



Peter Symonds College
Adult & Higher Education Division



**Module Narratives:
Sport Injury & Treatment:**

Year 1, Level 4, Term 1

1	Module Code	COR41 (PSSP401)
2	Module Title	Developing and Enhancing Academic Skills
3	Level	4
4	Credit points	20 credits
5	Start date	September
6	Programme	BSc (Honours) Sports Injury & Treatment
7	Module Tutor	Sheena Davis
8	Accredited by	University of Chichester Collaborative Partner: Peter Symonds College, Adult and Higher Education
9	Entry requirements	None
10	Aims	This module offers an introduction to the tools needed for personal and academic development in order to achieve at degree level. It seeks to develop an understanding of the expectations of study at this level, the skills and tools required and how to apply them within the context of the student's degree subject.
11	Learning Outcomes	At the conclusion of this module students should be able to: LO1 Discuss a range of research articles and opinions from differing sources, including their own, on a selected contemporary and thematic topic within the context of the student's degree subject, through research, evaluation, individual presentations and group discussions of challenging issues. LO2 Demonstrate an understanding of the process of analysing information from different Sources and how to apply critical thinking. LO3 Communicate results of their study/work accurately and reliably and with structured and coherent arguments, and, LO4 Provide a reflection on aspects of the learning process, facilitating fluidity of writing, applying frameworks and strategies for self-development and reflective practice,

	<p>analyse progress to date and produce an action plan to enhance and develop future learning.</p>
12	<p>Indicative Curriculum Content</p> <ul style="list-style-type: none"> • The role of reflective journals and Personal Development Plans within a work and study setting. • An introduction to theories and concepts of learning. • Essay planning/proof reading/time management & organisation. • The status of knowledge “claims and facts”. • Using electronic resources effectively and how to research topics for academic writing. • Engaging with the knowledge of others that has been published, validity, reliability and triangulation. • Critical thinking, how to develop it and argument construction. • Referencing and plagiarism. • Reflective writing. • Presentation skills and creating academic posters. • Being reflective and writing reflectively. <ul style="list-style-type: none"> • Key competences of academic reflection integrated within the course such as presentation and self-assessment techniques, personal action plans and appropriate developmental activities.
13	<p>Learning Strategies</p> <p>There will be a series of lead lectures to provide a framework for students to work on interactive tasks both individually and in small teams. The emphasis of this module is on experiential learning and there will be opportunities to apply knowledge and techniques to subject specific structured activities which will be supported by a range of resources both on-line and within a subject specific module handbook.</p>
14	<p>Mode of Assessment</p> <p>Working initially in small groups using the subject specific material provided and any additional research/personal knowledge or experience. In your group identify the key points of the research:</p> <ol style="list-style-type: none"> 1. Assess the validity and reliability of each piece of research, and, 2. Identify and discuss any conflicting/contradictory points from the research. <p>Formative:</p> <p>Submit a draft of assignment analysing the value of the research.</p> <p>Summative:</p> <p>Individually write an analysis of the value of the research documents gathered and the conclusions which can be drawn from it. This might include an evaluation of the respective strengths and weaknesses of at least two pieces of research and an explanation of the diversity of thinking on the topic of the research and different perspectives. What is actually included as part of the analysis will vary depending on the actual nature of the topic.</p> <p>(2400 words, 70%, Learning Outcomes: LO1, LO2, LO3 Summative)</p> <p>Completion of part 1 of the learning journal and personal development plan. (1000 words, 30%, Learning Outcomes: LO4 Summative)</p>

	<p>Assessment criteria: The criteria by which the essay will be awarded marks is that the student will:</p> <ol style="list-style-type: none"> 1. Demonstrate an aptitude for using key study skills and evidence the ability to develop a coherent argument. 2. Demonstrate an understanding of and are able to apply critical thinking skills to the information gathered. 3. Present material using appropriate language, spelling and punctuation and citing relevant references. <p>The criteria by which the Learning Journal and Personal Development Plan will be awarded marks is that students will:</p> <ol style="list-style-type: none"> 1. Demonstrate an ability to think reflectively in relation to the development of their academic skills over the module. 2. Be able to plan what is required to enhance and develop their learning over the course of the academic year. 3. Present material using appropriate language, spelling and punctuation and citing relevant references.
15	<p>Indicative reading</p> <p>Essential reading</p> <p>Cottrell, S. (2017) <i>Critical Thinking Skills: Developing Effective Analysis and Argument (Palgrave Study Guides)</i>. 3rd edn. Basingstoke: Palgrave MacMillan.</p> <p>Cottrell, S. (2013) <i>The Study Skills Handbook</i>. 4th edn. Basingstoke: Palgrave MacMillan.</p> <p>Cottrell, S. (2015) <i>Skills for Success</i>. 3rd edn. Basingstoke: Palgrave MacMillan.</p> <p>Moon, J. (2000) <i>Reflection in Learning and Professional developmental theory and practice</i>. London: Kogan Page.</p> <p>Ryall, E. (2010) <i>Critical thinking for Sports Students</i>. Exeter: Learning Matters Ltd.</p> <p>Van den Brink-Budgen, R. (2010) <i>Critical thinking for Students: Learning in the Skills of Analysing, Evaluating and Producing Arguments</i>. Oxford: How to Books Ltd.</p>

Year 1, Level 4, Term 1

1	Module Code	SPT43 (PSSP402)
2	Module Title	Practical Sports First Aid Therapies
3	Level	4
4	Credit points	20 credits
5	Start date	September
6	Programme	BSc (Honours) Sports Injury & Treatment
7	Module Tutor	Sheena Davis

8	Accredited by	University of Chichester Collaborative Partner: Peter Symonds College, Adult and Higher Education
9	Entry requirements	None
10	<p>Aims The aim of this module is to enrich the candidate's understanding or practical sports first aid therapies. It will provide candidates with an introduction to the underpinning principles of dealing with incidents and injuries that occur during sporting activity, with some focus on their prevention.</p> <p>It will include the development of a range of skills and techniques to assist with managing incidents and injury, requiring the students to be practically involved. The module encourages the students to develop leadership and teamwork skills, as well as encouraging self-reflection and critical analysis to improve their proficiency.</p>	
11	<p>Learning Outcomes At the conclusion of this module students should be able to:</p> <p>LO1 Explain the aetiology of common incidents and injuries that can occur during sporting and active lifestyle activity.</p> <p>LO2 Discuss the management of common incidents and injuries that can occur during Sporting activity.</p> <p>LO3 Apply relevant theory and principles in the identification and treatment of common Incidents and injuries occurring in sporting activity, and,</p> <p>LO4 Critically evaluate and reflect own participation of the incident identifying areas for personal improvement.</p>	
12	<p>Indicative Curriculum Content</p> <ul style="list-style-type: none"> • Aetiology of sports injuries to include those relating to contact, multidiscipline and individual sports. • Common medical conditions affecting the sports performer. • Current regulations and safe practice regarding Sports First Aid. • Prevention of injury. • Sports First Aid – to include: <ul style="list-style-type: none"> - Roles and responsibilities. - Incident management. - Basic treatment for soft tissue injury, airway management, concussion, CPR, head and spinal injuries, choking, external bleeding. - Onward referral. • When to return to sport – SALTAPS • Sports taping and strapping – stability and support taping and introduction to Kinesio Taping – theory and practical. 	
13	<p>Learning Strategies The module aims to give the students underpinning theoretical knowledge of dealing with First Aid incidents associated with sports and active lifestyles through a weekly lecture programme. Practical sessions are also included within this framework, some</p>	

	<p>potentially at outside events to consolidate this knowledge allowing the students to apply their learning, reflect upon it and evaluate their performance to develop future strategies.</p>
<p>14</p>	<p>Mode of Assessment Formative lectures and tutorials will assist students in planning for the assessment. They will have the opportunity to apply relevant theory and evaluate their own performance in a formative practical scenario.</p> <p>Formative:</p> <p>A draft copy of the report will be expected.</p> <p>Summative:</p> <p>Practical assessment in which students are expected to both practically manage and treat a sports injury incident, and then reflect and evaluate their actions to identify areas of improvement. (2000 word equivalent including 750 word evaluation, 60%, Learning Outcomes: LO3 & LO4 Summative) (Practical 60%, Reflection 40% combined scores to get total 60% weighting for assessment).</p> <p>Essay assignment (1500 words, 40%, Learning Outcomes: LO1 & LO2 Summative)</p> <p>Assessment criteria: The criteria by which the practical assessment will be allocated marks is that the student will:</p> <ol style="list-style-type: none"> 1. Complete an observed practical demonstrating knowledge of managing an incident or injury that can occur during sporting activity. 2. Evaluate their own performance and reflect on their participation in the incident, identifying areas for personal improvement. 3. Concisely present their evaluation and reflection in written form. <p>The criteria by which the essay will be allocated marks is that students will:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the aetiology of common incidents and injuries that occur during sporting and acting lifestyle activity. 2. Discuss the management of such incidents and present a coherent rationale to their evaluation, supported with reference to academic literature. 3. Utilise a range of appropriate academic and clinical sources which are referenced correctly.
<p>15</p>	<p>Indicative reading</p> <p>Essential reading</p> <p>Bruckner and Kahn, K. (2012) <i>Bruckner and Khan's Clinical Sports Medicine</i>. 4th edn. Sydney: McGraw-Hill Medical.</p> <p>Flegal, M. (2013) <i>Sport First Aid</i>. 5th edn. Champaign, Illinois: Human Kinetics Publishing.</p>

Gibbons, J. (2014) *A practical guide to Kinesiology Taping*. Chichester: Lotus Publishing.

Grisogono, V. (2018) *Sports Injuries – A self help guide*. 3rd edn. London: John Murray.

Hewetson, T. J. (2009) *An illustrated Guide to Taping Techniques, Principles and Practice*. 2nd end. New York: Mosby.

Jarmey, C. (2018) *The Concise Book of Muscles*. 4th edn. Chichester: Lotus Publishing.

Peterson, L. and Renstrom, P. (2000) *Sports injuries, their Prevention and treatment*. 3rd edn. Champaign, Illinois: Human Kinetics Publishing.

Read, M. and Wade, P. (2009) *Sports Injuries: A Unique Guide to Self-diagnosis and rehabilitation*. London: Churchill Livingstone.

