Aim

In this unit learners will develop the knowledge and practical skills required for sport and exercise rehabilitation, including the planning, delivery, and evaluation of rehabilitation programmes.

Unit abstract

Why are some sports elite performers always getting injured? At any level of sport, whether it be the elite performers or recreational performers, there is a high incidence of sport-related injury. Depending on the type and severity of the injury, these sports performers may or may not receive effective rehabilitation. Ultimately ineffective sports rehabilitation can lead to further injury or even permanent damage such as a loss of function and mobility.

This unit offers a combination of both theoretical and practical learning contexts. Learners will develop clinical reasoning skills relevant to this level through assessment of clients and by applying key theory to practice. The unit also focuses on the key theory behind tissue healing and rehabilitation in order for learners to fully understand the science that underpins good rehabilitation practice. By planning, demonstrating, and evaluating a rehabilitation programme from the initial phase until the sports performer is ready to return to sport, learners will develop real world skills and knowledge that can be applied in a variety of settings. It is expected that alongside this applied learning environment, learners will start to adopt an evidence-based practice approach to their work which will help them to prepare for the rigours of further education and careers within sports therapy, sports rehabilitation, and other related areas.

Many beauty therapists specialising in massage and body treatments may find this unit relevant if they plan to follow a career in the therapeutic or rehabilitation areas of sport, whereby they would prevent, manage and treat injuries. The knowledge and skills gained through this unit will be useful for learners wishing to progress into further education in sport and healthcare-related programmes, or careers based around sports injury, sports therapy, sports rehabilitation, and other healthcare professions. This unit links with the professional body standards of The Society of Sports Therapists and the British Association of Sport Rehabilitators and Trainers (BASRaT).

This unit is imported from the Higher Nationals in Sport.
● **Learning outcomes**

On successful completion of this unit a learner will:

1. Understand sport and exercise rehabilitation programmes
2. Understand the phases of sport and exercise rehabilitation
3. Be able to plan sport and exercise rehabilitation programmes
4. Be able to evaluate sport and exercise rehabilitation programmes.
Unit content

1 **Understand sport and exercise rehabilitation programmes**

*Subjective/objective assessment*: client details; history of the injury; posture; gait; bilateral comparison of strength and mobility; joint assessment eg shoulder, knee, hip, ankle, vertebrae; clinical reasoning

*Individual factors*: age; gender; previous injury history; psychology; level of performance; pressure from coaches; pre or post-surgery; medical history

*Professionals involved in sports rehabilitation*: sports therapist; sports massage therapist; physiotherapist; podiatrist; osteopath; chiropractor; general practitioner; surgeon; referral

2 **Understand the phases of sport and exercise rehabilitation**

*Stages of soft tissue healing*: inflammatory stage; proliferation stage; remodelling stage; acute; sub-acute; chronic

*Phases of rehabilitation*: surgical rehabilitation; conservative rehabilitation; initial phase; intermediate phase; advanced phase; return to sport phase; relapse

*Forms of exercise*: land-based rehabilitation eg muscle conditioning, proprioception, balance, stability, endurance, stretching, mobility, functional exercise, sport specific movements; aqua-based rehabilitation eg hydrotherapy, deep water running

*Treatment modalities*: cyrotherapy; heat treatments; electrotherapy; the effect of medication; walking aids; sports massage

3 **Be able to plan sport and exercise rehabilitation programmes**

*Aims*: programme aims at each phase of rehabilitation; short-term; medium-term; long-term; client expectations; adherence; realistic time-scales

*Safe exercise*: contraindications to rehabilitation; correct technique; preparing the exercise environment eg ventilation, safety equipment, exercise equipment/accessories; preparing the client eg warm up, cool down, intensity, pain parameters

*Devise a rehabilitation programme*: for each phase of rehabilitation; for particular muscle groups; for particular joints; for particular sport-related injuries; utilising appropriate modalities

*Demonstrate exercise*: demonstration of correct technique; accurate teaching points; monitoring intensity/pain; effective communication

4 **Be able to evaluate sport and exercise rehabilitation programmes**

*Benefits of the programme*: physiological; mechanical; psychological; prevention of further injury

*In session evaluation*: function; mobility; flexibility; posture; verbal feedback to client

*Programme evaluation*: outcome measures; progression; criteria for return to sport; timescales; feedback to clients in appropriate format
## Learning outcomes and assessment criteria

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>LO1 Understand sport and exercise rehabilitation programmes</th>
<th>Assessment criteria for pass</th>
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<tbody>
<tr>
<td>On successful completion of this unit a learner will:</td>
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<td>The learner can:</td>
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<tr>
<td>LO1</td>
<td></td>
<td>1.1 discuss different factors that can affect sport and exercise rehabilitation</td>
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<td>1.2 discuss the roles of the professionals working within sport and exercise rehabilitation</td>
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<td>1.3 demonstrate effective client assessments</td>
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<tr>
<td>LO2</td>
<td>Understand the phases of sport and exercise rehabilitation</td>
<td>2.1 discuss the stages of soft tissue healing</td>
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<td>2.2 discuss the phases of sport and exercise rehabilitation</td>
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<td>2.3 discuss activities that can be used at each phase of sport and exercise rehabilitation</td>
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<td>2.4 explain the role of treatment modalities at each phase of sport and exercise rehabilitation</td>
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<td>LO3</td>
<td>Be able to plan sport and exercise rehabilitation programmes</td>
<td>3.1 design sport and exercise rehabilitation programmes for different clients</td>
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<td>3.2 justify the design of sport and exercise rehabilitation programmes</td>
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<td>3.3 conduct rehabilitation sessions that are part of a sport and exercise rehabilitation programme</td>
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<td>LO4</td>
<td>Be able to evaluate sport and exercise rehabilitation programmes</td>
<td>4.1 evaluate the progress of clients whilst conducting rehabilitation sessions</td>
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<td>4.2 explain the benefits of rehabilitation programmes to clients</td>
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<td>4.3 give feedback to clients regarding progress</td>
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Guidance

Links

This unit has particular links to the following units:

- Unit 18: Sport and Exercise Massage.

It also has links to the requirements of British Association of Sports Rehabilitators and Trainers and The Society of Sports Therapists.

Essential requirements

Tutors must allow learners to experience a range of remedial exercise and use treatment modalities to support their understanding of rehabilitation, therefore the appropriate resources need to be available. It is envisaged learners will have access to a clinic-type environment throughout this unit to conduct client assessments and treatment. Specialist resources such as massage couches, therabands, ice treatments, heat treatments, electrotherapy, and wobble boards will enhance the teaching of this unit. Learners should have the opportunity to work in a fitness suite setting using resistance machines, free weights, stability balls, and CV equipment. External visits can be arranged so that learners can experience hydrotherapy and deep water running in addition to learning about it in the classroom.

Employer engagement and vocational contexts

A selection of guest speakers from different rehabilitations will ideally be used to enhance learners’ knowledge of their role, treatment they offer, and limitations of practice. Visits to external facilities will also enhance the learning experience in this unit and give a context to learning.