



## **Module Specification**

### Skills and Strategies in Occupational Therapy

Version: 2023-24, v1.0, 09 Jul 2023

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## Part 1: Information

**Module title:** Skills and Strategies in Occupational Therapy

**Module code:** UZYY9R-15-2

**Level:** Level 5

**For implementation from:** 2023-24

**UWE credit rating:** 15

**ECTS credit rating:** 7.5

**Faculty:** Faculty of Health & Applied Sciences

**Department:** HAS School of Health and Social Wellbeing

**Partner institutions:** None

**Field:** Allied Health Professions

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** Yes

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** Not applicable

**Features:** Not applicable

**Educational aims:** The aim of this module is to understand the application of a variety of different practical and theoretical approaches and media 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-being, and the principles and processes of occupational therapy intervention in individuals' and communities' lives.

**Outline syllabus:** The syllabus will usually include:

Professional Skills:

Opportunities to develop skills applicable in a variety of health and social care settings, including intervention planning/evaluation, professional reasoning and outcome measurement.

Peer teaching and learning:

Opportunities for experiential 'learning about learning' in relation to skill acquisition and outcome measurement.

Experiential Group work:

Revision of the principles of group work and experiential learning about its therapeutic applications, including guided critical reflection on the subjective experience of occupation.

Models of practice:

Further study and critical review of occupational therapy models of practice and approaches to intervention.

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'.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** See Learning Outcomes.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Demonstrate critical awareness of a range of intervention strategies and tools available to occupational therapists when harnessing occupation in practice

**MO2** Apply appropriately and evaluate an occupational therapy model of practice

**MO3** Demonstrate how occupation can be harnessed to address health and social care needs, through analysis of the performance components and efficacy of specific occupations

**MO4** Critically reflect on learning theory and its applications to skill acquisition in relation to occupational performance

**Hours to be allocated:** 150

**Contact hours:**

Independent study/self-guided study = 120 hours

Face-to-face learning = 30 hours

Total = 150

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/index.html) via the following link <https://uwe.rl.talis.com/index.html>

## **Part 4: Assessment**

**Assessment strategy:** Summative Assessment Task 1: 15 minute presentation to include 5 minutes of questioning

This assessment task is a 10 minute oral presentation, followed by 5 minutes of viva style questions. Students will draw on the learning of a new skill or occupation to design an intervention plan to address a case study's health and/or social care needs through the use of that occupation as a therapeutic medium.

Summative Assessment Task 2: 1000 word reflective assignment

This assessment task is a 1000 word reflective account of the student's experience of learning a new skill or occupation where the student reflects on their engagement in a new occupation to understand the activity demands required.

#### Rationale

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. The assessment strategy reflects the student's situation as a professional reasoning novice, who needs to take professional reasoning in steps, enabling students to articulate their reasoning in and on action.

#### Formative Assessment

Students will be given formative feedback on their project work and skills as they progress through the module.

Additionally, students will be given formative feedback on their work and skills in the workplace as they progress through the module, in relation to the module learning outcomes and the related Knowledge, Skills and Behaviours for the Occupational Therapist (Degree) Apprenticeship Standard. They can record these on formative logs to add to their Apprenticeship Portfolio of Evidence, working towards achieving the End Point Assessment Gateway.

#### **Assessment tasks:**

##### **Presentation (First Sit)**

Description: 15 minute presentation including 5 minutes of questions

Weighting: 60 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

##### **Written Assignment (First Sit)**

Description: 1000 word reflective assignment

Weighting: 40 %

Final assessment: No

Group work: No

Learning outcomes tested: MO4

**Presentation (Resit)**

Description: 15 minute presentation including 5 minutes of questions

Weighting: 60 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

**Written Assignment (Resit)**

Description: 1000 word reflective assignment

Weighting: 40 %

Final assessment: No

Group work: No

Learning outcomes tested: MO4

**Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Occupational Therapy {Apprenticeship-UWE} [Glenside] BSc (Hons) 2022-23