Year 1, Level 4, Term 2

1	Module Code	SPO41 (PSSP403)
2	Module Title	Sport and Exercise Science
3	Level	4
4	Credit points	20 credits
5	Start date	January
6	Programme	BSc (Honours) Sports Injury & Treatment
7	Module Tutor	Sheena Davis
8	Accredited by	University of Chichester Collaborative Partner: Peter Symonds College, Adult and Higher Education
9	Entry requirements	None
10	Aims	This module aims to facilitate the student with aspects of Human Anatomy, Biomechanics and Psychology, necessary for an elementary understanding of those factors which underpin the analysis of human movement and behaviour. Students can then use this to form a foundation on future learning in a specific sport science field, and across other modules on the course.
11	Learning Outcomes	At the conclusion of this module students should be able to: Human Anatomy LO1 Demonstrate knowledge of the main anatomical features of the human body and the main bones and muscles involved in sporting movements, including the structure of each. Psychology

	<p>LO2 Demonstrate a basic knowledge and understanding of foundational topic areas in sport and exercise psychology, including the effects on exercise and health.</p> <p>Biomechanics</p> <p>LO3 Demonstrate an understanding of the laws of mechanics, and how they can be applied to human movement and performance.</p>
<p>12</p>	<p>Indicative Curriculum Content</p> <p>Human Anatomy:</p> <ul style="list-style-type: none"> • Introduction to Human Anatomy including terminology and points of reference. • Structure of the axial and appendicular skeletons, and their girdles. • Structure of the joints including classification, ligamentous structure and movements. • Arrangements of all muscles including origins and insertions, actions, nerve and blood supply. <p>Biomechanics:</p> <ul style="list-style-type: none"> • Overview of biomechanics, the definition, concepts and applications. • Terms, definitions and units. • Anthropometric measurements, measurements of body segments such as shoulder width, leg length. • Levers and their relationship to forces and moments. • Work, energy, power linear motion. • Newton's laws of motion: 1st, 2nd and 3rd laws • The analysis of human performance in activities including walking, running, jumping, and in sports specific areas e.g. kicking, throwing, catching. <p>Psychology:</p> <ul style="list-style-type: none"> • Personality. • Personality inventories. • Self-esteem. • Self-efficacy. • Social learning theory. • Exercise and psychological well-being. • Psychology of Exercise Behaviour and adherence.
<p>13</p>	<p>Learning Strategies</p> <p>Students will experience a range of teaching and learning methods including: Lectures. Seminar Presentations. Practical Workshops.</p> <p>Within the lectures, core material relating to the topic area will be delivered, followed up by either a seminar, where students will work in groups and/or individually, applying the theory into practice, or practical workshop (topic dependant).</p>

	<p>Students will be assessed on their knowledge through the seminar sessions, and in completing the biomechanical analysis and essay towards the end of the module.</p> <p>A student-centred approach to the learning is an integral part of the programme.</p>
14	<p>Mode of Assessment.</p> <p>Formative:</p> <p>Mock assessment of biomechanical assessment in seminars.</p> <p>Summative:</p> <p>A report analysing the human anatomy and biomechanical movement involved in throwing and kicking. (1700 words, 50%, Learning Outcomes: LO1 & LO3 Summative)</p> <p>Formative: Draft submission of essay.</p> <p>Summative: An evaluation of the impact of personality on sporting performance in a selected sport. (1700 words, 50%, Learning Outcomes: LO2 Summative)</p> <p>Assessment criteria: The criteria by which the essay will be allocated marks is that the student will:</p> <ol style="list-style-type: none"> 1. Demonstrate an ability to apply relevant personality theory to a selected sport or position within a sport. 2. Present a coherent discussion supported with reference to academic literature. 3. Utilise a range of appropriate academic sources which are referenced correctly. <p>The criteria by which the Biomechanics Report will be allocated marks is that students will:</p> <ol style="list-style-type: none"> 1. Explain and evaluate, the anatomical structures required to carry out the sporting movement. 2. Apply relevant laws of biomechanics to the sporting movement, explaining the impact that they have. 3. Utilise base biomechanical equations, demonstrating the influence they have on the movement of a ball. 4. Use academic referencing and conventions suitable for Level 4.
15	<p>Indicative reading</p> <p>Essential reading</p> <p>Marieb, E.N. (2011) <i>Essentials of Human Anatomy and Psychology</i>. 10th edn. San Francisco, California: Pearson Benjamin Cummings.</p>

Weinberg, R.S. and Gould, D. (2007) *Foundations of Sport and Exercise Psychology*. 6th edn. Champaign, Illinois: Human Kinetics Publishing.

Recommended reading

Blazevich, A.J. (2017) *Sports Biomechanics: The Basics: Optimising Human Performance*. 3rd edn. London: A. & C. Black Publishers Ltd.

Carr, G. (2010) *Sports Mechanics for Coaches*. 3rd edn. Champaign, Illinois: Human Kinetics Publishing.

Cashmore, E. (2009) *Sport and Exercise Psychology: The Key Concepts*. London: Routledge.

Grimshaw, P., Lees, A., Fowler, N. and Burden, A. (2019) *Instant Notes: Sport and Exercise Biomechanics*. London: Taylor and Francis.

Hamill, J. and Knudsen, K. M (2015) *Biomechanics and Motion Analysis*. 4th edn. London: Wolters Kluwer.

Hall, S.J. (2014) *Basic Biomechanics*. 7th edn. New York: Mosby.

McGinnis, P.M. (2013) *Biomechanics of Sport and Exercise*. 3rd edn. Champaign, Illinois: Human Kinetics Publishing.

Journals

European Journal of Sport Science.

International Journal of Sport and Health Science.

Research Quarterly for Exercise and Sport.

Year 1, Level 4, Term 2

1	Module Code	SPT41 (PSSP404)
2	Module Title	Foundation in Sports Therapy Skills and Body Assessment
3	Level	4
4	Credit points	20 credits
5	Start date	January
6	Programme	BSc (Honours) Sports Injury & Treatment
7	Module Tutor	James Kirkpatrick
8	Accredited by	University of Chichester Collaborative Partner: Peter Symonds College, Adult and Higher Education
9	Entry requirements	None
10	Aims	

	<p>This module has been designed to provide a broad contextual overview of Sports Therapy Skills and Body Assessment which will result in the requisite knowledge, understanding and skills to work in an unsupervised capacity to provide sports therapy and body assessment on clients with non-pathological (non-injured) tissue.</p> <p>The course will explore the theories underpinning the practice of sports therapy skills, including required functional anatomy and physiology, in order to complete body assessment and so provide learners with the understanding and techniques required to plan, prepare and apply basic assessment, palpation and body massage skills and techniques to provide sports therapy to uninjured clients. They will also start to develop the skills to evaluate strategies and methods for future practice.</p>
<p>11</p>	<p>Learning Outcomes At the conclusion of this module students should be able to:</p> <p>LO1 Apply underpinning functional anatomy and physiology for sports therapy and body assessment.</p> <p>LO2 Apply concepts of sports therapy skills and body assessment through the completion of client based assessment and treatment to include planning, preparing and applying basic assessment, palpation and body massage skills and techniques to provide sports therapy, client assessment and data gathering across a range of clients.</p> <p>LO3 Evaluate gathered assessment data including cautions and contraindications to provide treatment plans for the improvement of functional ability of clients and be able to apply to further treatments.</p> <p>LO4 Evaluate the legal, ethical and practical aspects of applying sports therapy, client assessment and data gathering across a range of clients.</p> <p>LO5 Critically analyse their client assessments and application of sports therapy skills both theoretically and practically to include a range of clients; and explain the use of this data and research to evaluate strategies and methods for future practice.</p>
<p>12</p>	<p>Indicative Curriculum Content</p> <ul style="list-style-type: none"> • Functional anatomy and physiology for sports therapy and body assessment. • Concepts of sports therapy skills and body assessment through the completion of client based assessment and treatment to include planning, preparing and applying basic assessment, palpation and body massage skills and techniques to provide sports therapy to uninjured clients. Massage methods to be included are: effleurage, petrissage, tapotement and vibration. • Gathering and use of assessment data to provide treatment plans for the improvement of functional ability of clients to include cautions and contraindications.

	<ul style="list-style-type: none"> • Legal, ethical and practical aspects of applying sports therapy, client assessment and data gathering across a range of clients by applying accepted standards of practice, establishing and developing effective working relationships with clients. • Analysis of client assessments and application of sports therapy skills both theoretically and practically to include a range of clients. • Collection and use of data and research to evaluate strategies and methods for future practice to include reflection to develop own practice.
13	<p>Learning Strategies</p> <p>The teaching will include lectures in order to deliver the knowledge required for learning outcome (knowledge 1, 2, 3 and 4). This will then be applied by the student within the assessment framework. Practical sessions in sports therapy and body assessment will consolidate underpinning theoretical knowledge for all learning outcomes.</p> <p>Students will have to be able to:</p> <ul style="list-style-type: none"> • Prepare self and equipment. • Assess client and agree massage methods. • Apply massage methods. • Evaluate the effectiveness of massage methods. • Apply accepted standards of practice. • Establish and develop effective working relationships with clients. • Reflect on and develop own practice. <p>Resource based learning will be required in addition to allow students to develop an understanding of the important of applying theoretical knowledge to a practical scenario (LO1, 2 & 4).</p>
14	<p>Mode of Assessment</p> <p>Formative:</p> <p>Students to complete practical formative assessments for case studies under the guidance of tutor to provide direction for summative assessment.</p> <p>Summative:</p> <p>Case Studies: Students to complete a case study of body assessment and on-going sports therapy treatment. Students to critically analyse their own performance in the treatment. (2000 words including a 750 word evaluation, 60%, Learning Outcomes: LO1, LO2, LO3 & LO5 Summative).</p> <p>Essay: The impact of ethics and legal considerations on the work of a sports therapist. (1500 words, 40%, Learning Outcomes: LO4 Summative).</p> <p>Assessment criteria:</p> <p>The criteria by which the case studies will be allocated marks is that the student will:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of functional anatomy and physiology, particularly its relevance in treatment protocols.

	<ol style="list-style-type: none"> 2. Complete an observed practical treatment demonstrating knowledge of basic body assessment and treatment, to include consideration of any contraindications to treatment. 3. Demonstrate the ability to evaluate and critically analyse treatment strategies and methods for future practice using data gathered from the treatments and current research. 4. Present their findings in a clinical manner, using academic referencing and conventions suitable for Level 4. <p>The criteria by which the essay will be allocated marks is that students will:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the legal and ethical aspects of applying practical features of sports therapy, client assessment and data gathering across a range of clients. 2. Present a coherent rationale to their evaluation supported with reference to academic literature. 3. Utilise a range of appropriate academic and clinical sources which are referenced correctly.
15	<p>Indicative reading</p> <p>Essential reading</p> <p>Jarmey, C. (2018) <i>The Concise Book of Muscles</i>. 4th edn. Chichester: Lotus Learning.</p> <p>Ward, K. (2004) <i>Hands on Sports Therapy</i>. Andover: Thomson Learning.</p> <p>Recommended reading</p> <p>Biel, A. (2011) <i>Trail guide to the body</i>. 5th edn. Boulder CO: Books of Discovery.</p> <p>Cash, M. (1996) <i>Sport and remedial massage</i>. London: Ebury Press.</p> <p>Cash, M. (1999) <i>Pocket atlas of the moving body</i>. London: Ebury Press.</p> <p>Findlay, S. (2010) <i>Sports Massage</i>. Champaign, Illinois: Human Kinetics Publishing.</p>

Year 1, Level 4, Term 3

1	Module Code	COR 43 (PSSP405)
2	Module Title	Research Skills in Sport
3	Level	4
4	Credit points	20 credits
5	Start date	April
6	Programme	BSc (Honours) Sports Injury & Treatment
7	Module Tutor	
8	Accredited by	University of Chichester Collaborative Partner: Peter Symonds College, Adult and Higher Education

