

University of Birmingham
Stand alone module/CPD Opportunities

We have a number of modules that may be taken as stand alone; however this document only includes modules that reflect choices made by our musculoskeletal physiotherapy students or are core modules for the MSc Advanced Manipulative Physiotherapy programme. Please note that the Clinical Practice module may only be taken as part of the taught MSc/PGD Programme.

All these modules are 20 M level credits and delivery varies from short 2-day blocks over 2 terms to tutor led modules. Further details on individuals modules or information about applying to join one of these modules can be found at <http://www.birmingham.ac.uk/students/courses/postgraduate/cpd/listing.aspx> or contacting Mr Clive Liles our PG Admission Lead on c.r.liles@bham.ac.uk 0121 415 8606. We welcome all enquires regarding CPD and PG study, so if you are unsure please contact us for an informal discussion around your individual circumstances.

The University offer students the opportunity to transfer credits or seek to gain credit for experiential learning if they wish to apply to do the MSc or PGDip AMP. Eligibility for membership to the MACP is awarded on completion of the PGDip (120 credits)

Module Title	Advanced Manipulative Physiotherapy 1: Lower Quadrant
Restrictions	Applicants must provide documented evidence of a minimum of 1500 hours experience post qualification of using manipulative physiotherapy within a neuromusculoskeletal context. (This is in line with the IFOMT guidelines.)
Description	This module facilitates analysis of the student's prior experience in manipulative physiotherapy to enable the exploration of this specialist area in the context of evidence based practice. It builds upon the student's existing knowledge and experience of the assessment and management of neuromusculoskeletal dysfunction of the lower quadrant to enable understanding and effective management of the complexity of clinical presentations. This is achieved through the establishment of a framework of Continuing Professional Development and a focus on the development of clinical reasoning and clinical expertise.
Learning Outcomes	By the end of the module the student should be able to: <ul style="list-style-type: none"> ▪ Demonstrate advanced clinical reasoning skills in the assessment and management of lower quadrant dysfunction; ▪ Critically evaluate the existing approaches to the assessment and management of lower quadrant dysfunction in the context of Best Practice ▪ Evaluate and further develop their communication skills and manipulative physiotherapy manual skills; ▪ Justify decision making within the process of patient assessment and management; ▪ Evaluate and progress the management intervention in lower quadrant dysfunction; ▪ Critically analyse the psychosocial issues relevant to the assessment and management of lower quadrant dysfunction.

Module Title	Advanced Manipulative Physiotherapy 2: Upper Quadrant
Restrictions	Applicants must provide documented evidence of a minimum of 1500 hours experience post qualification of using manipulative physiotherapy within a neuromusculoskeletal context. (This is in line with the IFOM PT guidelines.) Supporting evidence of appropriate Continuing Professional Development during this experience will be required.
Description	This module facilitates analysis of the student's prior experience in manipulative physiotherapy to enable the exploration of this specialist area in the context of evidence based practice. It builds upon the student's existing knowledge and experience of the assessment and management of neuromusculoskeletal dysfunction of the upper quadrant to enable understanding and effective management of the complexity of clinical presentations. This is achieved through the establishment of a framework of Continuing Professional Development and a focus on the development of clinical reasoning and clinical expertise.
Learning Outcomes	By the end of the module the student should be able to: <ul style="list-style-type: none"> ▪ Demonstrate advanced clinical reasoning skills in the assessment and management of upper quadrant dysfunction; ▪ Critically evaluate the existing approaches to the assessment and management of upper quadrant dysfunction in the context of Best Practice; ▪ Evaluate and further develop their communication skills and manipulative physiotherapy manual skills; ▪ Justify decision making within the process of patient assessment and management; ▪ Evaluate and progress the management intervention in upper quadrant dysfunction; ▪ Critically analyse the psychosocial issues relevant to the assessment and management of upper quadrant dysfunction

