

<b>Module Code:</b>	PHY602
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<b>Module Title:</b>	Management of the Complex Patient
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<b>Level:</b>	6	<b>Credit Value:</b>	20
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<b>Cost Centre(s):</b>	GAPT	<u>JACS3</u> code:	B160
		<u>HECoS</u> code:	100252

<b>Faculty</b>	Social and Life Sciences	<b>Module Leader:</b>	Julie Wilkins
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Scheduled learning and teaching hours	45 hrs
Guided independent study	155 hrs
Placement	0 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

<b>Programme(s) in which to be offered (not including exit awards)</b>	Core	Option
BSc (Hons) Physiotherapy	✓	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

<b>Pre-requisites</b>

**Office use only**

Initial approval: 24/05/2019  
 With effect from: 23/09/2019  
 Date and details of revision:

Version no: 1

Version no:

## Module Aims

This module is designed to enable students to develop their critical thinking and clinical reasoning in specialist conditions with complex presentations. This module will encourage students to adapt and modify physiotherapy management for service users who present with a spectrum of integrated social and health conditions, reflecting the complexity of contemporary healthcare practice.

## Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

### At the end of this module, students will be able to

### Key Skills

At the end of this module, students will be able to		Key Skills	
1	Evaluate the collaboration of the inter-professional and multi-agency working throughout the patient journey for the care of service users with complex needs.	KS2	KS3
		KS4	KS5
		KS6	KS8
2	Formulate strategies for Physiotherapy intervention to meet the needs for service users with complex presentations throughout the patient journey.	KS2	KS3
		KS4	KS5
		KS6	KS8
3	Critically evaluate the evidence base in treating specialist conditions in contemporary Physiotherapy practice within health and social care policy and procedure.	KS2	KS3
		KS4	KS5
		KS6	KS8
4	Critically discuss and evaluate the appropriate modification and adaptation of Physiotherapy intervention for treating service users with co-morbidities and complex social factors.	KS2	KS3
		KS4	KS5
		KS6	KS8
		KS3	KS8

### Transferable skills and other attributes

By the end of the module the student will demonstrate:

- Professional skills
- Team working
- Communication skills
- Reflective skills

Inter-professional working  
Understanding of contemporaneous health themes and social diversity

### Derogations

Students are permitted a maximum of two attempts in any modules  
A minimum pass mark of 40% must be achieved in all modules, therefore condonement is not permitted

### Assessment:

#### Indicative Assessment Tasks:

Students will undertake a viva based on a complex case study provided one week in advance. They will present the assessment, treatment, evaluation and plan for the patient for 15 minutes followed with a discussion about the clinical scenario and physiotherapy intervention

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration or Word count (or equivalent if appropriate)
1	1 -4	Case based Viva	100%	30 minutes

### Learning and Teaching Strategies:

The delivery of this module will consist of lectures, interactive classroom sessions, group and personal tutorials.

A flipped classroom approach will be used to move the learning of essential content such as normal anatomy and dysfunction so that application can be transparently consolidated.

All learning and teaching is supported by the University's virtual learning environment Moodle and students will be able to access clear and timely information to support delivery of content such as videos, links to intranet information, open forums and pre-recorded lectures.

### Syllabus outline:

This module draws together a range of specialist conditions and complex conditions that the student will encounter in practice. It will also equip the students with the skills necessary to critically evaluate conditions they may not have practically encountered previously, using the assessment and treatment skills acquired in Year 1 and 2 to support a problem solving approach to safely develop a physiotherapy intervention in these unfamiliar settings and presentations.

The module will build the student's ability to construct a treatment plan with the modifications and adaptations that take into account service users with complex presentations and

comorbidities.

Students will develop their ability to contribute to the inter-professional team/multi agency working, developing their communication skills to propose alternative strategies for patient management.

The module will be based around a number of challenging case studies that bring together Person, Place and Presentation and students will be expected to lead their self-directed learning to maximise the learning opportunities in the taught content

'People' to be considered will be;

- Women's Health
- End of Life
- Mental Health
- Learning Disability
- Paediatrics
- Amputees
- Frail elderly

Places to be considered;

- Tertiary
- Home
- Public Health
- Community
- Hospice
- Nursing homes
- Sports & Leisure
- Community Centres
- Supported Living
- Schools

Presentations to be considered:

- Palliative Care
- Burns & Plastics
- ENT
- Rheumatology
- Amputees
- Hydrotherapy
- Co-morbidities
- Long term conditions
- Spinal injuries

### **Indicative Bibliography:**

#### **Essential reading**

Ainslie, T. (2012), The Concise Guide to Physiotherapy Volume 1 Assessment, Churchill Livingstone

Ainslie, T. (2012), The Concise Guide to Physiotherapy Volume 2 Treatment, Churchill Livingstone

CSP (2011), Code of Members' Professional Values and Behaviour. CSP: London.  
Available [online] at: <<http://www.csp.org.uk/publications/code-members-professional-values-behaviour>>

HCPC (2012). Standards of conduct, performance and ethics. HCPC: London. Available [online] at:  
<<http://www.hpcuk.org/aboutregistration/standards/standardsofconductperformanceandethics>  
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### **Other indicative reading**

Higgs, J., Jensen., Loftus, S. and Christensen, N. (2019,) Clinical Reasoning in the Health Professions, 4th Ed. Edinburgh: Elsevier

Naidoo J. and Wills J. (2011), Developing practice for public health and health promotion, 3rd ed. Bailliere Tindall (e-book).

Oelfsfen, N. (2012), Developing Reflective Practice: A Guide for Students and Practitioners of Health and Social Care, Lantern Publishing Limited

Rollnick S., Miller W. and Butler C. (2008), Motivational Interviewing in Health Care: helping Patients Change Behaviour, Guilford Press (e-book).

Thomas, J., Pollard, K. and Sellman, D. (2014), Interprofessional Working in Health and Social Care: Professional Perspectives, 2nd ed. Palgrave Macmillan