9	Entry requirements	None
10	<p>Aims</p> <p>The module aims to equip students with an understanding of the research process whether it be through the workplace or small-scale research projects, and to develop an awareness of the ethical dimensions of work-based/research led learning.</p> <p>Plan a coherent programme of work-based/project-based study and in so doing, to negotiate learning agreement which meets the needs of the student, the employer (where appropriate) and the course.</p> <p>Specific issues include: the identification of a sound research question, an appreciation of the philosophical foundation of qualitative and quantitative approaches, reliability, validity triangulation and ethical issues in the study of sport. Students will also gain an understanding of the foundations of numerical and textual analysis of research data.</p>	
11	<p>Learning Outcomes</p> <p>On completion of this module the successful student will be able to:</p> <p>LO1 Demonstrate the ability to produce a proposal for a coherent programme of work-based study or small projects.</p> <p>LO2 Select and justify approaches to the identified programme and to consider any ethical issues arising.</p> <p>LO3 Understand the concept of the research process, the philosophical underpinnings of qualitative and quantitative approaches to research and the application of these aspects within the sporting context.</p>	
12	<p>Indicative Curriculum Content</p> <p>This module allows students to determine their own learning in agreement with their tutor and work place if appropriate. The module explores the positivist and interpretivist philosophies of science that underpin the relevant approaches to research. The plan of learning created by the student should include an opportunity to carry out basic analysis of research data using qualitative and quantitative approaches; and one aspect of the research should focus on the investigation of a problem or phenomena with the intention of providing s solution or improvement.</p>	
13	<p>Learning Strategies</p> <p>A series of lead lectures followed by workshops during which the students will identify their work-based/research-led learning goals, negotiate with their employers (where appropriate), then refine and agree these with their tutor.</p> <p>Ethical sign off from employer (where appropriate) and tutor will be required.</p>	
14	<p>Mode of Assessment</p> <p>Formative:</p>	

Peer evaluation of ethics statement.
Submission of **draft plan of learning**.

Summative:

A plan of learning which includes an opportunity to carry out basic analysis of research data using qualitative and quantitative approach; and one aspect of the research should focus on the investigation of a problem or phenomena with the intention of providing a solution, or improvement. An **ethics statement** which are both suitable to be implemented in module COR44.

(2000 words, 60%, Learning Outcomes: LO1 & LO2 Summative).

An **essay** on philosophical approaches to the analysis of sport.

(1500 words, 40%, Learning Outcomes: LO3 Summative).

Assessment criteria:

The criteria by which the **plan of learning and ethics statement** will be allocated marks is that the student will:

1. The plan is logical with a coherent rationale, aims and objectives of the plan of learning are linked to the individual student's personal development objectives.
2. A clear method for tracking progress with SMART objectives has been utilised.
3. Agreement from relevant parties (workplace/tutor) has been obtained.
4. Ethical issues have been identified and considered.
5. Suitable protocol has been put in place as appropriate.

The criteria by which the **essay** will be allocated marks is that students will:

1. Demonstrate a competent understanding of the philosophy underpinning a particular research approach.
2. Be able to describe and discuss relevant aspects of the chosen topic and discuss the application of theory into practice.

15 Indicative Reading

Essential reading

Cottrell, S. (2017) *Critical Thinking Skills: Developing effective analysis and argument (Palgrave Study Guides)*. 3rd edn. Basingstoke: Palgrave MacMillan.

Cottrell, S. (2013) *The Study Skills Handbook*. 4th edn. Basingstoke: Palgrave MacMillan.

Cottrell, S. (2015) *Skills for Success*. 3rd edn. Basingstoke: Palgrave MacMillan.

Lynch, C. (2010) *Doing your research project in sport: A student guide*. Exeter: Learning Matters Ltd.

Ryall, E. (2010) *Critical thinking for sports students*. Exeter: Learning Matters Ltd.

Smith, M. (2010) *Research Method in Sport*. Exeter: Learning Matters Ltd.

Van den Brink-Budgen, R. (2010) *Critical thinking for students: Learning the skills of analysing, evaluating and producing arguments*. Oxford: How to Books Ld.

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Year 1, Level 4, Term 3

1	Module Code	COR 44 (PSSP406)
2	Module Title	Sport Research Portfolio
3	Level	4
4	Credit points	20 credits
5	Start date	April
6	Programme	BSc (Honours) Sports Injury & Treatment
7	Module Tutor	James Kirkpatrick
8	Accredited by	University of Chichester Collaborative Partner: Peter Symonds College, Adult and Higher Education
9	Entry requirements	None
10	Aims	This module offers students the opportunity to integrate theory with practice. Students will have drawn up a plan for learning in Module COR43. It follows that this module will be unique in terms of its aims.
11	Learning Outcomes	At the conclusion of this module students should be able to: LO1 Demonstrate ability to fulfil an agreed plan of learning within the workplace or another suitable setting e.g. Sports Club, to identify and make appropriate use of sources of knowledge and evidence and carry out practical activities. LO2 Review and discuss the information gathered as a result of the learning in a coherent and organised manner and evaluate data from relevant sources. LO3 Reflect on skills and knowledge gained and identify areas of practice for future development.
12	Indicative Curriculum Content	No formal syllabus specified: programme of supervised activities to meet specific objectives agreed between tutor, workplace (where appropriate) and student.
13	Learning Strategies	Self-managed learning which is designed to develop learner autonomy which is supported with structured tutorial support. Learning will involve reading, negotiation, research and practical activities and integrate theory into practice.
14	Mode of Assessment	Formative: Completion of mid-point review . Summative:

	<p>Students will implement the plan of learning activities constructed in COR43 and compile a portfolio of learning activities undertaken, reviewing and discussing the information gathered and integrating theory and practice. (2000 words, 60%, Learning Outcomes: LO1 & LO2 Summative)</p> <p>Completion of a Learning Journal which must include a reflective account of the learning achieved through completion of the learning activities and identification of future development. (1500 words, 40%, Learning Outcomes: LO3 Summative)</p> <p>Assessment criteria: The criteria by which the portfolio will be allocated marks is that the student will:</p> <ol style="list-style-type: none"> 1. A number of different subject areas have been covered in the portfolio. 2. Demonstrate an ability to apply theory to practice. 3. Demonstrate a competent understanding of how to apply a particular research approach. <p>The criteria by which the learning journal will be allocated marks is that students will:</p> <ol style="list-style-type: none"> 1. Be able to reflect and explain how aspects of theory and/or key journals/books contributed to your learning. 2. To reflect and explain how you felt about the assessment, what it has contributed to your learning about yourself and how you learn. 3. Identify some key points you have realised about yourself and learning and explain how this will impact future learning.
15	<p>Indicative reading</p> <p>Essential reading</p> <p>Bell, J. and Waters, S. (2014) <i>Doing your research project: A guide for the first time researchers</i>. Berkshire: McGraw Hill.</p> <p>Helyer, R. (2015) <i>The work-based learning student handbook (Palgrave Study Skills)</i>. 2nd edn. Basingstoke: Palgrave MacMillan.</p> <p>Koshy, V. (2010) <i>Action research for improving educational practice</i>. 2nd edn. London: Paul Chapman Publishing.</p> <p>Kumar, R. (2014) <i>Research methodology</i>. 4th edn. London: Sage Publications Ltd.</p> <p>Lynch, C. (2010) <i>Doing your research project in Sport: A student guide</i>. Exeter: Learning Matters Ltd.</p> <p>Moon, J. (2000) <i>Reflection in learning and professional development theory and practice</i>. London: Kogan Page.</p> <p>Ryall, E. (2010) <i>Critical thinking for sports students</i>. Exeter: Learning Matters Ltd.</p> <p>Smith, M. (2010) <i>Research Methods in Sport</i>. Exeter: Learning Matters Ltd.</p>

	<p>Thomas, G. (2013) <i>How to do your research project: A guide for students in education and applied social services</i>. 3rd edn. London: Sage Publications Ltd.</p> <p>Recommended reading</p> <p>Clough, P. and Nutbrown, C. (2007) <i>A student's guide to methodology</i>. 3rd edn. London: Sage Publications Ltd.</p> <p>Forsyth, P. (2016) <i>How to write reports and proposals</i>. 4th edn. London: Kogan Page.</p> <p>Machi, L. and McEvoy, B. (2012) <i>The Literature Review</i>. 2nd edn. London: Sage Publications Ltd.</p> <p>Raelin, J. A. (2008) <i>Work based learning: Bridging knowledge and action in the workplace</i>. CA: Jossey-Bass.</p> <p>Rossman, R. and Rallis, S. (2012) <i>Learning in the field</i>. 4th edn. London: Sage Publications Ltd.</p> <p>Silverman, D. (ed) (2016) <i>Qualitative Research: Theory, Method and Practice</i>. London: Sage Publications Ltd.</p>
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Year 2, Level 5, Term 1

1	Module Code	SPO54 (PSSP501)
2	Module Title	Applied Sport and Exercise Science
3	Level	5
4	Credit points	20 credits
5	Start date	September
6	Programme	BSc (Honours) Sports Injury & Treatment
7	Module Tutor	Claire Soames
8	Accredited by	University of Chichester Collaborative Partner: Peter Symonds College, Adult and Higher Education
9	Entry requirements	120 credits at Level 4
10	<p>Aims Within this module you will gain fundamental understanding of human physiology and nutrition, as well as further development within the psychological elements of sport. This module builds upon Sport and Exercise Science with a more applied nature, giving students understanding of how to apply their knowledge to the sporting and exercise setting.</p>	
11	<p>Learning Outcomes At the conclusion of this module students should be able to:</p> <p>Physiology LO1 Discuss the biomechanical processes comprising aerobic and anaerobic metabolism, regulation of the cardiovascular system during exercise and adaptations in the neuromuscular, cardiovascular and pulmonary systems in response to activity.</p>	

	<p>Psychology LO2 Analyse the theories surrounding human learning, sports performance and effects of exercise from psychological perspective.</p> <p>Nutrition LO3 Evaluate the six nutritional classes, their role during both resting and exercising states, and how manipulating these effects sports performance.</p>
12	<p>Indicative Curriculum Content</p> <p>Physiology</p> <ul style="list-style-type: none"> • Energy for muscular contraction: ATP and PCR. • The processes involved in carbohydrate storage and utilisation; Anaerobic and aerobic ATP production; oxidative phosphorylation; Oxidation of fats for the production of energy. • The responses and limitations of the cardiovascular system in exercise performance. • The neuromuscular junction, skeletal muscle structure and function, and the basic mechanisms of muscle fatigue. <p>Psychology</p> <ul style="list-style-type: none"> • Theories of learning. • Classical conditioning. • Operant conditioning. • Thorndike's Laws. • Cognitive theories. • Methods of learning related to sports performance. • Social facilitation. • Leadership in sport. • Attribution theory. • Psychological effects of exercise; exercise and mental health, emotion, mood, depression, anxiety, stress and tension. <p>Nutrition</p> <ul style="list-style-type: none"> • The nutritional requirements of the human body relating to 'normal' daily function. • Food sources and macronutrients. • Measurement of energy intake and expenditure. • Optimal nutrition for exercise and physical training. • The relationship between exercise intensity, energy demand and appropriate fuel source. • Healthy eating and exercise. • Fluid balance, gastric emptying and exercise. • Nutritional ergogenic aids.
13	<p>Learning Strategies</p> <p>Students will experience a range of teaching and learning methods including:</p> <ul style="list-style-type: none"> • Lectures. • Seminar presentations. • Practical workshops. • Additional learning resources will be available online.

