



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Physical Challenges and Occupation				
Module Code	UZYSXA-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	Standard
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. Consider the Occupational Therapists role and the fundamental importance of using a client-centred approach in assessment and planning of intervention (Component A) 2. Examine the interventions, approaches and media used by occupational therapists in relation to physical challenges, demonstrating competent application of models of practice (Component A) 3. Explain the psychological and social implications of trauma and disease, and evaluate the occupational therapists role in ameliorating them (Component A) 4. 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) 5. Identify the importance of the environment and context, cultural and ethical considerations to the occupational impact of trauma and disease (Component A) 6. Describe a variety of physical conditions and discuss the physical impact of both trauma and disease on the individual (Component A) 7. Demonstrate communication skills appropriate to this level (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 physical health conditions or disabilities. The syllabus includes:</p> <p>Areas/ Contexts for Practice</p>

	<p>Occupational therapy role in key practice areas associated with physical challenges including inpatients; outpatients; rehabilitation units; community settings; health and social care services; third sector services including emerging areas for occupational therapy practice.</p> <p>How activity analysis skills are used to identify what skills and contexts are needed to complete a variety of activities of daily living</p> <p>An understanding of how pathology impacts on normal body functions to consider the challenges facing an individual.</p> <p>Conditions in Physical Health Aetiology, pathology and possible prognosis of major physical conditions found in key clinical areas including rheumatology; orthopaedics; neurology; surgery; cardiology; respiratory; burns and plastics; and paediatrics.</p> <p>Factors Influencing Intervention To include the impact and possible implications of social class, age, ethnicity, gender, socioeconomic status, prejudice, beliefs and values; psychological and social implications of trauma/ disease/chronic illness; psychological issues impacting on intervention; relevant legislation; influence of carers; carers rights; confidentiality issues; and resources.</p> <p>Interventions To include consideration of assessment information, identification of client needs, available interventions in a variety of practice settings, models and approaches, searching for the evidence base, client-centred intervention planning, practical considerations in the application of interventions, involvement and role of carers, and further examination of specific interventions such as anxiety management, joint protection, energy conservation/planning/pacing, equipment/assistive devices, and others relevant to the clinical areas discussed.</p> <p>PBL learning sets: Applying Models of practice, assimilating activity analysis of a variety of daily living activities and knowledge of pathology to identify potential needs for individuals affected by specific conditions. Identify a variety of interventions, approaches and media used by occupational therapists in relation to physical challenges, understanding the clinical reasoning for intervention choices and evaluate the evidence base available to support group decisions.</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 lead lectures delivered by clinical practitioners and specialists from that area, practical sessions in small groups (sizes varying due to type of activities and risk assessments) and workshops, practical group projects, Problem based learning sets , assignment tutorials and feedback sessions, 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.</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	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which are a requirement set by HESA/HEFCE. KIS are comparable

Sets Information	<p>sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="454 241 1364 638"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4">Number of credits for this module</td> <td>30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>300</td> <td>72</td> <td>228</td> <td>0</td> <td>300</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Practical Exam: Oral presentation, with questions</p> <p>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:</p> <table border="1" data-bbox="566 945 1257 1176"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>0%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>100%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table>	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	Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	0%	Practical exam assessment percentage	100%		100%
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Reading Strategy	<p>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.</p> <p>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.</p> <p>Access and Skills Formal opportunities for students to develop their library skills are provided at the start of this level 2 module as well as during the programme induction period at level 1. 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.</p>																														
Indicative Reading List	<p>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. <i>Current</i> advice on additional reading will be available via the module guide or Blackboard pages.</p> <p>Addy, L. (2006) <i>Occupational Therapy Evidence in Practice for Physical Rehabilitation</i> [online] . Oxford: Blackwell. [Accessed 1 August 2014].</p>																														

American Occupational Therapy Association (2014) Occupational therapy practice framework: Domain and process. 3rd ed. *American Journal of Occupational Therapy* [online]. 68 (Suppl. 1). [Accessed 1 August 2014].

Curtin, M., Molineux, M. and Supyk-Mellson, J., eds. (2010) *Occupational Therapy and Physical Dysfunction : Enabling Occupation* [online]. 6th ed. Edinburgh : Churchill Livingstone. [Accessed 1 August 2014].

Enderby, P. (2006) *Therapy Outcome Measures for Rehabilitation Professionals* [online]. 2nd ed. Chichester: Wiley. [Accessed 1 August 2014].

Fischer, J. and Corcoran, K. (2007) *Measures for Clinical Practice and Research (2 vols)*. 4th ed. Oxford: Oxford University Press.

Harrison, S. (2007) *Fatigue Management for People with Multiple Sclerosis*. 2nd ed. London : College of Occupational Therapists.
Also available on-line at: <https://www.cot.co.uk/publication/books-z-listing/fatigue-management-people-multiple-sclerosis> [accessed 02/06/2015]

Hong, C.S., Howard, L. and Hume, C. (2002) *Occupational Therapy in Childhood*. London: Whurr.

Kramer, P. and Hinojosa, J. (2010) *Frames of Reference for Pediatric Occupational Therapy*. 3rd ed. Philadelphia, Pa.: Lippincott, Williams & Wilkins.

Law, M., Baum, C. and Dunn, W. (2005) *Measuring Occupational Performance: Supporting Best Practice in Occupational Therapy*. 2nd ed. Thorofare, N.J.: Slack.

Mackenzie, L. and O'Toole, G., eds. (2011) *Occupation Analysis in Practice*. Chichester: Wiley Blackwell.

Pendleton, H.M. and Schultz-Krohn, W. (2013) *Pedretti's Occupational Therapy: Practice Skills for Physical Dysfunction*. 7th ed. St Louis, Mo.: Elsevier.

Taylor, M.C. (2007) *Evidence-Based Practice for Occupational Therapists*. 2nd ed. Oxford: Blackwell.

Thew, M. and McKenna, J. (2008) *Lifestyle Management in Health and Social Care* [online]. Oxford: Blackwell. [Accessed 1 August 2014].

Turpin, M. and Iwama, M.K. (2011) *Using Occupational Therapy Models in Practice: a Field Guide* [online]. Edinburgh: Churchill Livingstone. [Accessed 1 August 2014].

Part 3: Assessment

<p>Assessment Strategy</p>	<p>Students will be given formative feedback on their project work and skills as they progress through the module.</p> <p>Component A is the only summative component of assessment for this module and assesses learning outcomes 1-8. It is an individual presentation, with questions, and carries 100% of the module mark.</p> <p>Assessment and planning prior to occupational therapy intervention are key skills needed for occupational therapy practice. This assessment focuses on students' ability to appraise the options for intervention and communicate these in a professional and competently justified way, using evidenced based interventions and appropriate clinical reasoning to support their decisions. A verbal presentation is considered most appropriate as it gives students the opportunity to fully explain their rationale and answer wide ranging questions during their assessment.</p>
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	The assignment criteria for the assessment is clearly explained in the module handbook, including the SEEC descriptor breakdown.
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	100	0
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
1. 25 minute Individual Presentation, including questions	100	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting	
1. 25 minute Individual Presentation, including questions	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.		