

Work based Learning Tasks L4 CICW, PPD, Neuro, MSK, CVR, ACRDM

Apprenticeship Standards - Link the tasks to these Knowledge Skills and Attributes

Please remember to record the duration of completing these tasks in your WBL log (a normal study day should be about 7.5 hours).

WBT 1	<p><u>Task 1 Developing your emotional intelligence</u></p> <p>learning styles and Personality Types Presentation Please spend some time listening to this. Take some time to pause and reflect on the content. If you haven't already done this, please complete the self assessment questionnaires to understand your style of learning</p> <ul style="list-style-type: none"> • VARK • Honey and Mumford • Myers-Briggs <p>Now you have completed your starting point exercise think about your strengths and weaknesses and strategies for learning- what can you do to help you learn and succeed on the apprenticeship</p> <p>Task 2: Reflection</p> <p>Reflective models Take some time to look through the following reflection styles / methods. Consider which one fits your learning style. You may want to consider this when writing your assignment Talk to your colleagues- how do they reflect in practice?</p> <p><u>(KSBs working towards- (S9) Effectively evaluate professional practice to inform personal and service development.</u></p>	PPD
WBT 2	<p><u>Task 1- Searching for literature</u></p> <p>Using the Library Gateway search for articles on the following topics. Share them with the group. If you can share a brief summary of the article and why is it useful</p> <ul style="list-style-type: none"> • Biopsychosocial approach to treatment • Person-centred practice <p><u>Part 2- Person-centred practice reflection</u></p> <p>Apply a person-centred approach towards a patient in your work role. Reflect on what you actually did to make it person- centred. Consider your own skills and performance in your reflection and then the outcome for the patient. Try uploading your reflection to Pebblepad</p> <p><u>KSBs working towards- K24) (D) How to search, appraise and use literature and other resources relating to physiotherapy practice.</u></p>	PPD

	(B2) Be sensitive to the needs, preferences and goals of individuals, working with them, their family and carers to plan and keep progress under review.	
WBT 3	<p>Task 1- Collaboration Draw a spider diagram. Draw yourself in the centre, then write all the various people you come into contact with whilst you are working in your role (MDT, patients, family, cleaners, porters etc). When drawing lines from you in the centre to another person, think about how well you understand that person's role and how well you communicate with them. If you think you communicate well and understand their role then draw a smooth straight line. If you aren't clear about their role or there are some issues with communication or factors affecting team working with them then draw a wavy line. Show this to your WBM/line manger/colleague/team and discuss how you could improve aspects of collaboration. Write down a few actions that you discuss. You can upload this activity to Pebblepad.</p> <p>KSBs working towards_ (K5) Approaches to inclusive communication, engagement and partnership-working.</p> <p>Task 2- Conflict Resolution Please complete the Conflict resolution 1 training package (in the Online Learning tasks tab on PPD BB site)</p> <p>Task 3- Neuro preparation Familiarise yourself with these 3 neurological conditions: Multiple sclerosis, stroke (CVA) and Parkinsons disease- briefly try to understand what happens and what structures are affected and what are the common signs and symptoms</p>	PPD
WBT 4	<p>In 3 groups (Please arrange these yourselves) create a teaching resource on one of the 3 pathologies. Please ensure as a class you cover all 3. Once complete please share this with the Neuro team AND each other. REMEMBER for the summative assessment you will need to be able to</p> <ol style="list-style-type: none"> 1. Describe and discuss anatomy and posture in relation to everyday functional activities 2. Discuss the pathophysiological changes which occur in selected neurological conditions <p>Here are the 3 pathologies</p> <ol style="list-style-type: none"> 1. Stroke 2. MS 3. Parkinsons <p>Add a link for each one in a comment</p> <p>Task 2- Mandatory training</p>	Neuro/ACRDM