	<p>Within the lectures, core material relating to the topic will be delivered, follow up by either a seminar, where students will work in groups and/or individually, applying the theory into practice, or a practical workshop (topic dependent).</p> <p>Students will be assessed through the series of seminar sessions informally, and then upon completion of the taught material, will complete a presentation on psychological effects of exercise, and an essay looking more specifically at the relationships between physiology and nutrition.</p> <p>A student-centred approach to the learning is an integral part of the programme.</p>
<p>14</p>	<p>Mode of Assessment</p> <p>Formative:</p> <p>Submission of one psychological effect of exercise and impact on performance (either notes or Power-Point slides).</p> <p>Draft submission of essay.</p> <p>Summative:</p> <p>Presentation: Discuss three psychological effects of exercise and their impact on the performer. (25 minutes maximum, 50%, Learning Outcomes: LO2 Summative).</p> <p>Essay: Discuss the relationship between exercise intensity, energy demand and appropriate fuel sources. (1750 words, 50%, Learning Outcomes: LO1 & LO3 Summative).</p> <p>Assessment criteria: The criteria by which the presentation will be allocated marks is that the student will:</p> <ol style="list-style-type: none"> 1. Demonstrate the ability to analyse the theories surrounding human learning, sports performance and effects of exercise from a psychological perspective. 2. Apply relevant theory in discussing three psychological effects of exercise and their impact on the performer. 3. Present their findings in a concise manner, using appropriate visual and IT methods, citing appropriate references and evidence to support their analysis. <p>The criteria by which the essay will be allocated marks is that students will:</p> <ol style="list-style-type: none"> 1. Utilise appropriate theory to discuss the biomechanical processes comprising aerobic and anaerobic metabolism, regulation of the cardiovascular system during exercise and adaptations in the neuromuscular, cardiovascular and pulmonary systems in response to activity. 2. Provide a critical evaluation of the six nutritional classes, their role during both resting and exercising states. 3. Make recommendations of how manipulating these effects sports performance. 4. Present materials aptly, utilising and citing appropriate references and supporting evidence, ensuring an academic style of writing and correct spelling and punctuation.
<p>15</p>	<p>Indicative reading</p>

	<p>Essential reading</p> <p>Anderson, M.B. (2001) <i>Doing Sport Psychology</i>. Champaign, Illinois: Human Kinetics Publishing.</p> <p>Mcardle, W.D., Katch, F.I. and Katch. V.L. (2015) <i>Exercise Physiology: Nutrition, Energy and Human Performance</i>. 8th edn. Baltimore: Williams & Wilkins.</p> <p>Weinberg, R.S. and Gould. D. (2015) <i>Foundations of sport and exercise psychology</i>. 6th edn. Champaign, Illinois: Human Kinetics Publishing.</p> <p>Recommended reading</p> <p>Jeukendrup, A.E. and Gleeson, M. (2004) <i>Sports nutrition</i>. Champaign, Illinois: Human Kinetics Publishing.</p> <p>Manmore, M. (2009) <i>Sport nutrition for health and performance: an introduction to energy production and performance</i>. 2nd edn. Champaign, Illinois: Human Kinetics Publishing.</p> <p>Singer, R. N., Hausenblas, H. A. and Janelle, C.M. (2007) <i>Handbook of sport psychology</i>. 3rd edn. New York: Wiley and Sons.</p> <p>Woods, B. (2015) <i>Psychology in practice: sport</i>. 6th edn. USA: Oxford University Press.</p> <p>Journals</p> <p>European Journal of Sport Science.</p> <p>International Journal of Sport and Health Science.</p> <p>Research Quarterly for Exercise and Sport.</p> <p>British Journal of Sports Medicine.</p>
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Year 2, Level 5, Term 1

1	Module Code	SPT53 (PSSP502)
2	Module Title	Principles of Sports Injury Assessment
3	Level	5
4	Credit points	20 credits
5	Start date	September
6	Programme	BSc (Honours) Sports Injury & Treatment
7	Module Tutor	James Kirkpatrick
8	Accredited by	University of Chichester Collaborative Partner: Peter Symonds College, Adult and Higher Education

9	Entry requirements	120 credits at Level 4
10	<p>Aims</p> <p>The aims of this qualification is to build on the skills learnt in SPT41 and enrich practitioners' understanding of advanced anatomical, physiological and pathological principles relevant to the assessment of sports injuries.</p> <p>It will provide students with the underpinning principles of Sports Injury Assessment by introducing advanced palpation skills, range of movement assessment and testing and advanced postural assessment. It will also introduce students to a range of skills and techniques to prevent and manage injury in sport and active leisure including any cautions and contraindications to be observed. Students will learn to critically evaluate and asses clients to formulate immediate treatment plans and future treatments.</p>	
11	<p>Learning Outcomes</p> <p>At the conclusion of this module students should be able to:</p> <p>LO1 Explain the causes and classifications of Sports Injury.</p> <p>LO2 Evaluate and apply the relevant anatomy, physiology and pathology for sports injury assessment.</p> <p>LO3 Apply concepts of underpinning principles of sports injury through the practical Application during client treatment.</p> <p>LO4 Explain the use of analysing posture and range of movement in the assessment of sports injuries.</p> <p>LO5 Assess injured clients, formulate treatment plans specific to clients including observation of cautions and contraindications.</p> <p>LO6 Evaluate the success of their analysis post initial treatment to formulate on-going Treatment plans and critically apply their findings to the evaluation of other clients.</p>	
12	<p>Indicative Curriculum Content</p> <ul style="list-style-type: none"> • Causes and classifications of Sports Injury. • Relevant anatomy, physiology and pathology for sports injury assessment, to include dealing with any cautions and contraindications and working with special populations. • Underpinning principles of sports injury through the practical application during client treatment to include: injury management post-acute stage, injury prevention, pre-existing conditions and disease processes (therapeutic and remedial). • Analysis of posture and range of movement in the assessment of sports injuries. • Assessment of injured clients and formulation of a treatment plan specific to their findings to include the following massage methods: effleurage, petrissage, tapotement, vibration, compressions, friction and passive stretching. 	

	<ul style="list-style-type: none"> • Apply their findings to the evaluation of other clients.
<p>13</p>	<p>Learning Strategies</p> <p>The teaching will include lectures in order to deliver the knowledge required for learning outcomes (1, 2, 3 and 4). This will then be applied by the student within the assessment framework. Practical sessions in sport injury assessment will consolidate underpinning theoretical knowledge for all the learning outcomes.</p> <p>Students will have to be able to:</p> <ul style="list-style-type: none"> • Prepare self and equipment. • Assess client and agree massage methods. • Apply massage methods to prevent and manage injury. • Evaluate the effectiveness of massage methods. <p>Resource based-learning will be required in addition to allow students to develop an understanding of the importance of applying theoretical knowledge to a practical scenario (LO1, 2, 3 & 4).</p>
<p>14</p>	<p>Mode of Assessment</p> <p>Formative:</p> <p>Practical assessment of clients.</p> <p>Summative:</p> <p>Case Studies: Assessment of injured clients and formulation of subsequent treatment plan. Evaluation of any contraindications, relevant anatomy, physiology and pathology for assessment. (2400 words, 70%, Learning Outcomes: LO2, LO3, LO4, LO5 & LO6 Summative).</p> <p>Poster Presentation: Explain the causes and classifications of sports. Students should evaluate the use of analysing posture and ROM in the assessment. (10 minutes, 30%, Learning Outcomes: LO1 Summative).</p> <p>Assessment criteria:</p> <p>The criteria by which the Case Studies will be allocated marks is that the student will:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of function anatomy, physiology and pathology, particularly its relevance in the assessment protocols. 2. Complete a practical treatment demonstrating knowledge of sports injury assessment, formulating a treatment plan specific to their findings, to include consideration of any contraindications to treatment. 3. Demonstrate the ability to evaluate and critically analyse treatment strategies and methods for future practice using data gathered from treatments and current research.

	<p>4. Present their findings in a clinical manner, using academic referencing and conventions suitable for Level 5.</p> <p>The criteria by which the Poster Presentation will be allocated marks is that students will:</p> <ol style="list-style-type: none"> 1. Demonstrate the ability to describe and analyse a selected sports injury assessment method. 2. Present suitable recommendations for its use in treatment protocols utilising current academic research and evidence. 3. Present their findings using appropriate visual and IT methods in a concise and clinical manner, using conventions for poster presentations at Level 5.
15	<p>Indicative reading</p> <p>Essential reading:</p> <p>Biel, A. (2014) <i>Trail guide to the body</i>. 5th edn. Boulder CO; Books of Discovery.</p> <p>Ward, K. (2004) <i>Hands on Sports Therapy</i>. Andover: Thomson Learning.</p> <p>Recommended reading</p> <p>Cash, M. (1996) <i>Sport and Remedial Massage Therapy</i>. London: Ebury Press.</p> <p>Grisogono, V. (2018) <i>Sports Injuries – A self-help guide</i>. 3rd edn. London: John Murray.</p> <p>Jarmey, C. (2018) <i>The Concise Book of Muscles</i>. 4th edn. Chichester: Lotus Publishing.</p> <p>Read, M. and Wade, P. (2009) <i>Sports Injuries: A Unique guide to self-diagnosis and rehabilitation</i>. London: Churchill Livingstone.</p>

Year 2, Level 5, Term 2

1	Module Code	SPT54 (PSSP503)
2	Module Title	Principles of Sports Injury, Treatment and Rehabilitation
3	Level	5
4	Credit points	20 credits
5	Start date	January
6	Programme	BSc (Honours) Sports Injury & Treatment
7	Module Tutor	James Kirkpatrick
8	Accredited by	University of Chichester

		Collaborative Partner: Peter Symonds College, Adult and Higher Education
9	Entry requirements	120 credits at Level 4
10	<p>Aims</p> <p>The aim of this module is to enrich the students understanding of sports injury assessment and provide them with advanced principles of sports injury treatment and rehabilitation. It will provide students with a range of advanced skills and techniques to prevent and manage injury in sport and active leisure, and promote rehabilitation. Students will learn to critically evaluate treatment and rehabilitation strategies and methods to inform on future treatments.</p>	
11	<p>Learning Outcomes</p> <p>At the conclusion of this module students should be able to:</p> <p>LO1 Explain the methods of assessing and applying sports injury treatment and rehabilitation procedures to include working with special populations.</p> <p>LO2 Evaluate the effects of sports injury on soft tissue, its consequential effect both physiologically and psychologically on the client, and how this affects the treatment plan.</p> <p>LO3 Assess injured clients auctioning any cautions and contraindications and formulate a treatment and rehabilitation plan specific to their findings, and apply concepts of underpinning principles of sports injury treatment and rehabilitation through the practical application during client treatment.</p> <p>LO4 Evaluate the success of their analysis post-initial treatment to formulate on-going treatment and rehabilitation plans.</p>	
12	<p>Indicative Curriculum Content</p> <ul style="list-style-type: none"> • The methods of assessing and applying sports injury treatment and rehabilitation procedures to include working with special populations. • The physiological and psychological consequences of sports injury and its possible effect on successful rehabilitation. • Analysis of posture and range of movement in the treatment of sports injuries and rehabilitation from injury. • The assessment of injured clients, to include any cautions and contraindications, and formulation of a treatment and rehabilitation plan specific to their findings to include injury management post-acute stage, injury prevention, pre-existing conditions and disease processes (therapeutic and remedial). • The formulation of initial treatment and on-going treatment and rehabilitation plans. 	
13	<p>Learning Strategies</p> <p>The teaching will include lectures in order to deliver the knowledge required for learning outcome (Knowledge LO1 and LO2). This will then be applied by the student within the assessment framework. Practical sessions in sports injury</p>	