Module Title	Advancing Practice Through Personal and Professional Development
Description	The Advancing Practice through Personal and Professional Development Module will allow participants to increase their ability to develop lifelong learning skills through analysis and evaluation of past, current and future critical perspectives regarding their personal and professional development. It will explore theory, relating to knowledge, and learning, reasoning and ethical & legal dimensions in the context of further knowledge development, skills acquisition and expertise necessary to the processes of Continuing Professional Development (CPD) and practice development.
Learning Outcomes	By the end of the module the student should be able to: <ul style="list-style-type: none"> ▪ Explore assumptions concerning your own learning; Investigate strategies to manage self-learning effectively; ▪ Use strategies to facilitate personal and professional development through critical enquiry & problem solving; ▪ Demonstrate critical evaluation of professional development through presentation of documentary evidence; ▪ Evaluate own developmental needs through critical reflection of your professional knowledge; ▪ Plan future developmental needs through the understanding of skill acquisition and expertise; ▪ Critically appraise the ethical & legal dimensions of your advancing practice; ▪ Engage in collaborative reflection on practice to enhance the overall quality of provision.

Module Title	Sport and Exercise Performance
Restrictions	Applicants must be able to demonstrate prior experience of working with sport and/or exercise.
Delivery	A combination of tutor and student led tutorials, and lead lectures synthesised through the use of workshops, seminars and self directed learning. 3 hours per week distributed across 1 term.
Description	This module facilitates analysis of a student's prior experience in sport and exercise, to allow exploration of the specialist area in the context of evidence based practice. It builds upon the student's existing knowledge and experience of sport and exercise performance, exploring key components of performance including the application of exercise physiology, biomechanics, and psychology. Key issues of fatigue / prevention of injury / ageing etc will be explored. Issues of performance will be applied to the context of the different client groups to encompass individual/team, novice/elite, leisure /competition and able bodied/disabled dimensions of sport and exercise. Performance will be considered critically in the context of prevention, assessment and management of injury.
Learning Outcomes	By the end of the module the student should be able to: <ul style="list-style-type: none"> ▪ Critically evaluate the key components of sport and exercise performance; ▪ Evaluate the body's adaptation to training, disease and injury; ▪ Discuss the role of sports professionals in preparation for sport /exercise and prevention of injury; ▪ Critically evaluate how performance in sport/exercise changes throughout the lifespan; Discuss the implications of performance in sport and exercise in different client groups.

Module Title	Developing Evidence Based Practice
Description	Health care professionals today must be able to justify their practice to maintain quality of service. Best practice requires practitioners to understand and to be able to apply the concept of evidence based practice. Knowing how and where to look for appropriate evidence is the first step in this process. The next step is knowing what to do with the evidence once it has been obtained and then being able to interpret it to formulate justifiable decisions applied to practice. It may be necessary to identify gaps in the evidence and therefore plan research to answer revealed questions. This module allows participants to develop their existing knowledge and skills of applied research, enabling them to explore the application of this new knowledge and skills to their current area of work. It will develop an awareness of commonly used tools in healthcare in the development of best practice, for example, systematic reviews in meta-analysis.
Learning Outcomes	By the end of the module the student should be able to: <ul style="list-style-type: none"> ▪ Relate research evidence to a range of relevant issues; ▪ Discuss a range of research approaches that may be used in health care; ▪ Critically evaluate research reports which use a range of different research paradigms; ▪ Demonstrate the ability to identify the impact of research in practice; ▪ Understand the basic principles of data analysis.