	<p>Please complete Health, Safety and Welfare level 1 training (can be found in the Online learning tasks tab on PPD BB site)</p> <p>Task 3-ACRDM: Observe a new patient subjective assessment with a patient (from any speciality). Document your thoughts and reflection from this and answer these points</p> <ul style="list-style-type: none"> • What approach(s) or clinical reasoning models were used e.g. hypothetico deductive, BPS? • Was this effective with the patient? • Could an alternative approach have been used and why? <p>KSBs working towards K3) Physiotherapy approaches to whole body systems including musculoskeletal, neurological, cardiovascular and respiratory systems, to enhance movement and to minimise loss of function. (S1) Assess individual needs, using clinical-reasoning skills to diagnose and plan (e.g. to deliver advice or treatment, or make a referral)</p>	
WBT 5	<p>Task 1: Movement Analysis Part 1 (GAIT) using the Movement analysis proforma analyse each others GAIT. Make a note of variations from an ideal Gait pattern.</p> <ol style="list-style-type: none"> 1. Video your own Gait and share this with the group - Uploading it to G Drive 2. As a group use the proforma to analyse each others Gait 3. Ideally share these with me in the comments section <p>NB Make sure you are aware of the muscle groups working through Gait, think about the range that they work through and the type of muscle contraction (isometric, concentric and eccentric).</p> <p>Task 2: Mandatory training Please complete Data security Awareness Level 1 training (can be found in the Online learning tasks tab on PPD BB site)</p> <p>KSBs working towards K3) Physiotherapy approaches to whole body systems including musculoskeletal, neurological, cardiovascular and respiratory systems, to enhance movement and to minimise loss of function. (S1) Assess individual needs, using clinical-reasoning skills to diagnose and plan (e.g. to deliver advice or treatment, or make a referral)</p>	Neuro/ACDRM
WBT 6	<p>Part 1 Explore the local community – your place of work in terms of the demographics of the service: Which types of people use the service; why are they using the service; what population groups are they coming from.</p> <p>In CICW you will be expected to:</p>	CICW/ACRDM integrate BPS approach

	<ol style="list-style-type: none"> 1. share and feedback their demographics information from the trusts in their groups. 2. Share their case studies 3. Decide which case study and demographics they will use to present to the whole group <p>Task -ACRDM: Select a patient's notes from practice for your case study. Read through the subjective history and make notes about the key components of the subjective history using the subjective history template on your google - drive (you will need to make a copy of this and save to your drive) to help you identify and structure the information from the case study.</p> <p>Create SMART goals for 3 patients - one long term goal, one short term goal and one mid term goal for each patient.</p> <p>When you have done this for your individual case studies, you need to share your ideas with your formative assessment groups to develop a 'generic question list' that can be used as a template for your future subjective assessments. This should be based on the common information that you have all found from your respective case studies and you should develop this shared resource on g-drive</p> <p>Part 2 Mandatory Training</p> <p>Please complete Equality and Diversity and Human Rights level 1 training (can be found in the Online learning tasks tab on PPD BB site)</p>	
WBT 7	<p>ACRDM: Using the Subjective Template that you have developed in WBL 6, review a new patient assessment from practice and aim to obtain all the information that you have identified as necessary in a subjective assessment. Analyse the information you have obtained and discuss why it is important to have this information, and the relevance of this to your further assessment planning or how it might influence the priorities or approach to treatment for this patient.</p> <p>Discuss with clinical colleagues and peers with your group to consider a range of perspectives to inform your developing clinical reasoning and decision making skills.</p> <p>Movement Analysis Part 2 - Access to Videos using Movement analysis and proforma. Work together analysing the movement</p> <ol style="list-style-type: none"> 1. Someone with MS walking https://www.youtube.com/watch?v=UeSaXo5D6_g 2. Someone with stroke walking https://www.youtube.com/watch?v=b8iOwag_Vdo 3. Someone with Parkinson's Disease walking https://www.youtube.com/watch?v=kXMydlXQYpY <p>Task 2 Mandatory training</p> <p>Please complete Preventing Radicalisation level 1 training (can be found in the Online learning tasks tab on PPD BB site)</p>	Neuro/ACRDM
WBT 8 Neuro	<p>Task 1 Mandatory training</p> <p>Please complete Infection Control level 1 training (can be found in the Online learning tasks tab on PPD BB site)</p>	Neuro/ACRDM

Practicing Handling techniques on the neuro [checklist](#) below that will form part 2 of your summative assessment.