	<p>treatment and rehabilitation (LO3, and LO4) will consolidate underpinning knowledge for all learning outcomes.</p> <p>Students will have to be able to:</p> <ul style="list-style-type: none"> • Prepare self and equipment. • Assess client and agree massage methods. • Apply massage methods to prevent and manage injury. • Evaluate the effectiveness of massage methods. <p>Resource based learning will be required in addition to allow students to develop an understanding of the importance of applying theoretical knowledge to a practical scenario (LO1 and LO2).</p>
14	<p>Mode of Assessment Assessment will be through completion of a case study to provide on-going treatment experience, completion of practical assessments to ensure competency.</p> <p>Formative:</p> <p>Practical assessments for case study and practical assessments under the guidance of tutor to provide direction for summative assessment. Draft copies of case study to be submitted.</p> <p>Summative:</p> <p>Case Study: A case study which formulates a treatment and rehabilitation plan for a client, ensuring the principles of sports injury treatment and rehabilitation are applied. (3000 words, 60%, Learning Outcomes: LO1 & LO2 Summative).</p> <p>Presentation: A presentation which focuses on the researching of a specific condition and produce a proposed treatment plan for a specific stage of rehabilitation to include not just massage but other rehabilitation techniques. (20 minute presentation, 40%, Learning Outcomes: LO3 & LO4 Summative).</p> <p>Assessment criteria: The criteria by which the essay will be allocated marks is that the student will:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of the formulation of a treatment and rehabilitation plan for a client ensuring that principles of sport injury treatment and rehabilitation are applied. 2. Complete a practical treatment demonstrating knowledge of sports injury treatment and rehabilitation, formulating a treatment protocol, to include consideration of any contra indications to treatment. 3. Demonstrate the ability to evaluate and critically analyse the success of their strategies and methods not only in the observed treatment, but be able to propose recommendations for future practice using data gathered from the treatments and current research. 4. Present their findings in a clinical manner, using academic referencing and conventions suitable for Level 5.

	<p>The criteria by which the presentation will be allocated marks is that students will:</p> <ol style="list-style-type: none"> 1. Demonstrate the ability to analyse a sport injury related condition to include aetiology, assessment, proposed treatment/rehabilitation, psychological and physiological effects. 2. Apply relevant theory to propose a treatment plan for a specific stage of rehabilitation. 3. Present their findings in a concise and clinically appropriate manner, using visual and IT methods, citing appropriate references and evidence to support their analysis.
15	<p>Indicative reading</p> <p>Essential reading</p> <p>Beil, A. (2014) <i>Trail guide to body</i>. 5th edn. Boulder CO: Books of Discovery.</p> <p>Peterson, L. and Renstrom, P. (2000) <i>Sports Injuries: Their Prevention and Treatment</i>. London: Informa Healthcare.</p> <p>Ward, K. (2004) <i>Hands on Sports Therapy</i>. Andover: Thomson Learning.</p> <p>Recommended readin</p> <p>Cash, M. (1996) <i>Sport and Remedial Massage Therapy</i>. London: Ebury Press.</p> <p>Read, M. and Wade, P. (2009) <i>Sports Injuries: A Unique guide to self-diagnosis and rehabilitation</i>. London: Churchill Livingstone.</p>

Year 2, Level 5, Term 2 & 3

1	Module Code	COR54 (PSSP504)
2	Module Title	Extended Project
3	Level	5
4	Credit points	40 credits
5	Start date	January and April
6	Programme	BSc (Honours) Sports Injury & Treatment
7	Module Tutor	James Kirkpatrick
8	Accredited by	University of Chichester Collaborative Partner: Peter Symonds College, Adult and Higher Education
9	Entry requirements	120 credits at Level 4
10	Aims	The rationale and aims of this module are detailed by students in a project proposal. It follows that this module will be unique in terms of its aims. The primary aim is to undertake a project which will have a useful outcome in terms of practice. All

	students will be required to maintain a learning journal during the course of their project.
11	<p>Learning Outcomes At the conclusion of this module students should be able to:</p> <p>LO1 Produce a research question, justification and plan for their project.</p> <p>LO2 Demonstrate and analyse the potential usefulness of the project and justify approach taken.</p> <p>LO3 Produce a project which demonstrates the appropriate use of sources of knowledge and evidence.</p> <p>LO4 Evaluate information gathered, identify potential alternatives in practice, evaluation of information used to plan and develop practice within the work setting.</p> <p>LO5 Self-appraise and reflect upon practice.</p>
12	<p>Indicative Curriculum Content</p> <ul style="list-style-type: none"> • How to plan and write a project proposal and project report. • Programme of supervised activities designed to fulfil the project proposal to meet specific objectives agreed between the workplace (where appropriate), tutor and student.
13	<p>Learning Strategies</p> <p>Students will identify a mainly self-managed project with definable outcomes. Learning outcomes will be linked to assessment criteria. Students are expected to organise their studies, and other activity, to reflect the nature of their work-based or research-led learning, its constraints, the goals to be addressed and their personal learning and work styles.</p> <p>This will involve reading, negotiation, research and practical activities. Sign off from employer (where appropriate) and tutor to include ethical considerations will be required.</p>
14	<p>Mode of Assessment</p> <p>Formative: Submission of draft project proposal.</p> <p>Summative: Project(s) Proposal: (800 words, 20%, Learning Outcomes: LO1 Summative).</p> <p>A written Report based on the project(s) which integrates theory with practice as well as addressing the value of the project undertaken in the workplace context. (3000 words, 60%, Learning Outcomes LO2, LO3 and LO4 Summative).</p> <p>Reflective Learning Log:</p>

(800 words, 20%, Learning Outcomes: LO5 Summative).

Assessment criteria

Research proposal: Students will be assessed against the following criteria:

1. Ability to select and formulate a suitable research question and rationale.
2. Ability to select a suitable research design.
3. Ability to produce a realistic research plan with achievable timescales appropriate to Level 5 study.

Extended Project: Students will be assessed against the following criteria:

1. Ability to implement the project proposal effectively.
2. Ability to recognise and respond to any moral, ethical and safety issues as they relate to the sports therapist.
3. Ability to demonstrate at a level appropriate to the award, a critical approach in enquiry and a readiness to question existing practice, information or processes and potential to create new knowledge.
4. Ability to evaluate, critically assess evidence and draw conclusions in the context of research methodologies and data sources.

Reflective Learning Log:

1. Be able to reflect and explain how aspects of theory and/or key journals/books contributed to your learning.
2. To reflect and explain how you felt about the assessment, what it has contributed to your learning about yourself and how you learn, a meta-cognitive stance is taken (i.e. critical awareness of one's own process of mental functioning, including reflection).
3. Evidence of original thinking, own views are clearly stated with substantiating evidence and key points realised about self and learning presented with an explanation of how this will impact future learning.

15 Indicative reading

Essential reading

Bell, J. and Waters, S. (2018) *Doing your research project: A guide for the first time reserachers*. 7th edn. Berkshire: McGraw-Hill.

Koshy, V. (2010) *Action research for improving educational practice*. 4th edn. London: Paul Chapman Publishing.

Kumar, R. (2014) *Research Methodology*. London: Sage Publications Ltd.

Lynch, C. (2010) *Doing your research project in Sport: A student guide*. Exeter: Learning Matters Ltd.

Ryall, E. (2010) *Critical thinking for sports students*. Exeter: Learning Matters Ltd.

Smith, M. (2010) *Research methods in sport*. Exeter: Learning Matters Ltd.

Thomas, G. (2013) *How to do your research project: A guide for students in education and applied social services*. 3rd edn. London: Sage Publications Ltd.

	<p>Recommended reading</p> <p>Clough, P. and Nutbrown, C. (2012) <i>A student's guide to methodology</i>. 3rd edn. London: Sage Publications Ltd.</p> <p>Forsyth, P. (2016) <i>How to write reports and proposals</i>. 4th edn. London: Kogan Page.</p> <p>Machi, L. and McEvoy, B. (2012) <i>The literature review</i>. 2nd edn. London: Sage Publications Ltd.</p> <p>Rossmann, G. and Rallis, S. (2012) <i>Learning in the field</i>. 3rd edn. London: Sage Publications Ltd.</p> <p>Sanders, P. and Wilkins, P. (2010) <i>First steps in practitioner research</i>. Ross-on-Wye: PCCS books.</p> <p>Silverman, D. (ed) (2016) <i>Qualitative research: Theory, method and practice</i>. 4th edn. London: Sage Publications Ltd.</p>
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Year 2, Level 5, Term 3

1	Module Code	SPT52 (PSSP505)
2	Module Title	Essential Sports Therapy
3	Level	5
4	Credit points	20 credits
5	Start date	April
6	Programme	BSc (Honours) Sports Injury & Treatment
7	Module Tutor	James Kirkpatrick
8	Accredited by	University of Chichester Collaborative Partner: Peter Symonds College, Adult and Higher Education
9	Entry requirements	120 credits at Level 4
10	Aims	<p>This course has been designed to provide learners with an overview of Essential Sports Therapy Skills, which will result in the requisite knowledge, understanding and skills to work in an unsupervised capacity to provide sports therapy and body assessment on clients with pathological and non-pathological (non-injured) tissue.</p> <p>The course will explore the practice of more complex and advanced sports therapy skills, including the required functional anatomy and physiology in order to facilitate this. Students will gain an understanding and the advanced assessment, palpation and body massage techniques required to plan, prepare and apply sports massage therapy and techniques, not only manually, but also with equipment, in order to enhance their treatment to a range of clients to include special populations, e.g. pregnant women, people with disabilities, athletes and occupational stress.</p>
11	Learning Outcomes	

