



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Skills and Strategies for Occupational Therapy				
Module Code	UZYSXB-15-2	Level	2	Version	1
Owning Faculty	Health and Applied Sciences	Field	Allied Health Professions		
Contributes towards	BSc (Hons) Occupational Therapy				
UWE Credit Rating	15	ECTS Credit Rating	7.5	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. Demonstrate and critically appraise the use of professional tools for assessment, intervention, and outcome measurement in occupational therapy(Component A) 2. Understand the components of occupational therapy professional reasoning and display these (Component A) 3. Demonstrate critical awareness of a range of tools for ensuring quality of practice (Component A) 4. Demonstrate an understanding of the principles of evidence-based practice (Component A) 5. Apply and evaluate a range of occupational therapy models of practice (Component A) 6. Demonstrate how occupation can be harnessed to address a person's health and social care needs (Component A) 7. Display an awareness of learning theory and its applications to skill acquisition (Component B) 8. Analyse and critically reflect on the performance components and efficacy of specific occupations (Component B)
Syllabus Outline	<p>The aim of this module is to understand the application of a variety of different theoretical materials to intervention planning across all areas of professional practice. This module builds on previous teaching and learning on the programme regarding the occupational nature of humans, the role of occupation in promoting health and well-</p>

	<p>being, and the principles and processes of occupational therapy intervention in individuals' and communities' lives. The syllabus includes:</p> <p>Professional Skills: Opportunities to develop skills applicable in a variety of health and social care settings, including intervention planning/evaluation and professional reasoning.</p> <p>Peer teaching and learning: Opportunities for experiential 'learning about learning' in relation to skill acquisition and outcome measurement.</p> <p>Experiential Groupwork: Revision of the principles of groupwork and experiential learning about its therapeutic applications, including guided critical reflection on the subjective experience of occupation.</p> <p>Models of practice: Further study and critical review of occupational therapy models of practice and approaches to intervention.</p> <p>Critiquing the Evidence: Practical experience in using critical appraisal tools to critically engage with published research-based evidence, including exploration of various sources of evidence and 'ways of knowing'.</p>
Contact Hours	<p>This is a 15 credit module which assumes 150 hours of study is required to successfully complete it. This comprises approximately 36 hours of scheduled learning, which may take several forms as described below. Students are therefore expected to additionally commit approximately 114 hours on independent learning and preparation for assessments.</p>
Teaching and Learning Methods	<p>Scheduled learning includes lectures, seminars, experiential group work, practical sessions in small groups (sizes varying due to type of activities and risk assessments) and workshops.</p> <p>Independent learning includes hours engaged with essential reading, reflection on and review of session topics and discussions, structure reflection on experiential group work, structured reflection on the personal experience of skill acquisition, case study preparation, 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	<p>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.</p>

Key Information Set - Module data

Number of credits for this module

15

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	36	114	0	150



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

Coursework: A written reflective account of the personal experience of learning a new skill or occupation.

Practical Exam: An oral presentation of an intervention plan for a service user, based on case studies provided.

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	40%
Practical exam assessment percentage	60%
	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

If further reading is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.

Access and skills

Formal opportunities for students to develop their library and information skills are provided within the first semester at level 2. Additional 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.

Bryant, W., Fieldhouse, J., and Bannigan, K. (2014) *Creeks Occupational Therapy and Mental Health*. 5th ed. Edinburgh: Elsevier.

Creek J (2010) *The Core Concepts of Occupational Therapy: A Dynamic Framework for Practice*. London, Jessica Kingsley.

Curtin M, Molineux M, Supyk-Mellson J-A (2009) *Occupational Therapy and Physical Dysfunction: Enabling Occupation (6th ed)*. Edinburgh, Elsevier.

Duncan EAS (2011) *Skills for Practice in Occupational Therapy (5th ed)*. Edinburgh, Elsevier.

Duncan EAS (2012) *Foundations for Practice in Occupational Therapy (5th ed)*. Edinburgh, Elsevier Churchill Livingstone.

Higgs J, Jones MA, Loftus S, Christensen N (2008) *Clinical Reasoning in the Health Professions (3rd ed)*. Amsterdam, Butterworth Heineman Elsevier

McCarthy J, Rose P (2010) *Values-Based Health and Social Care*. Los Angeles, Sage.

Molineux M (2007) *Occupation for Occupational Therapists*. Oxford, Blackwell.

Onyett, S. and Campling, J. (2003) *Teamworking in Mental Health*. Basingstoke: Palgrave Macmillan.

Pollard N, Sakellariou D (2012) *Politics of Occupation-Centred Practice*. Chichester, Wiley-Blackwell.

Ryan, P. and Morgan, S. (2004) *Assertive Outreach: A Strengths Approach to Policy and Practice*. Edinburgh: Churchill Livingstone.

Sempik, J., Aldridge, J. and Becker, S. (2003) *Social and Therapeutic Horticulture: Evidence and Messages from Research*. Loughborough: Centre for Child and Family Research.

Taylor RR (2008) *The Intentional Relationship; Occupational Therapy and Use of Self*. Philadelphia, FA Davis Company.

Taylor MC (2007) *Evidence-based Practice for Occupational Therapists*. Oxford, Blackwell Science.

Turpin M, Iwama MK (2011) *Using Occupational Therapy Models in Practice*. Edinburgh, Churchill Livingstone

Whiteford GE, Hocking C (2012) *Occupational Science: Society, Inclusion, Participation*. Chichester, Wiley-Blackwell

Wilcock, A.A. (2006) *An Occupational Perspective of Health*. 2nd ed. Thorofare NJ, Slack.

Part 3: Assessment

Assessment Strategy	<p>The assessment on this module takes the form of two components, both of which are summative:</p> <p>Component A (exam) is a 10 minute oral presentation, followed by 5 mins of viva style questions to assess the student's achievement of learning</p>
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	<p>outcomes 1-6.</p> <p>Component B (coursework) is a 1000 word reflective account of the student's experience of learning a new skill or occupation to assess the achievement of learning outcomes 7 and 8.</p> <p>This module assesses the student's capacity to recognise two core steps in the professional reasoning process, which are: firstly, to analyse an occupation and, secondly, to apply it as therapy. Consequently, in Component B the student reflects on their engagement in a new occupation to understand the activity demands required, and in Component A they draw on this new learning to design an intervention plan to address an individual's health and/or social care needs through the use of the occupation as a therapeutic medium. Previously these two stages have sat within one component of assessment but student feedback at that time suggested that it was not effective to merge the two steps into one for a professional reasoning novice</p>
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A: 60	B: 40
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
1. 15 minute Individual Presentation with questions	100	
Component B Description of each element	Element weighting	
1. 1000 word Supporting paper	100	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting	
1. 15 minute Individual Presentation with questions	100	
Component B Description of each element	Element weighting	
1. 1000 word Supporting Paper	100	
<p>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.</p>		