Consider communication and safety whilst you practice these and for your assessment you will need to demonstrate an understanding of relevant anatomy and physiology during application of your skill. This means that you can identify and explain which anatomical body parts you are trying to effect and your handling is correctly positioned to be able to achieve this.

Facilitate sit to stand and stand to sit	Retrain and improve sitting balance
Facilitate lying to sitting	Retrain and improve standing balance
Facilitate toe off to heel strike	Mobilise the hand in preparation for weight bearing
Facilitate weight transfer in sitting and standing	Massage the upper limb
Align the shoulder and facilitate reaching of the upper limb	Mobilise the soft tissue of the calf
	Mobilise the foot in preparation for standing

Part 2

Look at the following slides and ensure you understand the significance of exercise physiology

https://docs.google.com/presentation/d/1khy9kRox_yvcYdHA1Fm7hetSy9huH3mB1F1WN0qf_rs/edit#slide=id.g589990a590_0_305

Make notes on the following in relation to the Neuro exam.

WBL 9	<p>Task 1 Mandatory training Please complete Infection control level 1 training (can be found in the Online learning tasks tab on PPD BB site)</p>	MSK
WBL 10	<p>Task 1 Mandatory training Please complete Fire Safety level 1 training (can be found in the Online learning tasks tab on PPD BB site)</p> <p>Part 1 ACRDM: Select a patient's notes from practice. Read through the subjective and objective assessment and make notes about the key components of the objective history using the objective assessment template on g- drive - similar to your approach with the subjective history in WBL3.</p> <p>When you have done this for your individual case studies, you need to share your ideas with the rest of the folder to develop a 'generic objective assessment' that can be used as a template for your future assessments. This should be based on the common assessment priorities that you have all found from your respective case studies and you should develop this shared resource on g-drive.</p> <p>1.</p>	Neuro/ACRDM
WBL 11	<p>Task 1 Mandatory training Please complete Moving and handling level 1 and Resuscitation Level 1 training (can be found in the Online learning tasks tab on PPD BB site)</p> <p>Look at the second part of the presentation on communication and consider this in relation to your own area.</p> <p>Communication Part 2 The importance of conversation with the service user. https://docs.google.com/presentation/d/1Imnor4wR1x4LqXGaWvEkOEUGzQJWFuwjgR0KsL3gYqI/edit#slide=id.g5b7b07f101_0_0</p> <ul style="list-style-type: none"> List the barriers to communication in your area of practice. 	PPD

	<ul style="list-style-type: none"> List the types of communication needed or the skills you require to practice effectively Now analyse this list and rank what you feel you are best to what you feel you are worst at. <p>This may also help with your assignment. Models of communication: http://www.praccreditation.org/resources/documents/APRSG-Comm-Models.pdf</p>	
WBL 12	Please ensure you have completed all of your online learning tasks for Mandatory training- if you have any outstanding you will not be clear for placement	
WBL 12		
WBL 13	<p>Please complete both sections below:</p> <p><u>Part 1</u></p> <p>Please explore the following google sites (click each word) to consolidate the key anatomical knowledge of bones, muscles and joints: Bones / Muscles / Joints. Make revision notes.</p> <p><u>Part 2</u></p> <p>Group Task 1</p> <ul style="list-style-type: none"> Comment on the following picture. Slide1.JPG using a Google Doc shared with the group Consider normal vs abnormal movement. <ul style="list-style-type: none"> Can you think of possible causes - create a problem list. Try to identify important bony points. <ul style="list-style-type: none"> Why are they important? <p>Group Task 2</p> <ul style="list-style-type: none"> In pairs describe a joint you have covered considering <ul style="list-style-type: none"> Joint type in relation to function Main joint structures in relation to function Bony points Muscles that act on the joint Physiological planes and range of movement (ROM) How pathology will impact on the above Now repeat the process for the other joints <p>NB You will be doing this in the exam.</p> <p>Session 9- Inclusive practice</p>	MSK PPD/CICW