	<p>At the conclusion of this module students should be able to:</p> <p>LO1 Apply advanced functional anatomy and physiology to facilitate more complex soft tissue treatment.</p> <p>LO2 Explain the components of subjective and objective assessment in the formation of sports therapy strategies appropriate to clients' needs, and apply them within scope of practice.</p> <p>LO3 Evaluate gathered assessment data to provide cohesive treatment plans, mindful of any cautions and contraindications for the improvement of functional ability of a range of clients to include special populations e.g. pregnant women, people with disabilities, athletes and occupational stress.</p> <p>LO4 Explain and evaluate the appropriate use of equipment assisted therapy to include cryotherapy, thermotherapy and electrical modalities in the treatment of clients.</p> <p>LO5 Practically apply and evaluate the concepts of more advanced assessment, palpation and sports massage techniques and therapy, through the completion of client based assessment and treatment, to include planning, preparing and applying skills and techniques to provide sports massage and therapy to clients and the application of cryotherapy, thermotherapy and electrical modalities.</p>
12	<p>Indicative Curriculum Content</p> <ul style="list-style-type: none"> • Advanced functional anatomy and physiology to facilitate more complex soft tissue treatment. • The components of subjective and objective assessment in the formulation of treatment plans to include the importance of communicating treatment plan aims and objectives to the satisfaction of the client. • Sports therapy strategies appropriate to client's needs and with scope of practice to include the use of taping and strapping for general support and to influence movement patterns and proprioception, hot and cold techniques and repair stimulator techniques. • The gathering of assessment data to provide cohesive treatment plans for the improvement of functional ability of a range of clients to include special populations e.g. pregnant women, people with disabilities, athletes and occupational stress, mindful of any cautions and contraindications to treatment. • Applying the concepts of more advanced assessment, palpation and sports massage techniques and therapies to include taping and strapping, cryotherapy, thermotherapy and repair stimulator techniques through the completion of client based assessment and treatment to include planning,

	<p>preparing and applying skills and techniques to provide sports massage and therapy to clients.</p> <ul style="list-style-type: none"> • The legal, ethical and practical aspects of applying advanced sports therapy to include taping, and strapping, cryotherapy, thermotherapy and repair stimulator techniques, client assessment and data gathering across a range of clients to include special populations. • Analysis of client assessments and application of sports therapy skills both theoretically and practically, to include a range of clients to include special populations.
<p>13</p>	<p>Learning Strategies</p> <p>The teaching will include lectures in order to deliver the knowledge required for learning outcomes (1, 2, 3 & 4). This will then be applied by the student within the assessment framework. Practical sessions in sports therapy will consolidate underpinning theoretical knowledge for all learning outcomes.</p> <p>Students will have to be able to:</p> <ul style="list-style-type: none"> • Prepare self and equipment. • Assess client and agree massage methods. • Apply taping and strapping. • Apply repair stimulator techniques. • Apply basic cold techniques. • Apply hot and cold techniques. • Evaluate the effectiveness of hot and cold techniques, repair stimulator techniques and taping and strapping. <p>Resource based learning will be required in addition to allow students to develop an understanding of the importance of applying theoretical knowledge to a practical scenario (LO1, 2, 3, 4 & 5).</p>
<p>14</p>	<p>Mode of Assessment</p> <p>Assessment will be through completion of case studies to provide on-going treatment experience, completion of practical assessments to ensure competency.</p> <p>Formative:</p> <p>Completion of practical formative assessments for case studies and clinical interviews under the guidance of tutor to provide direction for summative assessment.</p> <p>Draft copies of case study to also be submitted.</p> <p>Summative:</p> <p>Case Study: A case study that includes the planning and preparation of a treatment programme. Also to consider the application of cryotherapy, thermotherapy and electrical modalities. (3000 words, 60%, Learning Outcomes: LO1, LO2, LO3, LO4 and LO5 Summative)</p> <p>Clinical Interview: Presentation of present findings from a clinical consultation in an interview format explaining their hypothesis and how they would apply their findings including cautions and contraindications.</p>

(20 minutes, 40%, Learning Outcomes: LO1, LO2, LO3, LO4 and LO5 Summative)

Assessment criteria:

The criteria by which the **case study** will be allocated marks is that the student will:

1. Demonstrate knowledge of the formulation of a treatment plan for a client ensuring that advanced anatomical and physiological knowledge is evidenced.
2. Complete a practical treatment demonstrating knowledge of facilitating complex soft tissue treatment, to include planning, preparing and applying skills and techniques, which should include the appropriate application of cryotherapy, thermotherapy and electrical modalities, to include consideration of any contraindications to treatment.
3. Demonstrate the ability to evaluate and critically analyse the success of their strategies and methods, not only in the observed treatment, but be able to propose recommendations for future practice using data gathered from the treatment and current research.
4. Present their findings in a clinical manner, using academic referencing and conventions suitable for Level 5.

The criteria by which the **clinical interview** will be allocated marks is that students will:

1. Demonstrate knowledge of the completion of relevant clinical assessments to form a hypothesis of an injury or condition requiring the utilisation of cryotherapy, thermotherapy and electrical modalities.
2. Present their findings in an appropriate manner, in the format of a clinical meeting with other related parties, to include how their hypothesis was derived and how they would apply their findings within their scope of practice.
3. Utilise a wide range of academic evidence and appropriate references suitable for Level 5 to support their analysis and to create a proposal.
4. Display clinical reasoning by being able to demonstrate the ability to reflect on their findings and draw conclusions.

15 Indicative reading

Essential reading

Findlay, S. (2010) *Sports Massage*. Champaign, Illinois: Human Kinetics Publishing.

Jarmey, C. (2018) *The Concise Book of Muscles*. 4th edn. Chichester: Lotus Publishing.

Ward, K. (2004) *Hands on Sports Therapy*. Andover: Thomson Learning.

Recommended reading

Biel, A. (2014) *Trail guide to the Body*. 5th edn. Boulder CO: Books of Discovery.

Cash, M. (1999) *Pocket atlas of the moving body*. London: Ebury Press.

Cash, M. (1996) *Sport and Remedial Massage*. London: Ebury Press.

Clay, J. and Pounds, D. (2008) *Basic Clinical Massage Therapy: Integrating Anatomy and Treatment*. 2nd edn. Baltimore: Lippincott Williams and Wilkins.

	Niel-Asher, S. (2014) <i>The Concise Book of Trigger Points</i> . 3 rd edn. Chichester: Lotus Publishing.
	Paine, T. (2007) <i>The complete guide to Sports Massage</i> . London: A & C Black Publishing Ltd.

Year 2, Level 5, Term 3 – COR54 – Extended Project – as Term 2.

Year 3, Level 6, Term 1

1	Module Code	COR61 (PSSP601)
2	Module Title	Dissertation
3	Level	6
4	Credit points	60 credits
5	Start date	September, January and April (across three terms)
6	Programme	BSc (Honours) Sports Injury & Treatment
7	Module Tutor	Laura Martinelli
8	Accredited by	University of Chichester Collaborative Partner: Peter Symonds College, Adult and Higher Education
9	Entry requirements	240 credits at Level 5
10	Aims	The research project aims to allow students to experience the research process in a systematic supervised way and provides an opportunity for carrying out substantial, independent research in a chosen area within a field of sport development, sport and business or sport injury and treatment. It provides an opportunity for students to select, manage and execute a programme of investigation in an area of study of their choice but related to their degree pathway. In so doing students deepen their learning, develop their ability to interpret information to draw informed conclusions, and to promote the ability to conduct subsequent research which will be of value in their future careers.
11	Learning Outcomes	<p>At the conclusion of this module students should be able to:</p> <p>LO1 Apply theoretical principles and research techniques to a problem in sport studies, sport injury and treatment, business management, sport development and/or coaching.</p> <p>LO2 Justify and plan for a chosen research question demonstrating consideration of any ethical considerations.</p> <p>LO3 Demonstrate competence in research design, execution and analysis.</p> <p>LO4 Synthesise and critically evaluation information and data gathered to draw informed conclusions.</p>

	<p>LO5 Reflect critically on (a) the research process and (b) research findings, and identify implications for own practice in future.</p>
<p>12</p>	<p>Indicative Curriculum Content</p> <ul style="list-style-type: none"> • Students are encouraged to identify a research question appropriate to their degree pathway that is of interest and relevance to their studies. An appropriate approach to addressing the question is then determined through discussion with tutors who have relevant theoretical and practical expertise in the student's chosen area. • The investigation may be based within a single discipline, or it may involve more than one discipline, but it must be based within the student's chosen degree programme. • In all cases, tutors will advise on the capability of the student to complete the complexity of the study in the time available and with the necessary resources. • Teaching sessions will include a recap of the following topics covered at Level 4 and Level 5 and will include an overview of the research philosophies, methodology and methods, guidance on research process, writing a research proposal, carrying out a literature review, ethics, preparing a research proposal, statistical methods, presentation of data and analysis of results, reliability and validity of research methods and data.
<p>13</p>	<p>Learning Strategies</p> <p>Students are introduced to the preparation of a research proposal during their relevant work-based learning modules at Levels 4 and 5. A recap of key aspects covered in these modules along with a series of lectures in term 1, will provide students with the skills to consider research philosophies, methodology and methods as well as statistical tools useful for research in this area.</p> <p>Students are introduced to the preparation of a research project during their relevant research modules at Levels 4 and 5. Students will be asked to submit a research proposal of 2000 words and to present this for formative assessment to the group. Students are encouraged to seek guidance with their tutor during this early planning stage of their research project.</p> <p>Students are required to work independently during their third year, in consultation with, and with support of the tutor, reading, collecting data and performing analyses. Students will be expected to work closely with their supervisor and submit regular drafts of their dissertation work to their supervisor over the course of the academic year. Upon arrangement by the student the project supervisor will initially assist in the following processes:</p> <ol style="list-style-type: none"> 1. Clarifying the terms of the research project. 2. Establishing a timetable for the research and dates for subsequent student/supervisor meetings. 3. Directed background reading. 4. Study design, methodology, ethical approval (where necessary) and statistical analysis. <p>Supervisory support will form a key part of the teaching method, but ultimately, most of the learning will be student-centred. Supervisor meetings will continue periodically through the project. A typical amount of contact time the student can</p>

	<p>expect is between eight and ten hours with the supervisor. Each meeting will be logged and a summary of the outcome should be signed by both parties using the appropriate proforma.</p>
<p>14</p>	<p>Mode of Assessment</p> <p>Formative:</p> <p>Presentation of the research proposal to the group.</p> <p>Presentation of progress to date at mid-point of the research process.</p> <p>Submission of one draft copy of each chapter to their research project to tutor for comment.</p> <p>Summative:</p> <p>Research proposal (2000 words, 20%, Learning Outcomes LO2 Summative)</p> <p>Research project: The final report will be 10,000 words in length (plus or minus 10%) excluding the list of references and appendices. (10000 words, 80%, Learning Outcomes: LO1, LO3, LO4 and LO5 Summative)</p> <p>Assessment criteria: Students will be assessed against the following criteria:</p> <ul style="list-style-type: none"> • Rationale, including clear research objectives. • Literature base and critical review. • Methodology and implementation of research. • Presentation of findings and analysis of data. • Critical discussion of findings. • Conclusions and recommendations. <p>Students will be required to conduct primary research and, on the basis of the data, write up the research. Core skills of logical argument and coherent reasoning, evidence of reflection on practice and the relation of principles to practice will be assessed throughout.</p>
<p>15</p>	<p>Indicative reading</p> <p>Essential reading</p> <p>Arnold, B., Gansneder. B. and Perrin. D. (2005) <i>Research Methods in Athletic Training</i>. Philadelphia, USA: F.A.Davis Company.</p> <p>Atkinson, M. (2012) <i>Key concepts in Sport and Exercise Research Methods</i>. London: Sage Publications Ltd.</p> <p>Bryman, A. (2016) <i>Social Research Methods</i>. 5th edn. Oxford: Oxford University Press.</p>

Clough, P. and Nutbrown. C. (2012) *A Student's guide to Methodology*. 3rd edn. London: Sage Publications Ltd.

