

Module Details	
Module Title	People Populations and Contemporary Physiotherapy Practice
Module Code	PAR4006-D
Academic Year	2023/4
Credits	40
School	School of Allied Health Professions and Midwifery
FHEQ Level	FHEQ Level 4

Contact Hours	
Type	Hours
Seminars	88
Interactive Learning Objects	44
Independent Study	268

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Academic Year

Module Aims
To prepare students for person centred practice through developing understanding of the physiological, psychological and social issues influencing physiotherapy management of a diverse range of individuals and groups across the lifespan.

Outline Syllabus

Models of care, including the social model of care, to reflect current practice within health & social care in a range of sectors.
 An introduction to broad systems in relation to pathology - including further development of the effects of exercise.
 A basic introduction to neurophysiology.
 Person centred practice.
 Society & health
 Psychosocial issues: The life cycle: psychosocial development, psychosocial context of ageing Inequalities in health, grief & loss, models of disability, body image, models of health behaviour, compliance/adherence, theories of motivation, issues of culture & diversity.
 Moral & ethical issues affecting health care delivery.
 The role of physiotherapy in the context of multi-professional management for a range of client groups in accordance to current drivers in healthcare.
 Professional issues in accordance with physiotherapy in practice.
 The role of Human Factors and their effect on effective interprofessional team working
 Presentation skills.
 NHS constitution.
 Escalating concerns.
 Safe Guarding.
 The NHS.

Learning Outcomes

Outcome Number	Description
01	Identify the skills, values and behaviours necessary to adopt a person centred approach
02	Explore the role of the physiotherapist in the multi-disciplinary team.
03	Identify the moral, ethical, legal & professional issues relevant to a career in physiotherapy and multidisciplinary team working.
04	Describe the human factors that can enhance and inhibit effective personal and Inter-Professional team working.
05	Demonstrate clinical reasoning through the integration of current research and evidence based practice.
06	Identify psychosocial issues in relation to physiotherapy intervention.
07	Discuss evidence-based physiotherapy practice in a variety of settings with differing individuals & client groups.
08	Identify and develop the necessary skills for effective multidisciplinary Team (MDT) working.
09	Develop problem-solving skills.
10	Demonstrate digital information literacy skills.
11	Develop study skills
12	Develop a range of interpersonal skills through group work.

Learning, Teaching and Assessment Strategy

A blended learning approach will be used, including a range of research informed activities, using key lectures, case based scenarios and technology enabled learning. Seminars and workshops will also allow for the development and application of learning in the module. Directed study based on case scenarios will include reading key texts and web resources to achieve all module outcomes. In addition students will undertake a minimum of 20 hours of team based learning addressing learning outcomes 1,2,3,4,6,7,8,9 and 12.

Formative feedback will be available through individual and group tutorial sessions, and via the e-portfolio in order to facilitate development of the summative eportfolio.

LO's 1,3,5,6,7,11 will be assessed through the e-portfolio
LO's 2,3,4,8,9,10,11,12 will be assessed by the group presentation

Mode of Assessment

Type	Method	Description	Weighting
Summative	Coursework - Portfolio/e-portfolio	Structured e-portfolio	70%
Summative	Presentation	Group presentation based on reflection (20 mins)	30%

Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.

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