



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Psychosocial Challenges and Occupation				
Module Code	UZYSX9-30-2	Level	2	Version	1
Owning Faculty	Health and Applied Sciences	Field	Allied Health Professions		
Contributes towards	BSc (Hons) Occupational Therapy				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Project
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	September 2015		Valid to	September 2021	

CAP Approval Date	30 April 2015
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the biopsychosocial nature of health and well-being (Component A) 2. Discuss the impact of learning disabilities and mental health conditions on occupational performance (Component A) 3. Discuss the role of the occupational therapist and other professions in supporting service users (Component A) 4. Describe and evaluate how appropriate models of practice, assessments, interventions and outcome measures are used by occupational therapists to support service users (Component A) 5. Describe the major conditions associated with people with learning disabilities and mental health support needs (Component A) 6. Discuss the relevance of current agendas, legislation and policy imperatives in relation to the occupation and health of individuals and in service delivery (Component A) 7. Explore the contested nature of disability and the implications for service users (Component A) 8. Engage appropriately with the evidence base to support professional reasoning (Component A)
Syllabus Outline	<p>This module is one of the core level two modules that students engage in prior to going out on their second professional practice placement. In this module they consider the assessments, interventions and outcome measures used when working with people with mental health conditions and/or learning disabilities. The syllabus includes:</p> <p>Occupational Therapy Philosophy and Practice:</p>

	<p>Occupational therapy process in a variety of key practice settings (referral criteria, assessment, planning, interventions and outcome measurement and evaluation), models of practice, occupation and activity as therapy, supporting independent living, supporting engagement in occupational performance areas, application of approaches, generic and specialist contributions to interprofessional working.</p> <p>Forms of Intervention and management: Medication, psychotherapies, cognitive and behavioural therapies, motivational interviewing, family therapy, relapse prevention, Integrated Care Programme Approach and recovery action plans. Person-centred planning, community care assessments, health action planning, advocacy, prevention of stigma and abuse, recognised competencies for practice.</p> <p>Conditions in Mental Health and Learning Disability: Aetiology and definitions of learning disability, conditions associated with learning disability and mental health, profound and multiple needs, challenging behaviour, communication and sensory processing difficulties, anxiety disorders, mood disorders, schizophrenia and psychosis, eating disorders, dementias, disorders of childhood and adolescence, personality disorders, issues in diagnosis and classification.</p> <p>Policy, Legislation and Philosophies of Support: Current legislation and policies impacting on practice. The Social Model of Disability, Social Role Valorisation, Social Inclusion, Recovery, Personalisation , Safeguarding Adults, Service User and Carer Involvement.</p>
Contact Hours	As this is a 30 credit module, it assumes 300 hours of study on the part of the student: approximately 72 hours of this will be scheduled learning, which may take several forms as described below. Students are expected to spend 228 hours on independent learning tasks and preparation for assessments.
Teaching and Learning Methods	<p>Scheduled learning includes lectures, seminars, practical sessions in small groups (sizes varying due to type of activities and risk assessments) and workshops, group-work projects, some use of online resources</p> <p>Independent learning includes time engaged in essential reading, reflection on and review of session topics and discussions, group project preparation and engagement, assignment preparation and completion.</p> <p>Technology Enhanced Learning: MyUWE and Blackboard, the university supported learning portal and virtual learning environment, will be used to support students' learning, conduct activities, organise and communicate learning materials. Students will be able to engage with the material, other students and members of staff through these systems and make use of the various functionalities built into them (e.g., blogs, journals, audio, video, discussion boards, wikis, etc.) as appropriate and useful for the module learning.</p>
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Key Information Set - Module data				
Number of credits for this module				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	72	228	0	300

The table below indicates as a percentage the total assessment of the module which constitutes a -

Coursework: Written project essay

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	100%
Practical exam assessment percentage	0%
	100%

Reading Strategy

Core Reading

There are no set texts which students are required to purchase for this module. Reading around the topic is, however, essential and students will be directed towards appropriate material in the library resources, in the module handbook and during specific parts of the curriculum as necessary.

Further reading

Further reading is expected, this will be indicated clearly. Where specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given links or guidance on how to identify relevant sources for themselves.

Access and Skills

Formal opportunities for students to develop their library skills are provided at the start of level 2 in the Physical Challenges and Occupation module. Additional library support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the library.

Indicative Reading List

The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. *Current* advice on additional reading will be available via the module guide or Blackboard pages.

Goodman, J., Hurst, J. and Locke, C. (2008) *Occupational Therapy for People with Learning Disabilities: a practical guide*. London: Churchill Livingstone.

Atherton, H.L. and Crickmore, D.J. (2011) *Learning Disabilities: Towards Inclusion*. 6th ed.. New York: Churchill Livingstone.

Bryant, W. (2014) *Creek's occupational therapy and mental health*. 5th ed. Edinburgh: Churchill Livingstone.

Brown, C., Stoffel, V. and Muoz, J. P. (2011) *Occupational therapy in mental health : a vision for participation*. Philadelphia: F.A. Davis.

Davison, G.C. and Neale, J.M. (2001) *Abnormal Psychology*. 8th ed. New York: John Wiley and Sons.

Long, C. and Cronin-Davis, J. (2006) *Occupational Therapy Evidence in Practice for Mental Health*. [online] London: Blackwell. [Accessed 11 December 2014].

Repper, J. and Perkins, R. (2003) *Social Inclusion and Recovery: A model for mental health practice*. Edinburgh: Ballière Tindall.

Nolen-Hoeksema, S. (2014) *Atkinson and Hilgard's Introduction to Psychology*. 16th ed. Belmont: Wadsworth Thomson.

Finlay, L. (2004) *The Practice of Psychosocial Occupational Therapy*. 3rd Ed.. Cheltenham: Stanley Thornes.

Frith, C. and Johnstone, E. (2003) *Schizophrenia: A Very Short Introduction*. Oxford: Oxford University Press.

Gross, R. (2010) Chapters 43-46. In: *Psychology: The Science of Mind and Behaviour*. 6th Ed. [online] London: Hodder Arnold. Pp 682-762. [Accessed 11 December 2014].

Morgan, S. and Ryan, P. (2004) *Assertive outreach: a strengths approach to policy and practice*. Edinburgh: Churchill Livingstone.

Part 3: Assessment

Assessment Strategy	This is a Project module with one Component (A) of assessment which assesses learning outcomes 1-8. Students are required to write a 4000 word project essay which brings together their learning in the area of Psychosocial Challenges, and demonstrates their ability to critique the evidence and theories around the impact of these on occupation and how occupational therapy can assist. A written exploration is considered the most appropriate way to demonstrate the depth and breadth of their engagement with the literature and ability to write succinctly, and also offers variety in assessment methods at level 2.
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
1. 4000 word Project essay	100	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting

1. 4000 word Project essay	100
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.	