Field, A. (2013) *Discovering Statistics using IBM SPSS Statistics*. 4th edn. London: Sage Publications Ltd.

Lynch, C. (2010) *Doing your research project in Sport*. Exeter: Learning Matters Ltd.

Robson, C. (2016) *Real World Research*. 4th edn. London: Blackwell.

Rudestan, K.E. and Newton. R. (2015) *Surviving your research dissertation*. 4th edn. London: Sage Publications Ltd.

Sirkin, R.M. (2006) *Statistics for the Social Sciences*. 3rd edn. London: Sage Publications Ltd.

Smith, M.F. (2010) *Research methods in Sport*. Exeter: Learning Matters Ltd.

Thomas, G. (2017) *How to do your Research Project*. 3rd edn. London: Sage Publications Ltd.

Thomas, J.R. and Nelson, J.K. (2015) *Research Methods in Physical Activity*. 7th edn. Champaign, Illinois: Human Kinetics Publishing.

Wolcott, H.F. (2009) *Writing up Qualitative Research*. 3rd edn. London: Sage Publications Ltd.

Year 3, Level 6, Term 1

1	Module Code	SPT63 (PSSP604)
2	Module Title	Advanced Injury Management and Rehabilitation
3	Level	6
4	Credit points	20 credits
5	Start date	September
6	Programme	BSc (Honours) Sports Injury & Treatment
7	Module Tutor	James Kirkpatrick
8	Accredited by	University of Chichester Collaborative Partner: Peter Symonds College, Adult and Higher Education
9	Entry requirements	240 credits at Level 5
10	Aims	<p>This module aims to provide the student with a deeper, more advanced understanding and critically analysed thought processing into the management and rehabilitation of injuries. This will require advanced knowledge of anatomy and physiology and aims to give the student the ability to apply specific advanced treatment techniques to clients.</p>

<p>11</p>	<p>Learning Outcomes <i>(These must be assessable and must include transferable skills).</i></p> <p>LO1 To have an advanced understanding of the musculoskeletal and neuromuscular systems and how injuries may cause an imbalance to these structures.</p> <p>LO2 To clinically reason and implement appropriate treatment and rehabilitation programmes including a holistic approach to the client incorporating their social history.</p> <p>LO3 To demonstrate an ability to incorporate recent high level research, using validated critical appraisal tools, to complement reasons for given treatments.</p> <p>LO4: To apply the modalities of electrotherapy (Ultrasound, TENS) safely and effectively to traumatised tissues.</p> <p>LO5: To understand physical rehabilitation as a mode of recovery from injury and not just considering the treatment of massage.</p> <p>Transferable skills relevant to this module include:</p> <ul style="list-style-type: none"> • Ability to reflect on a professional performance and learn from the weaknesses and strengths. • Professional working and collaboration with other professionals. • Competency using ICT skills to assemble, analyse, present and communicate ideas. • Bring foundation knowledge from foundation degree years. • Ability to structure time effectively. • Ability to improve evidence-based learning and bring this knowledge to a practical setting.
<p>12</p>	<p>Indicative Curriculum Content</p> <p>This module will focus on determining the correct rehabilitation techniques and modalities for injuries to specific regions of the body. It will expand on knowledge learnt in previous modules and ensure an evidence-based reasoning for the choices made.</p> <p>Topics covered will include:</p> <ul style="list-style-type: none"> • Demonstrate advanced understanding of the normal human musculoskeletal system. • Demonstrate advanced understanding of the normal human neuromusculoskeletal system.

	<ul style="list-style-type: none"> • How altered biomechanics cause injuries in specific regions of the body including: ankle, knee, pelvis, lumbar and sacroiliac complex, shoulder, elbow, wrist, hand and neck. • Spinal manipulations and mobilisations - principles, concepts and application. • Transcutaneous Electrical Nerve Stimulation (TENS) – Physics, physical effects, physiological effects, therapeutic effects, dangers and contraindications plus the clinical and practical applications. • Therapeutic Ultrasound – Physics, physical effects, physiological effects, therapeutic effects, dangers and contraindications plus the clinical and practical applications. • Researching evidence based-practice and the beneficial effects of specific treatments to enable a successful rehabilitation of the client. • Reviewing the importance of a full subjective history (PMH, PC, DHx, SHx) of the client to ensure compliance with rehabilitation programmes. • Evidence based understanding of NAGS and SNAGS and their role in treatment and rehabilitation of neuromusculoskeletal injuries. • Determining where proprioception and co-ordination gym work would be appropriate in a rehabilitation programme. •
13	<p>Learning Strategies</p> <p>Weekly lectures will enable an in-depth theoretical analysis of the aforementioned topics and the associated supporting and contradictive evidence based research. This will be followed by practical sessions with other students and real clients to allow for beneficial feedback regarding their professional manner and handling of clients. The clients will either have actual pathology or will be able to follow case study format to allow the students to see a variety of ways to treat a patient with similar pathology and determine that the same treatment is not always effective.</p> <p>To enhance the understanding of anatomy and physiology it would be beneficial for the students to attend a cadaver session. This will ensure a visual and kinaesthetic aid for those who so far may have struggled with understanding of how muscles and tendons affect movement.</p>
14	<p>Mode of Assessment</p> <p>Formative:</p> <p>Students will work in groups on a weekly basis looking at case studies and attempting to bring a rehabilitation programme for the client. There will be direct contact with the tutor and class discussions to determine the reasons behind their choices and what the benefits and risks are. It will be vital for students to ensure they keep up-to-date with background reading and bring these thoughts to the class discussion to support their own evidence-based practice; which will help the practical assessment.</p> <p>Summative:</p> <p>Literature Review: (1700 words, 40%, Learning Outcomes: LO1 and LO3 Summative).</p> <p>You will be required to format an essay that considers two types of rehabilitation tools, modalities or techniques and compare them for a given injury. This</p>

assignment can start to be drafted from week 2 of the module as the student will be aware of what the injury is and how to structure an essay. The literature review will follow the standard format and include high level evidence. The ability to have a fluid and succinct thought process is necessary to ensure a rounded and balanced argument. Correct use of references in the text, both the method of identification in the text and the provision of detail within the reference list.

**Practical case study examination:
(3000 words, 60%, Learning Outcomes: LO2, LO4 and LO5 Summative).**

Three case studies will be given to the students at half term to enable them the ability to study what they consider to be the main aspects of the assessment. They will not know which case study they will receive on the day of assessment. It will be a 30 minute assessment (5 minutes reading time, 25 minutes practical) in which there will be 5 questions. The students will use a model to demonstrate their techniques of assessment and treatment as well as patient handling. They will include referenced research in their speech to the examiner who will watch the whole assessment. Please note that there is only additional time for the reading element if there are special requirements, there is no additional timing for the practical element.

Assessment criteria:

The **literature review** will be assessed according to the extent to which it:

- Critically evaluate and incorporate relevant literature on two specific types of rehabilitation.
- To ensure a balanced argument between the treatment options and then draw a convincing conclusion.
- Correct use of references within the main body of text as well as bibliography section where appropriate.

The **practical case study examination** will be assessed according to the extent to which the student is able to:

- Exhibit an advanced understanding of the principles of anatomy and physiology when considering the objective assessment and treatment of clients.
- Verbalise appropriate evidence-based research to support reasons for their objective assessment and treatment options.
- Understand and demonstrate a safe and progressive rehabilitation programme.

15 Indicative reading

Essential reading

Andrews, J., Harrelson. G. and Wilk, K. (2011) *Physical Rehabilitation of the Injured Athlete*. 4th edn. Elsevier

Drake, R.L., Vogl, W. and Mitchell, A.W.M. (2014) *Gray's Anatomy for Students*. 3rd edn. Elsevier.

Jones, M. & Rivett, (2004) *Clinical Reasoning for Manual Therapists*, Oxford: Butterworth Heinemann.

Magee, D.J. and Sueki, D. (2011) *Orthopedic Physical Assessment Atlas and Video. Selected Special Tests and Movements*. Elsevier.

Maitland, G. et al. (2005) *Vertebral Manipulation*. 7th edn. Elsevier.

Mulligan, B.R. (2010) *Manual Therapy*. NAGS, SNAGS, MWMs etc. 6th edn. Orthopedic Physical Therapy & Rehabilitation.

Petty, N.J. (2011) *Neuromusculoskeletal Examination and Assessment: A Handbook for Therapists*. 4th edn. London: Churchill Livingstone.

Recommended reading

Bruckner and Khan. (2012) *Bruckner and Khan's Clinical Sports Medicine*. 4th edn. New York: McGraw-Hill Medical.

Norris, C.M. (2018) *Sports and soft tissue injuries: a guide for students and therapists*. 5th edn. London: Routledge

Physical Therapy Journal

Sports Rehabilitation Journal

Tortora, G.J. and Derrickson, B.H. (2014) *Principles of Anatomy and Physiology*. 14th edn. Chichester: John Wiley & Sons.

Year 3, Level 6, Term 2

1	Module Code	SPT62 (PSSP603)
2	Module Title	Psychology of Injury and Rehabilitation
3	Level	6
4	Credit points	20 credits
5	Start date	January
6	Programme	BSc (Honours) Sports Injury & Treatment
7	Module Tutor	Laura Martinelli
8	Accredited by	University of Chichester Collaborative Partner: Peter Symonds College, Adult and Higher Education
9	Entry requirements	240 credits at Level 5
10	Aims	This module aims to enable students to explore the social and psychological factors in injury risk, theories of psychological reactions and responses of sports participants to injury, and psychological factors that impact on recovery from injury and adherence to rehabilitation programmes.

	It will critically evaluate theory and research and consider practical approaches to working with athletes to assist them with their response to and rehabilitation from injury experiences.
11	<p>Learning Outcomes At the conclusion of this module students should be able to:</p> <p>LO1 Describe and critique the research concerning possible social and psychological Predisposition towards injury.</p> <p>LO2 Critically evaluate theory and research on injury response.</p> <p>LO3 Describe and discuss psychological factors which impact on injury rehabilitation.</p>
12	<p>Indicative Curriculum Content The module will examine the social and psychological factors thought to underlie susceptibility to injury, drawing from theory and research. It will then examine the theory and research on athlete response and reaction to injury, and progress to consider key psychological factors which impact on the athlete's progress through rehabilitation. It will then take an applied perspective in focusing on various techniques and strategies that could be used to promote psychological recovery from injury.</p>
13	<p>Learning Strategies Typically, lectures will introduce the theoretical underpinning of an area and examine the associated research evidence. Seminars or workshops will follow where students will engage in small group discussion on specific topics, consider case examples or develop their research and/or applied skills.</p>
14	<p>Mode of Assessment</p> <p>Formative:</p> <p>Formative assessments will include giving presentations and leading debates in seminars and workshops in small groups.</p> <p>Summative:</p> <p>Case study report: (3250 words, 70%, Learning Outcomes: LO1, LO2 and LO3 Summative)</p> <p>Examination: (1 hour 10 minutes, 30%, Learning Outcomes: LO1, LO2 and LO3 Summative)</p> <p>Assessment criteria: The criteria by which the case study report will be allocated marks is that the student will show ability to:</p> <ol style="list-style-type: none"> 1. Select and describe appropriate experiences. 2. Apply social and psychological knowledge to the phenomena described. 3. Synthesise arguments to reach a logical conclusion. 4. Describe and evaluate research findings.