	<p>Case studies around morals and values -e.g who would you save in a car, witness poor practice in moving and handling, travelling community- facilitate online discussion</p> <p>Share reflection from the discussion- what did you learn about your own morals and values, were there differences in the group? link to inclusive practice how did they conduct themselves on community visit.</p> <p>Reflection</p>	
WBL 14	<p><u>Part 1</u></p> <p>Try to undertake a shoulder and hip assessment on a patient from work (both ball & socket joints). Take into account the following: Observations, Palpation of bony points, Active range of movement, passive range of movement, strength tests.</p> <p><u>Part 2</u></p> <p>To consolidate your shoulder and hip assessment and manual therapy knowledge explore the following site: Shoulder and Hip</p> <p><u>Part 3</u> Introduction to Thermotherapy</p> <p>See screencast found in WBT folder on MSK BB site.</p> <p><u>Part 4</u> <u>Practical handling practice</u></p> <p>Practice all active peripheral physiological movements of the body (including Hip/shoulder/knee/elbow/hand/wrist). Then make a video sharing with the group.</p> <p>In pairs, practice the passive peripheral physiological movements for each of the above joints..</p> <p>ACRDM:Using the Objective Assessment Template that you have developed in WBL 9, review a new patient MSK assessment from practice and aim to obtain all the information that you have identified as necessary in an objective assessment. (if you struggle to access an MSK assessment, please let me know and I will share an anonymised assessment from my practice) Analyse the information you have obtained and discuss why it is important to have this information, and the relevance of this to your problem identification and goal setting for this patient.</p> <p>Discuss with clinical colleagues and peers with your group to consider a range of perspectives to inform your developing clinical reasoning and decision making skills.</p>	MSK/ACRDM

<p>WBL 15</p>	<p>Part 1</p> <p>Try to undertake an Elbow and Knee assessment on a patient from work (both hinge joints). Take into account the following: Observations, Palpation of bony points, Active range of movement, Passive range of movement, Muscle strength tests.</p> <p>Part 2</p> <p>To consolidate your Elbow and knee assessment and manual therapy knowledge explore the following site: Elbow and Knee.</p> <p>Part 3 - In pairs</p> <p>Consider the following case studies:</p> <p>Mrs A is a 66 year old female struggling to reach behind her back due to stiffness. This has gradually got worse over the last 12 months. She is retired, her hobbies are reading.</p> <p>Mr H is a 25 yr old male who is walking on a bent knee following a football injury 8 weeks ago (valgus force). He attended A+E there is no fracture</p> <p>Mrs T is a 75 yr old retired teacher who recently fell and fractured her (R) wrist (colles fracture). Her pot has now been removed but she is struggling to turn the handle of a door.</p> <p>Now for each case study consider:</p> <ul style="list-style-type: none">• The joint Anatomy & Physiology in question in relation to pathology• The movement restriction• What you will assess then treat in relation to the joint• What will you assess and treat in relation to an appropriate muscle <p>Part A</p> <p>Online activities - Safeguarding - Practice working online together</p> <p>Try working in your CICW presentation groups.</p> <p>Watch the following screencast on Safeguarding by Brendon Wood Here's the presentation from the screencast to go back over if you need it.</p>	<p>MSK CICW/PPD</p>
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Complete the tasks set throughout if possible working as a group. You could use WhatsApp, there's a conference call mode (this [link](#) will show you how) or work on an online document together using google communicating with the insert comment tab (heres a [link](#) that shows you how). So practice working together online - It's a great transferable skill!

Here are [6 Case studies](#). Consider the 3 Point tests for each Case Study. Fill out a table with a Yes / No / Don't know in each section. Also add a short narrative. Once finish send me an email and I'll forward the answers to you.

Case study	Has care and support needs?	Is experiencing abuse and neglect?	Is unable to protect themselves due to care and support needs?
1	Yes / No / Don't	Yes / No / Don't	Yes / No / Don't
2	etc		

Part B

Identify **two** pieces of feedback you have received either formally Or informally from:

- from placement (midway review/final review).
- from a completed module (eg Neuro).
- a review of your objectives.

Now relate these to the [Apprenticeship Standards](#) or this [summary](#) of the Standards (which you can copy and edit). You will need to bring these to the Feedback teaching (PPD) in the next teaching block.

WBL
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Part 1

Try to undertake a Wrist and Ankle assessment on a patient from work. Take into account the following: Observations, Palpation of bony points, Active range of movement, Passive range of movement, Muscle strength tests.

