

iUSP181 – Understand the principles of soft tissue dysfunction

URN – R/617/5690

Guided Learning Hours: 15

Learning outcome	Assessment criteria	Taught content to include
LO1 Understand soft tissue dysfunction	1.1. Differentiate between soft tissue injury and dysfunction	<ul style="list-style-type: none"> • Dysfunction <ul style="list-style-type: none"> - Mechanical derangement in the absence of injury - Altered or impaired function of the body framework (somatic) system (skeletal, arthrodial, myofascial structures) • Injury <ul style="list-style-type: none"> - Disruption of bony, cartilaginous and soft tissue structures (fractures, tears, sprains, strains)
	1.2. Explain the types of soft tissue injuries	<ul style="list-style-type: none"> • Acute • Chronic • Overuse • Sprains (grades I-III) • Strains (grades I-III) • Fracture-associated soft tissue injuries • Bursitis • Contusion • Dislocation • Cuts • Abrasions • Burns • Gashes • Lacerations • Puncture wounds • Compartment syndromes • Skin
	1.3. Describe common causes of soft tissue injury	<ul style="list-style-type: none"> • Intrinsic

		<ul style="list-style-type: none"> • Extrinsic • Acceleration • Deceleration • Stretching • Tensile stress • Torsional stress • Blow • Compression • Overuse • Repetition • Underlying pathology
	1.4. Differentiate between the severity of injuries	<ul style="list-style-type: none"> • Characteristics • Signs • Symptoms • Sprains <ul style="list-style-type: none"> - Grades I-III • Strains <ul style="list-style-type: none"> - Grades I-III • Fractures <ul style="list-style-type: none"> - Partial - Complete - Closed (simple) - Open (compound) - Comminuted - Greenstick - Spiral - Transverse - Impacted - Displaced - Non-displaced - Stress - Avulsion - Pathologic • Cartilage damage and tears <ul style="list-style-type: none"> - Meniscal - Glenoid labrum - Chondromalacia patellae - Bursitis

		<ul style="list-style-type: none"> - Contusion - Dislocation - Neurological - Superficial and deep wounds
	1.5. Describe common causes of soft tissue dysfunction	<ul style="list-style-type: none"> • Posture • Inactivity • Old injury • Body composition • Work • Stress • Muscle hypertonicity/hypotonicity • Fascial torsion and stress • Occupation • Repetition • Habitual behaviour • Underlying pathology • Impaired circulation (blood and lymph) • Impairment to joint mechanics • Postural deformity • Lifestyle • Body composition • Stress
	1.6. Describe signs and symptoms of soft tissue dysfunction	<ul style="list-style-type: none"> • Postural deformity • Impaired quality and range of motion • Muscle weakness and atrophy • Local and radicular pain • Referred pain • Tenderness on palpation • Tissue texture changes • Asymmetry • Myofascial hypertonicity/hypotonicity • Trigger points
LO2 Understand the process of repair of soft tissue	2.1. Describe the process of soft tissue repair	<ul style="list-style-type: none"> • Cardinal signs of inflammation <ul style="list-style-type: none"> - Pain - Redness - Swelling

		<ul style="list-style-type: none"> - Heat - Loss of or impaired function • Superficial (epidermal) wound healing <ul style="list-style-type: none"> - Migration of epidermal cells - Contact inhibition - Cell division • Deep wound healing <ul style="list-style-type: none"> - Inflammatory (acute) phase - Proliferative (sub-acute) phase - Remodelling phase
	2.2. Describe factors that may influence soft tissue repair	<ul style="list-style-type: none"> • Treatment • Activity • Response to acute, inflammatory phase • Rest • Active rest • Stretches • Rehabilitation programme • Compliance • Nutrition • Age • Medication • General health • Underlying pathology • Lifestyle factors
	2.3. Explain the importance of the inflammatory process	<ul style="list-style-type: none"> • Importance of inflammatory process • Therapeutic inflammation • Response to tissue damage and injury • Aids disposal of microbes, toxins, foreign materials • Prevents spread of invading materials • Prepares injured site for tissue repair

Assessment	
Portfolio of evidence	Containing an assignment

Guide to taught content

The content contained within the unit specification is not prescriptive or exhaustive but is intended to provide helpful guidance to teachers and learners with the key areas that will be covered within the unit, and, relating to the kinds of evidence that should be provided for each assessment objective specific to the unit learning outcomes.

Document History

Version	Issue Date	Changes	Role
v1	13/08/2019	First published	Qualifications and Regulation Co-ordinator