	<p>5. Write in an appropriate academic style. 6. Reference correctly.</p> <p>The criteria by which the examination will be allocated marks is that students will show ability to:</p> <ol style="list-style-type: none"> 1. Utilise appropriate theory and research. 2. Present a logical progressive argument. 3. Write in an appropriate academic style. 4. Reference correctly.
15	<p>Indicative reading</p> <p>Essential reading</p> <p>Arvinen-Barrow, M., & Walker, N. (2013). <i>The psychology of sports injury and rehabilitation</i>. London: Routledge.</p> <p>Andersen, M. (2000) <i>Doing Sport Psychology</i>. Leeds: Human Kinetics.</p> <p>Heil, J. (2013). <i>Psychology of Sport Injury and Rehabilitation</i>. Champaign, Illinois: Human Kinetics Publishing.</p> <p>Joseph, S. (2012). <i>Trauma, recovery and growth</i>. Chichester: Wiley-Blackwell.</p> <p>Tenenbaum, G. and R.C. Eklund, R.C. (2007) (eds.) <i>Handbook of Sport Psychology</i>. 3rd edn. NJ: Wiley-Blackwell.</p> <p>Thatcher, J., Jones, M., and Lavalley, D. (2012) <i>Coping and Emotion in Sport</i>. New York: Routledge.</p>

Year 3, Level 6, Term 3

1	Module Code	SPT61 (PSSP602)
2	Module Title	Nutrition for Sport, Exercise and Injury
3	Level	6
4	Credit points	20 credits
5	Start date	April
6	Programme	BSc (Honours) Sports Injury & Treatment
7	Module Tutor	Sheena Davis
8	Accredited by	University of Chichester Collaborative Partner: Peter Symonds College, Adult and Higher Education
9	Entry requirements	240 credits at Level 5
10	Aims	This module will aim to provide the student with a theoretical knowledge of how to adapt a client's diet, based on their individual needs, in a safe manner with clinical reasoning as to the decisions made. It will expand on a variety of sporting

	competitors, sporting events and the research that currently underpins an athlete's diet.
11	<p>Learning Outcomes On successful conclusion of this module students will be able to:</p> <p>LO1 Describe reasons why special ions are important in maintaining the correct composition of cells and tissues creating homeostasis in an athlete's body throughout their competitive timeframe, including pre and post season training.</p> <p>LO2 To critically assess the nutritional and hydration needs of sports specific athletes to consider what is safe and effective using evidence.</p> <p>LO3 To advance knowledge of dietary substances and ergogenic aids for improving metabolic proficiency in sports and exercise.</p> <p>LO4 To understand the reasoning behind legal and illegal substances used by professional sports men and women; specifically considering what rules have been adjusted over the years and the controversy this caused.</p> <p>LO5 To utilise advanced research skills including literature search, data collection and interpretation necessary for implementing a specific nutritional programme in professional settings.</p> <p>Transferable skills relevant to this module include:</p> <ul style="list-style-type: none"> • The ability to improve evidence based learning and bring this knowledge to a practical setting. • Ability to work independently. • To work in collaboration with human clients. • Allow for holistic approach to rehabilitating a client. • Ability to research specific topics using academic resources and high level articles to clinically reason the application of nutritional practice. • Use oral and written communication skills to effectively communicate complex arguments. • Competency using ICT skills to assemble, analyse, present and communicate ideas. • Presentation skills.
12	<p>Indicative Curriculum Content</p> <p>This module will develop an evidence-based practice regarding nutritional needs and ergonomic supplements within a sporting performer's diet. It builds upon previous modules, specifically, Applied Sports and Exercise Science (SPO54).</p> <p>Topics covered will include:</p> <ul style="list-style-type: none"> • Cellular level understanding of how specific ions ensure homeostasis at rest.

	<ul style="list-style-type: none"> • Cellular level understanding of how specific ions ensure homeostasis during training and competitive seasons. • Knowledge of the legal and illegal substitutes that athletes use in order to enhance their performance abilities. • To review and critically assess macronutrients and the principles and concepts underpinning its requirement. • Differential dietary needs of diverse sports performers and events, specifically those who do not appear to abide by any given “dietary plan”. • To critically assess the hydration status of athletes to understand the implications of dehydration, rehydration and over-hydration. • Effects and risks of legal and illegal supplements at tissue and cellular level and how this would affect their sporting performance. • Classifications of ergogenic aids. • How injury causes a modification in the dietary necessities of an athlete and how this affects their rehabilitation. • Application of the theoretical dietary requirements of specific case studies to develop a rational approach to the selection of nutritional aids for the benefit of the athlete. • Research findings and current trends in sports specific diets and why the trend has altered over time.
<p>13</p>	<p>Learning Strategies</p> <p>A weekly lecture programme relevant to the aforementioned elements of the module and level attained will introduce the key themes of the module. A particular emphasis will be based around student led activities in the form of problem based learning and case studies that support the information taught during that and previous weeks lectures.</p> <p>These case studies will allow the students to be guided through their clinical reasoning of the treatment options they have concluded and evidence base why they may have altered the performer’s current dietary plans. It will also allow the opportunity to converse with other students and consider other points of view prior to debating their case as to why their chosen dietary plan is more appropriate for the sportsman. This will be completed in a controlled and safe environment ensuring that all students have the opportunity to discuss their thoughts.</p> <p>Students will have the opportunity to include practical aspects in becoming a sports performer needing a nutritional assessment to complete a supplement plan to support their current needs whilst being fully assessed by another student member following the SOAP format. Another practical element will include a court room appearance where a performer is being put on trial for the use of illegal ergogenic aids within their pre-season training, which was noted to the committee by an indiscriminate urine test.</p> <p>The students will split into teams to either defend the use of the aid considering the circumstances being the performer’s reasoning for it, and another team who suggest legal aids that would have been just as appropriate and not led to this scenario. This will allow students to develop an understanding of the seriousness behind why dietary needs are an important aspect of a competitor’s training. They will be expected to use suitable reference sources to extend their understanding of the issues covered and use evidence based research to justify their argument for or against the scenario.</p>

14	<p>Mode of Assessment</p> <p>Formative:</p> <p>Court Room Simulation Exercise</p> <p>Summative:</p> <p>Written Examination (2.5 hours, 60%, Learning Outcomes: LO1, LO2, LO3 and LO4 Summative)</p> <p>You will be required to complete a written examination during the last week of the module which will be a 2 hour and 30 minutes long, closed book.</p> <p>The first section will constitute short answer questions that include information you have been taught during the module and may ask you to expand on certain factors.</p> <p>The second section will include three long answer questions of which you choose one to complete. This will expect you to confirm to the usual guidelines of essay writing and include evidence based research to support your arguments. Please note that these timings will be strictly adhered to and you will be asked to stop, put your pen down and close your answer booklet at 2 hours and 30 minutes. If you have special requirements that permit you to have longer, then please discuss this with your tutor – the added time allowed is 25%.</p> <p>Poster presentation (1700 word equivalent, 15 minute presentation plus 5 minutes questioning, 40%, Learning Outcomes: LO2, LO3 and LO5 Summative).</p> <p>You will be required to give an oral presentation alongside the visual aid of a poster in an area of nutrition in a given sport that you have researched throughout the module. You will have 15 minutes maximum to complete the presentation and it should not last under 12 minutes. A period of 5 minutes for questions from the floor will also be allowed, giving the total duration of your presentation to be 20 minutes. Please note that these timings will be strictly adhered to and marks will be forfeited for presentations that are either too short or that need to be stopped at the 15 minute point.</p> <p>Assessment criteria: The Written Examination will be assessed according to the extent to which:</p> <ol style="list-style-type: none"> 1. There is a systematic response to the extended question and considers a balanced argument. 2. It identifies appropriate nutritional needs and considers the ethical background. 3. There is advanced knowledge of principles underpinning dietary requirements in specific sports. 4. Correct use of references within the main body of text as well as the bibliography section where appropriate.

	<p>The Poster Presentation will be assessed according to the extent to which the student:</p> <ol style="list-style-type: none"> 1. Is able to present information in a clear manner with visual aids. 2. Demonstrates an ability to keep the undivided attention of an audience. 3. Is able to answer questions from the audience appropriately and expand upon self-directed knowledge. <p>Formative Assessment Students will be indirectly assessed with the information they present through case studies, problem-based learning and court scenario. Regular intervals of question and answer sessions will be implemented as well as 15 minute starter activities that incorporate previous week's lectures.</p>
15	<p>Indicative reading</p> <p>Essential reading</p> <p>Bender, A.E. and Bender, D.A. (1999) <i>Food Tables and Labelling</i>. Maidenhead: Open University Press.</p> <p>Daries, H. (2012) <i>Nutrition for Sport and Exercise: A Practical Guidebook</i>. Londong: Wiley-Blackwell.</p> <p>Frayn, K.N. (2010) <i>Metabolic Regulation: A Human Perspective</i>. 3rd edn. London: Wiley-Blackwell.</p> <p>McArdle, W.D., Katch, F.I. and Katch, V.L. (2014) <i>Exercise Physiology: Nutrition, Energy and Human Performance</i>. 8th edn. Longon: Wolters Luwer.</p> <p>Montain, S.J. (2008) <i>Hydration recommendations for sport 2008</i>. Current sports medicine reports: 7(4); 187-192.</p> <p>Recommended reading</p> <p>Gibney, M.J., Lanham-New, S.A., Cassidy, A. and Vorster, H.H. (2009) <i>Introduction to Human Nutrition</i>. 2nd edn. London: Wiley: Blackwell.</p> <p>Juhn, M.S. (2003) <i>Popular Sports Supplements and Ergogenic Aids</i>. Sports Medicine 33(12); 921-939.</p> <p>Moreira, A. (2007) <i>Nutritional modulation of exercise-induced immunodepression in athletes: a systematic review and meta-analysis</i>. European Journal of Clinical Nutrition; 61: 443-460.</p> <p>Royal Society of Chemistry and McCance, R.A. (2002) <i>The Composition of Foods: Summary Edition</i>. 6th edn. Royal Society of Chemistry.</p> <p>Tokish, J.M., Kocher, M.S. and Hawkins, R. J. (2004) <i>Ergogenic Aids: A Review of Basic Science, Performance, Side Effects and Status in Sports</i>. Am J Sports Med. 32(6); 1543-1553.</p>

