

Prifysgol Wreccsam Wrexham University

Module specification

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Module Code	SIR512
Module Title	Peripheral injury and management
Level	5
Credit value	20
Faculty	SLS
HECoS Code	100475
Cost Code	GACM

Programmes in which module to be offered

BSc (Hons) Sports Injury Rehabilitation	Core
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Pre-requisites

n/a

Breakdown of module hours

Learning and teaching hours	12 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	18 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	30 hrs
Placement / work based learning	0 hrs
Guided independent study	170 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	25/6/24
With effect from date	01/09/24
Date and details of revision	
Version number	1

Module aims

1. To provide students with a knowledge of the suitable clinical selection and differentiation between a wide variety of treatment modalities for musculoskeletal conditions and injuries.
2. To provide students with knowledge of the safe application of clinically relevant treatment modalities within the scope of a Graduate Sport Rehabilitator.

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

1	Identify underlying injuries or conditions which may contraindicate any treatment intervention.
2	Demonstrate appropriate and safe use of therapeutic interventions in a clinical setting for musculoskeletal conditions and injuries.
3	Analyse suitable clinical selection and differentiation between a wide variety of treatment and management strategies.
4	Appraise the evidence base for injury treatment and management strategies.

Assessment

Indicative Assessment Tasks:

Assessment 1: Practical – 30 minute – demonstration of a safe and effective use of treatment and management interventions for the given scenario.

Assessment 2: Oral – 10 minute – explanation of the assessment, treatment and management interventions for common peripheral joint injuries and appraisal of the evidence base.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2	Practical	70
2	3, 4	Oral	30

Derogations

Students must pass all elements at 40% or above. Practical Examinations are set to establish student safety in their clinical skills and safeguard the public. Therefore, all



practical examinations will be conducted with 'public safety' as the priority; students demonstrating unsafe practice or breaching confidentiality will be stopped immediately. The examiner will stop the student and inform them the clinical examination will not continue and the student will be marked as 'not pass' or referral, following the University Academic Regulations.

Learning and Teaching Strategies

The module will be delivered using blended learning techniques and the universities Active Learning Framework (ALF). This will include lectures, seminars, peer-led discussions, tutorials, asynchronous tasks and online based quizzes/tasks. Regular feedback will be provided to support the student journey.

Students will be engaged in practical activities on a regular basis, where they will have the opportunity to work with their peers to establish safe and effective assessment and treatment techniques. Students will be expected to act within professional boundaries. Formative feedback will be provided throughout the module to support students development.

Indicative Syllabus Outline

Peripheral pathologies and injury

Surgical interventions

Risk factors

Manual therapy techniques

Electrotherapeutic modalities

Cryotherapy

Thermotherapy

Hydrotherapy

Taping and bracing modalities

Prosthesis

Referral pathways

Indicative Bibliography:

Essential Reads

Brukner, P., Khan, K., Clarsen, B., Cools, A., Crossley, K., Hutchinson, M., McCrory, P., Bahr, R., Cook, J. (2017), *Brukner & Kahn's Clinical Sports Medicine, Revised Injuries: 1*. Vol 1 Injuries. 5th ed. Australia: McGraw-Hill.



Other indicative reading

Joyce, D. and Lewindon, D. (2015), *Sports Injury Prevention and Rehabilitation: Integrating Medicine and Science for Performance Solutions*. Routledge.

Patricios, J.S., Schneider, K.J., Dvorak, J., Ahmed, O.H., Cantu, R., Makdissi, M., McNamee, M., Feddermann-Demont, N., Ward Fuller, G., Giza, C.C., Guskiewicz, K.M., Kutcher, J.S., Leddy, J.J., Maddocks, D., Manley, G., McCrea, M., Purcell, L.K., Putukian, M., Sato, H., Tuominen, M.P., Turner, M., Yeates, K.O., Herring, S.A., and Meeuwisse, W. (2023), 'Consensus statement on concussion in sport: the 6th International Conference on Concussion in Sport–Amsterdam', *British Journal of Sports Medicine*, Vol 57, p. 695-711.

Schwank, A., Blazey, P., Asker, M., Moller, M., Hagglund, M., Gard, S., Skazalski, Andersson, S.H., Horsley, I., Whiteley, R., Cools, A.M., Bizzini, M., Ardern, C.L. (2022), 2022 Bern Consensus Statement on Shoulder Injury Prevention, Rehabilitation, and Return to Sport for Athletes at All Participation Levels, *Journal of Orthopaedic & Sports Physical Therapy*, Vol 52, Issue 1, p.11-28. DOI: <https://www.jospt.org/doi/10.2519/jospt.2022.10952>

Weir, A., Brukner, P., Delahunt, E., Ekstrand, J., Griffin, D., Khan, K.M., Lovell, G., Meyers, W.C., Muschawek, U., Orchard, J., Paajanen, H., Philippon, M., Reboul, G., Robinson, P., Schache, A.G., Schilders, E., Serner, A., Silvers, H., Thorborg, K., Tyler, T., Verrall, G., de Vos, R-J., Vuckovic, Z., and Hölmich, P. (2015), 'Doha agreement meeting on terminology and definitions in groin pain in athletes', *British Journal of Sports Medicine*, Vol. 49, p.768-774. DOI: <https://doi.org/10.1136/bjsports-2015-094869>

Wikstrom, E. A., Mueller, C., and Cain, M. S. (2020), 'Lack of Consensus on Return-to-Sport Criteria Following Lateral Ankle Sprain: A Systematic Review of Expert Opinions', *Journal of Sport Rehabilitation*, Vol. 29, Issue 2, p.231-237. DOI: <https://doi.org/10.1123/jsr.2019-0038>

Employability – The University Skills Framework

Each module and degree programme are designed to support learners as they develop their graduate skills aligned to the University Skills Framework.

Using the philosophies of the Active Learning Framework (ALF) our 10 skills are embedded within programmes complementing core academic subject knowledge and understanding. Through continuous self-assessment students own their individual skills journey and enhance their employability and career prospects.

This Module forms part of a degree programme that has been mapped against the University Skills Framework

Learners can use this document to identify where and how they are building skills and how they can develop examples of their success.