Part 2

To consolidate your Wrist and Ankle assessment and manual therapy knowledge explore the following site: [Wrist](#) and [Hand](#).

Part 3

Understanding Pathologies

There are 6 peripheral joints to revise for the exam. Working on your own pick a peripheral joint then prepare a one side A4 or a brief powerpoint summary of a main pathology. Examples are below:

MSK
CVR/ACRDM

	<ul style="list-style-type: none"> • Ankle Fracture • Adhesive Capsulitis • Eversion injuries to the ankle <p>Try to share them out so you cover a wide range of joints and pathologies as a group. Create a google folder to store all of the summaries. Pick from the following:</p> <p>Shoulder</p> <ul style="list-style-type: none"> • Subacromial problem • Frozen Shoulder <p>Elbow</p> <ul style="list-style-type: none"> • Epicondylalgia • Collateral ligament damage of the Elbow <p>Wrist</p> <ul style="list-style-type: none"> • Wrist Fractures • Scaphoid-Fracture <p>Hip</p> <ul style="list-style-type: none"> • Hip Osteoarthritis Pathology • Hip Replacement <p>Knee</p> <ul style="list-style-type: none"> • OA knee • Knee Ligament (LCL or MCL) Injuries • Hamstring injury <p>Ankle</p> <ul style="list-style-type: none"> • Ankle inversion injury • Calf injury 	
WBL 17	<p><u>Task 1 - Soft Tissue Rehabilitation & Exercise Prescription</u></p> <p>Please see content in WBT folder on the MSK BB site</p> <p><u>Task 2 - Mock Case studies</u></p> <p>Take a look at the case studies below (and on BB) and start to plan how you would assess these patients. Can you link possible pathologies and think of strategies for management.</p> <p>Case Study A Hilda is a 66 year old lady. She is 8 weeks following a non-displaced, conservatively managed right Colles fracture & 5 days out of a POP cast. She is struggling to open a door due to stiffness</p> <p>Case Study B A 26 year old rugby player presents with right posterior thigh pain following a match 7 days ago. This occurred whilst sprinting. He wasn't able to continue. He now walks with a limp & a bent knee due to posterior thigh pain</p> <p>Case Study C A 26 yr old female who has been diagnosed by A&E with a Grade 2 sprain to the lateral ligaments of the right ankle. She complains of stiffness which is worse pushing off in the toe off phase in Gait.</p>	MSK

	<p>Case Study D A 60 year old gentleman comes into the clinic complaining of left hip discomfort. He cannot recall a mechanism of injury. His wife has reported that he is 'starting to waddle when walking'. His range is restricted into flexion & medial rotation. He struggles with sit to stand.</p> <p><u>In groups of 3.</u> Work through each case study as though you were being examined. One person be the examiner, one person model and one person the student. Rotate roles as you work through the 3 case studies.</p> <ul style="list-style-type: none"> • Practice verbally describing the joint characteristics in relation to function • How will you demonstrate assessing the joint? • How will you demonstrate treating the joint? • How will you demonstrate assessing the muscle? • How will you demonstrate treating the muscle? • What exercise will you prescribe that will treat your potential findings from the above questions? <p>Look at the marking criteria and as a group discuss where you think the student may be graded. Think about what you can do to improve.</p> <p>In 3 groups (Please arrange these yourselves) create a teaching resource on one of the 3 pathologies listed below. Please ensure as a class you cover all 3. Once complete please share this with the CVR team AND each other. REMEMBER for the summative assessment you will need to be able to:</p> <p>2. Discuss key components of anatomy and physiology, linking to key pathologies and their impact on clinical presentation</p> <p>3. Discuss the impact of respiratory and cardiovascular disease and/or disease progression in relation to problem identification and goal setting for an individual</p> <p>Here are the 3 pathologies</p> <ol style="list-style-type: none"> 1. Bronchiectasis 2. Cystic Fibrosis 3. Heart Failure <p>Add a link for each one in a comment on this sheet.</p>	CVR
WBL 18	<p>Refer back to the content covered in Session 9 - Outcome Measures with Clinical Reasoning and Decision Making.</p> <p>Use the Case Studies that were introduced during the CVR week of ACRDM and based on the problems that you identified develop a range of measures for</p> <ol style="list-style-type: none"> a) making these SMART Goals b) establishing whether your and your patient will have met the goals. 	CVR/ACRDM

