



MODULE SPECIFICATION

Part 1: Information			
Module Title	Psychosocial Challenges and Occupational Therapy		
Module Code	UZZY9T-30-2	Level	5
For implementation from	September 2021		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Health and Applied Science	Field	Allied Health Professions
Department	Allied Health Professions		
Contributes towards	BSc (Hons) Applied Occupational Therapy		
Module type:	Project		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p>In this module students consider the assessments, interventions and outcome measures used when working with people with mental health conditions and/or learning disabilities.</p> <p>Scheduled learning opportunities may include lectures, seminars, practical sessions in small groups (sizes varying due to type of activities and risk assessments) and workshops, group-work projects.</p> <p>The syllabus will usually include:</p> <p>Occupational Therapy Philosophy and Practice:</p> <ul style="list-style-type: none"> • Occupational therapists' practice in a variety of settings; • Use of a common process (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>Forms of Intervention and management:</p> <ul style="list-style-type: none"> • Medication • Psychotherapies

- Cognitive and behavioural therapies
- Motivational interviewing
- Family therapy
- Relapse prevention
- Integrated Care Programme Approach and wellness recovery action plans.
- Person-centred planning,
- Community care assessments,
- Health action planning,
- Advocacy,
- Prevention of stigma and abuse,
- Recognised competencies for practice.

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.

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
- Service User and Carer Involvement.

Generic Graduate Skill	Specific strand (eg presentation) - Optional	Introduced	Developed	Evidenced
1. Communication	Assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Professionalism	Assignment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Critical Thinking	Assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Digital Fluency	Assignment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Innovative and Enterprising		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Forward Looking	Assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. Emotional Intelligence	Assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. Globally Engaged		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Part 3: Assessment

Component A: Maximum 3000 word project essay

Students are required to write a 3000 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.

Rationale

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.

Formative Assessment

Students will be given formative feedback on their work and skills as they progress through the module, for example there are two cohort assignment briefing sessions where the content and structure of the assessment is discussed as a cohort, and feedback given as part of that process. 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.

Identify final timetabled piece of 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. 3000-word project essay	100	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting	
1. 3000-word project essay	100	
Part 4: Learning Outcomes & KIS Data		
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the biopsychosocial nature of health and well-being (Component A) • Discuss the role of the occupational therapist in supporting service users, demonstrating appropriate engagement with the evidence base to support your professional reasoning (Component A) • Describe and evaluate how appropriate models of practice, assessments, interventions and outcome measures are used by occupational therapists to support service users (Component A) • Describe the major conditions associated with people with learning disabilities and mental health difficulties, and discuss the impact of these conditions on occupational performance (Component A) • Discuss the relevance of current agendas, legislation and policy in relation to service delivery (Component A) • Explore the contested nature of disability and the implications for service users (Component A) 	

Key Information Sets Information (KIS)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="5" style="text-align: center;">Key Information Set - Module data</td> </tr> <tr> <td colspan="5" style="height: 20px;"> </td> </tr> <tr> <td colspan="4" style="padding: 2px;"><i>Number of credits for this module</i></td> <td style="text-align: center; border: 2px solid black; padding: 2px;">30</td> </tr> <tr> <td colspan="5" style="height: 20px;"> </td> </tr> <tr> <td style="padding: 2px;">Hours to be allocated</td> <td style="padding: 2px;">Scheduled learning and teaching study hours</td> <td style="padding: 2px;">Independent study hours</td> <td style="padding: 2px;">Placement study hours</td> <td style="padding: 2px;">Allocated Hours</td> <td style="padding: 2px;"> </td> </tr> <tr> <td style="text-align: center; padding: 2px;">300</td> <td style="text-align: center; padding: 2px;">60</td> <td style="text-align: center; padding: 2px;">240</td> <td style="text-align: center; padding: 2px;">0</td> <td style="text-align: center; padding: 2px;">300</td> <td style="text-align: center; padding: 2px;"></td> </tr> </table>	Key Information Set - Module data										<i>Number of credits for this module</i>				30						Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		300	60	240	0	300	
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Contact Hours	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p>Written Exam: Unseen or open book written exam Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p>																																
Total Assessment	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="height: 20px;"> </td> </tr> <tr> <td style="padding: 2px;">Written exam assessment percentage</td> <td style="text-align: center; padding: 2px;">0%</td> </tr> <tr> <td style="padding: 2px;">Coursework assessment percentage</td> <td style="text-align: center; padding: 2px;">100%</td> </tr> <tr> <td style="padding: 2px;">Practical exam assessment percentage</td> <td style="text-align: center; padding: 2px;">0%</td> </tr> <tr> <td colspan="2" style="text-align: right; padding: 2px;">100%</td> </tr> <tr> <td colspan="2" style="height: 20px;"> </td> </tr> </table>			Written exam assessment percentage	0%	Coursework assessment percentage	100%	Practical exam assessment percentage	0%	100%																							
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Reading List	https://rl.talis.com/3/uwe/lists/8EE4FE75-F9E3-862D-2E2F-CCA4B2B7AD91.html?lang=en-US&login=1																																

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First Approval Date (and panel type)	26 th May 2020		
Revision ASQC Approval Date	Version	1	