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Refer to guidance notes for completion of each section of the specification.

Module Code:	SIR403
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Module Title:	Professional Practise in Public Health
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Level:	4	Credit Value:	20
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Cost Centre(s):	GACM	HECoS code:	100475
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Faculty:	Social & Life Sciences	Module Leader:	Daniel Morris
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Scheduled learning and teaching hours	36 hrs
Placement tutor support	1hrs
Supervised learning eg practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total contact hours	37 hrs
Placement / work based learning	50hrs
Guided independent study	113 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
BSc (Hons) Sports Injury Rehabilitation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
None

Office use only		
Initial approval:	14/02/2019	Version no: 1
With effect from:	23/09/2019	
Date and details of revision:	05/05/2020 updated module leader	Version no:
	04/08/2020 modified LOs and change to assessment	

Module Aims

This module will introduce the personal and professional contexts needed for the Sports Injury Rehabilitation programme.

It aims to develop an appreciation of current themes in public health and the professional aspects of being a Rehabilitation Practitioner. It aims to build an understanding of the importance of collaborative and inter-professional practice.

Facilitating the student to reflect and develop an enquiring mind through the process of self and collaborative awareness as to the general principles of delivering person centred care in a safe manner.

Module Learning Outcomes - at the end of this module, students will be able to

1	Define and develop the characteristics of professionalism (values, beliefs, identity, behaviours, conduct, equality & diversity, essence of self, reflection and reflective practice) within a professional clinical setting.
2	Identify individual learning needs, professional development and demonstrate practical applications within a professional practice setting.
3	Define and demonstrate the core BASRaT values and principles; ethical principles, legal and policy frameworks and applications of scientific enquiry.
4	Identify the process of planning, prioritising, organising and directing own workload.
5	Demonstrate communication skills with service users, other health care professionals and the multidisciplinary team.

Employability Skills The Wrexham Glyndŵr Graduate	I = included in module content A = included in module assessment N/A = not applicable
<i>Guidance: complete the matrix to indicate which of the following are included in the module content and/or assessment in alignment with the matrix provided in the programme specification.</i>	
CORE ATTRIBUTES	
Engaged	
Creative	
Enterprising	
Ethical	
KEY ATTITUDES	
Commitment	
Curiosity	
Resilient	
Confidence	

Employability Skills The Wrexham Glyndŵr Graduate	I = included in module content A = included in module assessment N/A = not applicable
Adaptability	I
PRACTICAL SKILLSETS	
Digital fluency	I
Organisation	I
Leadership and team working	I
Critical thinking	I
Emotional intelligence	I
Communication	I
Derogations	
Must pass the pass/fail element of placement as well as gaining >40% in the individual reflective pieces within the portfolio.	

Assessment:			
Indicative Assessment Tasks: <i>Guidance: please ensure you add indicative word count and durations within the narrative body of this section</i>			
Assessment Portfolio			
Assessment 1: Students will be required to produce a written portfolio (100%) containing reflective pieces. The portfolio will include three individual pieces of work (500 words each). One piece of work will be completed prior to placement with two reflective pieces of work being completed during and at the end of placement.			
Assessment 2: Students will be required to complete 50 hours of clinical placement and gain a 'pass' in regards to; working with others, attitude to learning, attitude to professional development, attitude to reflective skills, interaction with peers and the wider multidisciplinary team			
Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1-5	Portfolio	100%

Learning and Teaching Strategies:
A variety of learning and teaching strategies will be used including; placement, interactive and didactic lectures, discussion and debate.
This will provide core knowledge and directed/self-directed study will be given to support learning. Students will be encouraged to individually and collectively reflect on practice and through this identify further individual learning needs.

Syllabus outline:

Current Concepts in Health Care, Rehabilitation and Public Health
Developing a Holistic and systematic approach to planning and delivery of Rehabilitation
Team working
Recognising own Limitations / Scope of Practise
Reflective Practice
Continuous Professional Development

Indicative Bibliography:**Essential reading**

Comfort, P. and Abrahamson, E. (2010), *Sports Rehabilitation and Injury Management*. Chichester: Wiley-Blackwell.

Jasper, M. (2013), *Beginning Reflective Practice*. 2nd ed. Andover: Cengage Learning.

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

Other indicative reading

British Association of Sports Rehabilitators and Trainers (BASRaT) - Standards of Ethical Conduct and Behaviour

https://basratprod.blob.core.windows.net/docs/profdocs/basrat_standards_of_ethical_conduct_and_behaviour_2013.pdf

British Association of Sports Rehabilitators and Trainers (BASRaT) – Role Delineation of the Sports Rehabilitator

https://basratprod.blob.core.windows.net/docs/profdocs/basrat_role_delineation_updated_april_2016.pdf

NHS – Exercise: Get Active Your Way (2018)

<http://www.nhs.uk/Livewell/fitness/Pages/Activelifestyle.aspx>

Ward, K. (2016), *Routledge Handbook of Sports Therapy, Injury Assessment and Rehabilitation*. New York: Routledge