	<p>You can select from subjective markers, subjective outcome measures, objective markers and validated objective outcome measures. It's probably best to split into 2 groups and decide on which measures you will each look at within your group to enable a wider resource generation.</p> <p>Think about the benefits and barriers to your measures in relation to</p> <ol style="list-style-type: none"> The patient The clinical environment Your own professional skills and abilities. <p>As you develop this group resource, please share with the other groups - via google docs.</p>	
WBL 19	<p>Assessment Support ACRDM</p> <p>By now, I am expecting that you will have developed the foundations for your summative presentation and viva. Please make sure that you refer back to the assessment brief and assessment screencast, alongside the marking criteria, and cross reference this to what you have developed so far.</p> <p>It would be beneficial to work with another student who has got a different case study to practice the delivery of your presentation and potential questions that they may explore from your case study as a peer supported mock viva.</p> <p>I will host an online assessment support session via zoom to answer any specific questions you may have about the forthcoming assessment. https://zoom.us/j/414314017?pwd=QmEyNjJqSFVnV0pIWGp2T29DM2I0UT09</p> <p>Invitations to be sent via email on BB.</p>	CVR/ACRDM
WBL 20	<p>Auscultation focus</p> <ol style="list-style-type: none"> Please develop a revision resource for yourself to help you to understand what and how different auscultation findings may relate to in terms of pathologies and problems. Try to describe or research why you may be hearing these sounds for example what is happening to the airflow in the lungs to produce this sound. You will need to focus on the following: <ul style="list-style-type: none"> Type of breath sound or absence of breath sound Intensity of sounds (loud, quiet/soft) Pitch of sounds (high or low) Location of sound (which area/s of lung) Duration of sound (inspiratory/expiratory or both and early/mid/late) <p>Please use the auscultation sounds resource in the support resources on Blackboard (Easy auscultation or Stethographics) to listen to the different sounds. Alternatively, you can search the internet for specific sounds. There are lots of videos online to help with this.</p>	CVR/ACRDM

	<p>2. Reflect on the skills you have learnt in conducting a CVR objective assessment. You will need to identify your specific learning needs for the second week of teaching to enable you to practice and revise appropriately during the taught sessions.</p>	
WBL 21	<p>CVR Week 2 Learning Support tasks</p> <ol style="list-style-type: none"> Please read through the case studies and begin to interpret the assessment findings. You should write your findings in a resource of your choice to help you to understand the pathology and how this may present. <ul style="list-style-type: none"> Gather pertinent information from the subjective history - what do you know about the pathology or the HPC of the patient. Identify abnormal objective assessment findings Describe what might be the cause of these findings? Identify patient problems relating to the findings Identify key patient related goals for the patient <p>Case study 1 Case study 2</p> <ol style="list-style-type: none"> As revision following the second week of CVR teaching you may choose to plan what interventions and management plans you would formulate for these patients. You will need to think about appropriate treatment options in relation to the goals you have identified. 	CVR
WBT 22	<p>Find out what auscultation means and try listening through a stethoscope. Listen on a colleague - what can you hear on a healthy person? (don't worry too much about exactly where you are listening- we will cover this in the module)</p> <p>If you can access a patient and have consent, can you listen to a patient who has a respiratory problem how does this sound- how is it different?</p> <p>Every patient you see now start to look at their observations charts- what are the normal values of things like heart rate, BP, saturation O2</p> <p>If you work in an acute organisation - can you arrange some time to visit ITU/HDU or a medical ward- reflect on your learning from this experience. If you don't work acutely but can access any patient with a respiratory problem reflect on your learning from observations of that patient.</p>	
WBT 23	<p>Find out about some basic treatments within your current practice. What can you do if someone is breathing too quickly?</p> <p>What can you do if someone has lots of sputum to clear off their chest?</p> <p>Speak to other physios and think about how basic positioning such as sitting someone out of bed may help a patient with respiratory problems.</p> <p>Observe a patient's normal breathing pattern- how do we normally breathe?</p>	
WBL 24	<p>Reflect on your Level 4 academic progress as a whole. The module learning outcomes are at the end of this document. Create a SWOT analysis of where you are now using the module learning outcomes in</p>	Generic Level 4 final WBT

