

Module code: MOD010615		Version: 1 Date Amended: 24/Sep/2024	
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1. Module Title			
Osteopathy in context			

2a. Module Leader			
Null			

2b. School			
School of Allied Health and Social Care			

2c. Faculty			
Faculty of Health, Medicine and Social Care			

3a. Level			
5			

3b. Module Type			
Theory and practice (fine graded)			

4a. Credits			
30			

4b. Study Hours			
300			

5. Restrictions			
Type	Module Code	Module Name	Condition
Pre-requisites:	None		
Co-requisites:	None		
Exclusions:	None		
Courses to which this module is restricted:	Osteopathy pathways		

LEARNING, TEACHING AND ASSESSMENT INFORMATION

6a. Module Description

This module brings together various scientific underpinning studies and clinical medicine (including imaging), and puts them in the context of current osteopathic practice. The therapeutic relationship is considered in more depth, from both orthodox and alternative legal and ethical perspectives. Communication, boundaries and trust are explored within the therapeutic context. The physiological basis for osteopathic interventions is used to inform the development of osteopathic patient management plans.

6b. Outline Content

The therapeutic relationship; the role of the therapist and the patient; the importance and construct of diagnosis; boundaries, trust, complaints, candour. Case history taking and data gathering and interpretation, including imaging. Physiological mechanisms of treatment. Management plans built around osteopathic models. Exploration of GOPRE patient scenarios to structure teaching.

6c. Key Texts/Literature

The reading list to support this module is available at: <https://readinglists.aru.ac.uk/>

6d. Specialist Learning Resources

Outpatient clinic.

7. Learning Outcomes (threshold standards)

No.	Type	On successful completion of this module the student will be expected to be able to:
1	Knowledge and Understanding	Demonstrate knowledge and understanding of the key concepts of disease and dysfunction within osteopathic clinical practice (from medical, sociological and philosophical perspectives) and link information including additional data sources (such as imaging).
2	Knowledge and Understanding	Explain the physiological mechanisms of therapeutic interventions in the osteopathic repertoire.
3	Knowledge and Understanding	Demonstrate an understanding of the medicolegal and ethical principles of professionalism.
4	Intellectual, practical, affective and transferrable skills	Integrate information from various sources including case history taking and apply clinical reasoning strategies to arrive at a working hypothesis.
5	Intellectual, practical, affective and transferrable skills	Effectively communicate (in verbal and written formats) the rationale and delivery of patient management plans associated with common musculoskeletal presentations, structured around osteopathic models, and evidence informed.

8a. Module Occurrence to which this MDF Refers				
Year	Occurrence	Period	Location	Mode of Delivery
2026/7	ZZF	Template For Face To Face Learning Delivery		Face to Face

8b. Learning Activities for the above Module Occurrence			
Learning Activities	Hours	Learning Outcomes	Details of Duration, frequency and other comments
Lectures	54	1-5	Mix of lecture, small group work and student led presentations.
Other teacher managed learning	0	None	None
Student managed learning	246	1-5	Clinic placement supports development of the learning outcomes.
TOTAL:	300		

9. Assessment for the above Module Occurrence					
Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
010	Practical	1-5	40 (%)	Fine Grade	30 (%)
10 minute case presentation followed by Q&A					
Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
011	Coursework	1-5	60 (%)	Fine Grade	30 (%)
2500 words. Problem solving coursework including the creation of management plans.					

In order to pass this module, students are required to achieve an overall mark of 40% (for modules at levels 3, 4, 5 and 6) or 50% (for modules at level 7*).

In addition, students are required to:

(a) achieve the qualifying mark for each element of fine graded assessment as specified above

(b) pass any pass/fail elements

[* the pass mark of 50% applies for all module occurrences from the academic year 2024/25 – see Section 3a of this MDF to check the level of the module and Section 8a of this MDF to check the academic year]