**Level 2a – Underpinning Concepts and**

**Developing Skills**

**Module Title** Level 2a - underpinning concepts and developing skills

**Level of Learning** EU academic level 7

**Credit Points (ECTS)** Equivalent 6 ECTS

**Indicative Summative**

**Assessment**

**Components & Percentage**

**Weightings**

Case based practical skills examination 100%

**Pre-Requisite** Completion IMTA Level 1–foundations of manual therapy

**Delivery Pattern** Usually 2 weeks of 5 days contact time including self-directed

learning sessions

Self-directed learning and teacher-directed learning between

contact weeks

**Module Language** § If possible the module will be held in the language of the

country where the module takes place

§ The same applies for the module material and documentation

§ If this is not possible the module language will be English

**Contact Hours** Total: 80 hours of 60 minutes

§ 2 x 35 = 70 hours course contact time

§ 10 hours teacher-directed learning/revision during the module

weeks

**Self-Study Time** 100 hours

**Module aims**

This module enables the learner to gain a deepened understanding and application of the

Maitland® Concept and manipulative physiotherapy. It promotes the development of

analytical and reflective patient management. It facilitates the further development of the

learner’s understanding and application of the relevant underpinning theory and evidence

informed clinical and reasoning skills.

**Module learning outcomes**

By the end of the module the learner will be able to:

Critically evaluate and discuss the concepts underpinning the Maitland® Concept and

manipulative physiotherapy and their application within a patient centred framework.

Critically evaluate the role and application of examination and treatment techniques

(grade I–IV).

Modify and analyse examination and treatment techniques and strategies according

to the individual patients needs, based on advanced clinical reasoning skills.

Identify, appraise and integrate relevant theory and clinical reasoning processes,

current scientific evidence into the patient centred management of NMS dysfunction.

**6.2.3 Indicative learning, teaching and assessment activities**

Teachers will provide the learner with appropriate learning activities, support and guidance.

The learner will be required to undertake periods of directed and self-directed learning

between the contact weeks.

**Teacher activities**

Teacher-led learning will include activities such as:

Presentations

Skills demonstration and practice under supervision

Demonstration of patient assessment and treatment

Clinical examples to underpin the practical application of patient management

Provide advice and feedback

Facilitate group-discussions, group-presentations and group-work

Patient assessment and treatment by the learners

Support during self-directed learning sessions

Facilitate peer assessment activities

Set relevant student-directed tasks

**Self-directed learning**

The learner will be expected to carry out independent and directed learning to deepen and

complement their learning and development. These activities will include:

*During teaching weeks:*

Reflection on practice during and after clinical supervised practice sessions.

Preparation of presentations, individually or in small groups.

Practice of examination and treatment techniques with peers during the module

weeks.

In-between teaching weeks:

Keeping a logbook / reflective study diary to include at least two case studies.

Read and identify relevant background information and literature to help to develop

theoretical background relevant to module content (reference list in the learner’s

manual).

Practice of examination and treatment techniques with peers during and in between

the module weeks.

Reflective clinical practice with the application of learning in the work place. The

learner is expected to work clinically between the module weeks with patients

primarily with neuromusculoskeletal problems.

A learner’s manual will guide the learner throughout the programme and provides specific

information regarding learning activities and organisational issues.

**Formative assessment**

Formative assessment will be integrated throughout the module.

A variety of types of formative assessment will be used, such as:

Setting tasks, questioning, discussion and debate

Observation of learner’s performance of new techniques / skills

Peer assessment in small groups

Specific observation tasks during the demonstration of patient assessment &

treatment

Assessment and feedback on patient examination and treatment sessions

Feedback on all formative activities will be given immediately after completion.

**Summative assessment**

For learners wishing to attain **IMTA’s Certificate of Competence in advanced**

**neuromuskuloskeletal Physiotherapy based on the Maitland® Concept** successful

completion of the summative assessment during Level 2a is compulsory. Learners who choose

not to participate in the summative assessment will receive an IMTA Certificate of Attendance

for Level 2a.

The summative assessment consists of:

A case based practical skills assessment will take place during the 2nd week of the

Level 2a. A list of techniques that will be assessed can be found in the learner’s

manual. Verbal feedback will be provided immediately after the examination by the

teacher.

The clinical assessment and treatment of 2 patients over three sessions will also be

appraised. Verbal feedback will be provided immediately by the teacher.

Written overall feedback will be provided by the teacher at the end of the Level 2a module.

All feedback documentation should be kept in learner’s personal logbook.

**Indicative module content/topics**

Consolidation and expansion of the Level 1–foundations of manual therapy content with

special attention to differentiation processes, use of compression, combined movements,

assessment and treatment of neurodynamic disorders and selected clinical patterns.

Comprehensive range of Manipulative Physiotherapy skills with regards to the subjective

examination (C/O), physical examination (P/E), reflection, planning and application of

treatment, documentation, integration into overall physiotherapy management and selfmanagement.

Grade I–IV mobilisation.

Relevant theoretical background of neurodynamics and neuropathodynamics, selected clinical

patterns, combined movements and biomechanics of the spine and applied behavioural

sciences.

Review and application of Clinical Reasoning in patient-centred management.

**Further information about this module**

The module will be supported by both a teacher’s and a learner’s manual specifying the

programme and content, assessment criteria, weighting and feedback details. The learner’s

manual will only be available for enrolled learners.

Online and paper-based learning resources will be available to learners.

**Learning Resources**

Module teacher, teacher assistant, hand-outs/reader distributed by the teacher, patient case

examples (paper or videotape), real patients, peers, E-learning facilities

**Essential Reading**

Westerhuis P., Wiesner R. (2015) Clinical Patterns in Manual Therapy. Thieme, Stuttgart

A current list of key articles is given during each module.

**Recommended Reading**

Banks K., Hengeveld E. (2009) *Maitland's* Clinical Companion: An Essential Guide for

Students, 1sted. Churchill Livingstone

Butler D. (2000)The sensitive nervous system. NOI Publications, Adelaide

Hengeveld E., Banks K. (2005) *Maitland's* Peripheral Manipulation: Management of

Neuromusculoskeletal Disorders – Volume two, 5thed. Elsevier, Edinburgh

Hengeveld E., Bank K., Maitland G.D. (2014) *Maitland's* Vertebral Manipulation: Management

of Neuromusculoskeletal Disorders - Volume one, 8thed. Elsevier, Edinburgh

Jull G., Moore A., Falla D., Lewis J., McCarthy C., Sterling M.(eds.) (2015) Grieve’s Modern

Musculoskeletal Physiotherapy. Elsevier, Ediburgh

Shacklock M. (2005) Clinical Neurodynamics. A new system of musculoskeletal treatment.

Elsevier, Edinburgh

Westerhuis P., Wiesner R. (2015) Clinical Patterns in Manual Therapy. Thieme, Stuttgart

A regularly updated reference list is available in IMTA’s teacher’s Manual as well as in the

individual learner’s manual.

**Other Resources**

Online resources and paper-based learning resources will be available to learners via

IMTA’s website

Electronic databases for example Google Scholar and Pubmed.

Peers

Logbook / Individual study diary