	<p>relation to the Apprentice Standards or Google Doc Summary of the standards.</p> <p>Strengths - Add these to your PebblePAD account Weaknesses - Use these to guide your future objectives</p> <p>Consider the End Point Assessment to guide how you add information to PebblePAD. You will need to refer to this for your End Point Assessment.</p> <p>Finally redo the Skills Scan to see your progress. This will be discussed at the end of Level review. Use the following link: https://docs.google.com/forms/d/e/1FAIpQLSdbKC52Ke1448TgMQozqh-q2XoQalpMd1_DWaaXmhWn2yudog/viewform</p>	
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Module Summaries - Aims and Learning Outcomes

Level 4 DA Neurological Physiotherapy 66-407181

AIM to help you to develop a basic understanding of normal, efficient movement through knowledge of functional anatomy and to be able to identify abnormal movement resulting from neurological pathology and / or musculoskeletal impairment. You will also develop basic clinical handling skills.

- | | |
|---|---|
| 1 | Describe and discuss anatomy and posture in relation to everyday functional activities |
| 2 | Discuss the pathophysiological changes which occur in selected neurological conditions |
| 3 | Identify and discuss abnormal movements in relation to neuropathological changes |
| 4 | Apply appropriate handling skills and techniques to facilitate movement |
| 5 | Apply the principles of exercise therapy in the management of selected neurological conditions. |

Level 4 DA Cardiovascular Respiratory Physiotherapy 66-407183

AIM to develop your understanding of the structure and function of the cardiovascular and respiratory system, introduce you to the clinical assessment of these systems, identification of problems and treatment planning.

- | | |
|---|---|
| 1 | Describe and discuss anatomy, structure and function of the CVR system |
| 2 | Discuss key components of anatomy and physiology, linking to selected pathologies and their impact on clinical presentation |
| 3 | Perform a safe CVR assessment and select and demonstrate safe effective interventions. |
| 4 | Apply the principles of exercise therapy in the management of CVR conditions. |

Level 4 DA Musculoskeletal Physiotherapy 66-407182

AIM To develop your skills in basic musculoskeletal assessment and introduce key theories concepts and interventions used within MSK physiotherapy.

1	Identify and discuss anatomy and biomechanics in relation to functional movement
2	Discuss the pathophysiological changes which occur in selected MSK conditions
3	Demonstrate appropriate practical MSK assessment and treatment techniques using basic clinical reasoning
4	Apply the principles of exercise therapy in the management of selected MSK conditions
Level 4 DA Physiotherapy ACRDM 66-407184 T1 20 min	
AIM to understand the process of assessment through the application of underpinning Physiotherapy knowledge, theories and concepts to make informed decisions relevant to the profession and based on sound clinical reasoning.	
1	Identify and explain the process of a Physiotherapy assessment and the factors which contribute to this.
2	Justify problem identification, goal setting and treatment planning through the use of a recognised clinical reasoning model.
3	Demonstrate effective communication skills through application of assessment, clinical reasoning and decision making within your scope of practice
4	Demonstrate core health care values and adherence to placement policies and procedures.
Level 4 DA Collaboration for Individual and Community Wellbeing 66-407185	
AIM to introduce you to factors which impact upon the health and wellbeing of individuals originating from diverse populations and communities.	
1	Identify key factors impacting upon health and wellbeing of individuals and groups within diverse communities
2	Recognise the impact of key government policies and directives upon communities and care pathways
3	Identify the benefits and challenges of delivering holistic care in contemporary practice
4	Consider your role within holistic care delivery in relation to the wider health and social care team and integrated health and social care services
Level 4 DA Personal and Professional Development 66-407186	
AIM to enhance your holistic physiotherapy management in patients across a range of clinical areas.	
1	Identify the principles of professionalism in health and social care relevant to your own professional context.
2	Reflect on your personal development in relation to the principles of professionalism in health and social care practice.
3	Identify, select and apply appropriate communication methods and collaborative skills in your academic and professional practice.
4	Present your work appropriately for an academic or professional audience.