



Unit Specification

1. Unit details

Unit Code	PHY7007
Unit Title	Person Centred Practice
Version number	1
Credit	Credits/ECTS: 20 CATS 10 ECTS
FHEQ Level	7
Semester taught in	Autumn Semester
HeCOS/JACS codes	100252 Physiotherapy 101289 Rehabilitation Science
Course (s) for which unit is delivered <small>For multiple courses, please asterisk (*) the course which owns this unit</small>	MSc Physiotherapy (Pre-registration)
Pre-requisites Co-requisites	None
Where will the unit be taught?	AECC University College
Unit Leader name(s) and contact details	TBC

2. Unit aims and outline

This unit will develop your knowledge and understanding of factors influencing the delivery of optimal patient and therapeutic outcomes for patients and clients. You will develop an understanding of the wider determinants of health and the health of the population and the individual. A number of models, frameworks and approaches will be explored relating to supporting and managing patients. You will develop specific knowledge and skills to optimise the effectiveness of person-centred interventions for individual patients and clients.

3. Intended Learning outcomes

Having completed this unit, you will be able to:

- Demonstrate comprehensive knowledge and understanding of the wider determinants of health and wellbeing including psychological, social and cultural.
- Critically apply a range of relevant models, frameworks and approaches to deliver person-centred rehabilitation services through effective communication techniques and technologies.
- Synthesise and critically evaluate the evidence base supporting the personalisation of care.
- Critically demonstrate the impact that effective leadership and teamwork can have in clinical practice.
- Critically discuss approaches to practising in a non-discriminatory way.

3. Intended Learning outcomes

4. Indicative content

- Determinants of health including social, economic, environmental, biological/genetic, political, behavioural
- Psychological, social and cultural factors impacting upon health and wellbeing
- Psychological theories/models/frameworks underpinning clinical practice
Public health and health promotion: behaviour change approaches– methods and tools; health literacy and public health interventions
- Psychologically informed interventions used by physiotherapists including health coaching, CBT/ACT/mindfulness/motivational interviewing approaches
- Communication: interprofessional and within a team; across services, pathways and organisations; interpersonal with patients, carers and families; case presentations
- Building professional relationships
- Working in collaboration including multi-disciplinary teams to maximise patient outcomes
- Case conferences
- Teamwork and theories of team effectiveness
- Training, supervision, mentoring, and delegation
- Understanding when and how to make appropriate referrals
- Strategies to actively embed service users in the decision-making process.
- Personalisation of care based on individual characteristics (e.g., physical, social psychological, cultural)
- Contemporary models of person-centred rehabilitation services and the role of physiotherapy within these
- Respecting and promoting equality and diversity
- Lived experiences of service users and carers
- Active ageing
- Leadership and entrepreneurship
- Virtual consulting

5. Indicative summary of teaching and learning methods and activities including contact hours

The unit will be delivered through a combination of lectures, tutorials, seminars and practical workshops/laboratory sessions. Learning will be encouraged through student centred activities including online materials, directed learning and experiential reflects.

The following information gives an indication of how much time you are likely to spend in different types of activities during this unit.

Indicative contact hours	60
Indicative guided non-contact hours	96
Indicative self-directed learning hours	44
<i>Contact hours</i> are scheduled learning sessions and may include: lectures, tutorials, seminars, and practical sessions.	
<i>Guided non-contact hours</i> may include directed reading, working through specific material on the virtual learning environment (VLE) in preparation for in-class discussions.	

Non-contact hours may include reading and researching, revision, preparing for and writing up coursework, practicing practical techniques (where applicable), and reflective e-portfolio development.

6. Summary of assessment methods and activities

Formative assessment

Formative feedback will be provided both verbally and virtually by peers as part of group discussions both in the classroom and in virtual discussion groups, as well as in practical skills sessions.

Summative assessment

ILO (s) Assessed	Form of assessment	Percentage of overall assessment (total must be 100%)
A, B, C, D and E	Practical Skills Assessment	100%

Indicative assessment

In the first assessment you will undertake a 45-minute practical assessment. This will be composed of a number of practical skills, and oral presentation stations. One of which will be a psychological skills-focused role play with service users and carers.

Indicative feedback methods

For formative tasks you will receive verbal feedback from peers as part of a 'peer review' process. Feedback on the final summative tasks will be written and returned electronically to you.

7. Indicative learning resources

Books

- Buse, K. Mays, N., & Walt, G. (2012). *Making health policy. 2nd ed.* Maidenhead, UK: Open University Press.
- Cottrell, S. (2005). *Critical thinking skills. Developing Effective Analysis and Argument.* Hampshire, UK: Palgrave Macmillan.
- Elia, M, Ljungqvist, O, Stratton, R., & Lanham-New S. (2012). *Clinical Nutrition (The Nutrition Society Textbook), 2nd ed.* Oxford: Wiley-Blackwell
- French, S., & Sim, J. (2004). *Physiotherapy: a psychosocial approach 3rd ed.* London: Elsevier, Butterworth-Heinemann
- McCaffery, M., & Pasero, C. (2011) *Pain Assessment and Pharmacologic Management.* St Louis, MO: Mosby.
- McCormack., B. McCance, T., (2016). *Person-Centred Practice in Nursing and Health Care: Theory and Practice. 2nd Edn.* Wiley Blackwell.
- Miller, W.R. and Rollnick, S. (2013) *Motivational interviewing: helping people change. 3rd ed.* New York, NY: Guilford Press.
- Naidoo, J and Wills, J. (2016) *Foundations for Health Promotion 4th ed.* London: Elsevier.
- Parsons, G., & Preece, W. (2010). *Principles and practice of managing pain: a guide for nurses and allied health professionals.* Maidenhead: Open University Press.
- Purtilo, R., & Haddad, A. (2007). *Health Professional and Patient interaction.* 7th ed. St Louis, MI; Saunders.
- Silverman, J.D., Kurtz, S.M. and Draper, J. (2013) *Skills for Communicating with Patients.* 3rd ed. Oxford, UK: Radcliffe Medical Press.
- Sim, J. (2000). *Ethical Decision Making in Therapy Practice.* Oxford: Butterworth Heinemann.

Journals

BMC Musculoskeletal Disorders
Clinical Nutrition
European Journal of Physiotherapy
European Journal of Pain
Health Education Journal
International Journal of Physiotherapy
International Journal of Therapy and Rehabilitation
Journal of Applied Physiology
Journal of Consulting and Clinical Psychology
Journal of Physical Activity and Health
Journal of Physiotherapy
Musculoskeletal Science and Practice
Pain
Patient Education and Counselling
Physical Therapy
Physiotherapy
Spine

Web-based sources and access to electronic journals is available through the Institution's library. You will have access to library staff to support literature searches and access to electronic resources. The library provides links to all relevant databases, gateways and on-line journals.

The Institution's virtual learning environment provides you with electronic resources that support the delivery of each unit with regularly updated learning materials and interactive learning aids such as quizzes, videos, e-cases, e- lessons and other suitable tools.