M. & Frankel, D.L. (2001) Basic biomechanics of the musculoskeletal system. Lippincott, Williams & Wilkins, London. 3rd Edition. ISBN 0683302477

Stone, R.J. & Stone, J.A. (2008) Atlas of skeletal muscles. McGraw-Hill, London. 6th Edition. ISBN 9780073049687.

1. **Learning and teaching methods**

Total contact hours: 33

Private study hours: 117

Total study hours: 150

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

Practical assessment – 70%

Essay (2,000 words) – 30%

13.2 Reassessment methods

Like for like

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| **Lectures** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Seminars: practical skills** | **x** | **x** |  |  | **x** | **x** | **x** |
| **Private Study: practical skills** | **x** | **x** |  |  | **x** | **x** | **x** |
| **Private Study Theoretical knowledge** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |
| *Essay 2000 words* | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Practical Assessment* | **x** | **x** |  |  | **x** | **x** | **x** |

1. **Inclusive module design**

The School 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:

1. Accessible resources and curriculum

1. Preference given to electronic (‘born-digital’) resources that meet minimum accessibility standards and support the use of assistive technologies.

2. Module outlines made accessible at least four weeks before the module starts.

3. Prioritised reading lists made available sufficiently in advance (e.g. at least four weeks) to accommodate the provision of alternative formats and support those with a slow reading speed.

4. Lecture/seminar slides/outlines made available in electronic format in advance (e.g. at least 24 hours) to allow all students to prepare (particularly students with notetaking difficulties).

5. Lecture capture used to assist notetaking, ideally for everyone, but at least, for those students with Inclusive Learning Plans (ILPs)

b) Learning, teaching and assessment methods

This includes, but is not necessarily limited to, classroom practices and activities, independent study requirements, assessments including coursework, in-course tests and examinations

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

Medway

1. **Internationalisation**

This module covers key concepts, principles and theories of peripheral joint assessment within a global environment.

The reading list has been compiled with consideration to a range of texts available internationally to complement delivery of the material.

**FACULTIES SUPPORT OFFICE USE ONLY**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
|  |  |  |  |  |
|  |  |  |  |  |

Revised FSO Feb 2018