Module Title	Developing Extended Scope of Practice
Description	<p>This module, designed for AHPs or individuals managing extended scope service provision allows students to critically evaluate the role of an extended scope practitioner within the context of evidence based practice and patient centred care. This will enable students to analyse their existing roles and identify their learning needs to advance their practice and develop an extended role or service. Extended Scope of Practice requires that professionals justify their decision-making and utilise evidence to support advanced clinical reasoning skills. With the availability of additional diagnostic tools, professionals will critically evaluate the use of these tools and justify their use in conjunction with ongoing patient management. The use of outcome measures is essential to enable evaluation of therapeutic choices and students will be encouraged to utilise and critically appraise a range of outcome measures for use in practice. A period of focused independent study will allow students to personalise these concepts with the aim of planning how to work towards developing extended scope roles within their own area of practice/service. Consequently, the module is designed to enable supported personal and professional development of the student's own area of practice, as a strategy for advancing their practice/service.</p>
Learning Outcomes	<p>By the end of the module the student should be able to:</p> <ul style="list-style-type: none"> ▪ Critically evaluate the use of knowledge and clinical reasoning to the concept of expertise, and relate this to the context of extended scope of practice; ▪ Evaluate the role of diagnostic medical testing and pharmacology in the context of assessment and management for best practice within your field; ▪ Critically evaluate a range of outcome measures within your specialist area; ▪ Critically analyse the psychosocial issues relevant to the assessment and management of dysfunction; ▪ Critically evaluate your existing level of competence and your learning needs to advance your practice enabling justification of a personal development plan towards achievement of extended scope within own area; ▪ Critically reflect on the process of developing extended scope of practice in different areas of practice within a framework of interdisciplinary working

Module Title	Project Management & Research Governance
Description	<p>This first module within the Masters in Research (MRes Health Research) Programme module provides an essential overview of the practical aspects involved within project management and research governance. The content of the Module will reflect research focused around Randomised Control Trials (RCT's) activity and will be explored through five specific themes surrounding Research Governance:</p> <ol style="list-style-type: none"> i. Introduction to the Science and Principles of Research Governance ii. Ethics in research, iii. Information & Documentation iv. Project Management, Finance and Intellectual Property v. Health & Safety and Employment within Research <p>Students will initially consider the development of knowledge in relation to cultural and ethical dimensions of research, and critically consider the theory and practice of Good Clinical Practice (GCP) and explore the systems involved in securing ethical approval for research and the regulations arising from the Research Governance Framework. This module will also critically review the essentials involved in effective project management including pre-project planning, developing realistic time frames and effective time management. The module will utilise an Enquiry Based Learning (EBL) format centred upon a series of cases critically considering the responsibilities of research participants, researchers, investigators, sponsors, and universities in performing high quality quantitative/ qualitative research within organizations providing care.</p> <p>Students will be introduced to critical reading of research literature, the ethical review process, European & UK Law, regulatory authority inspection, informed consent, pharmaco-vigilance, archiving, data capture, protection and monitoring, intellectual property, advocacy, human rights, conflicts of interest, risk assessment and safe guarding participants in research, publication and authorship.</p> <p>Throughout the module worked case studies will be drawn from existing adult and child research trials</p>
Learning Outcomes	<p>By the end of the module the student should be able to:</p> <ul style="list-style-type: none"> ▪ Demonstrate evidential understanding of the main aspects of Research Governance; Critically analyse professional, transferable and application skills necessary to carry out research in a patient centred manner attributable to Good Clinical Practice (GCP); ▪ Critically evaluate the project management skills required to undertake high quality research; ▪ Be sensitive to the risk of vulnerabilities of patients and carers who maybe participating in health related research

Module Title	Work Based Continuous Professional Development
Description	<p>This module is designed to facilitate M level learning in the workplace. It enables students to identify an aspect of learning pertinent to their professional development within their current professional role, and to plan and carry out independent study of that learning with subsequent evaluation of its effectiveness. The area of practice development will be decided through negotiation with the academic tutor. Examples might include:</p> <ul style="list-style-type: none"> ▪ Support and mentorship of more junior staff, (for physiotherapists seeking CSP Accreditation for Clinical Educator Status this may include mentorship of undergraduate and pre-registration PG students). ▪ Management of a client/service-user caseload ▪ Participation in an established/setting up a new in-service education programme
Learning Outcomes	<p>By the end of the module the student should be able to:</p> <ul style="list-style-type: none"> ▪ Identify and justify an aspect of learning pertinent to the student's professional development in their current role; ▪ Critically analyse the range of opportunities available for furthering identified learning; Plan, carry out and justify an action plan capable of achieving identified learning including production of supportable learning outcomes; ▪ Critically evaluate effectiveness of the identified action plan in achieving the derived learning outcomes; ▪ Critically evaluate the contribution of new learning to current role development; ▪ Critically evaluate revealed learning needs arising from this planned activity