



## MODULE SPECIFICATION

Part 1: Information			
<b>Module Title</b>	Physical Challenges and Occupational Therapy		
<b>Module Code</b>	UZYY9P-30-2	<b>Level</b>	5
<b>For implementation from</b>	September 2021		
<b>UWE Credit Rating</b>	30	<b>ECTS Credit Rating</b>	15
<b>Faculty</b>	Health and Applied Science	<b>Field</b>	Allied Health Professions
<b>Department</b>	Allied Health Professions		
<b>Contributes towards</b>	BSc (Hons) Applied Occupational Therapy		
<b>Module type:</b>	Standard		
<b>Pre-requisites</b>	None		
<b>Excluded Combinations</b>	None		
<b>Co- requisites</b>	None		
<b>Module Entry requirements</b>	None		

Part 2: Description
<p>In this module students consider the assessments, interventions and outcome measures used when working with people with physical health conditions or disabilities. Students undertake this module prior to going on their second professional practice placement.</p> <p>Learning opportunities include lead lectures delivered by clinical practitioners and specialists within the field relating to physical challenges; practical sessions in small groups (sizes varying due to type of activities and risk assessments); workshops; practical group projects; problem based learning (PBL) sets; assignment tutorials; and feedback sessions.</p> <p>The syllabus will usually include:</p> <p><b>Areas/ Contexts for Practice</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• How activity analysis skills are used to identify what skills and contexts are needed to complete a variety of activities of daily living</li> <li>• An understanding of how pathology impacts on normal body functions to consider the challenges facing an individual.</li> </ul> <p><b>Conditions in Physical Health</b></p>

- Aetiology, pathology and possible prognosis of major physical conditions found in key clinical areas including
  - rheumatology
  - orthopaedics
  - neurology;
  - surgery
  - cardiology
  - respiratory
  - burns and plastics
  - paediatrics

#### Factors Influencing Intervention

- 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
- resources.

#### Interventions

- 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
- further examination of specific interventions such as
  - anxiety management
  - joint protection
  - energy conservation/planning/pacing
  - equipment/assistive devices
  - others relevant to the clinical areas discussed.

#### Problem Based Learning (PBL) 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.
- identifying a variety of interventions, approaches and media used by occupational therapists in relation to physical challenges
- understanding the clinical reasoning for intervention choices
- evaluating the evidence base available to support group decisions.

Generic Graduate Skill	Specific strand (eg presentation) - Optional	Introduced	Developed	Evidence d
1. Communication	Assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Professionalism	Assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>

	<b>5. Innovative and Enterprising</b>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<b>6. Forward Looking</b>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<b>7. Emotional Intelligence</b>	Assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<b>8. Globally Engaged</b>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Part 3: Assessment</b>					
<b>Component A: Presentation (25 minutes maximum duration)</b>					
This is an individual presentation of 25 minutes maximum, to include a 15-minute presentation and 10 minutes of questioning.					
<b>Rationale</b>					
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 professionally. Students must be able to competently justify therapeutic decisions, using evidenced based interventions and appropriate clinical reasoning to support these 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. This also ensures that the student is being assessed on their own abilities and professional reasoning.					
<b>Formative Assessment</b>					
Students will be given formative feedback on their project group work as they progress through the module, which relates to the options for intervention for a range of case studies.					
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 A1			
% weighting between components A and B (Standard modules only)				<b>A:</b>	<b>B:</b>
				<b>100</b>	
<b>First Sit</b>					
<b>Component A (controlled conditions)</b> <b>Description of each element</b>					<b>Element weighting</b>
1. Presentation (25 minutes maximum duration)					100
<b>Resit (further attendance at taught classes is not required)</b>					
<b>Component A (controlled conditions)</b> <b>Description of each element</b>					<b>Element weighting</b>
1. Presentation (25 minutes maximum duration)					100
<b>Part 4: Learning Outcomes &amp; KIS Data</b>					
<b>Learning Outcomes</b>	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>Consider the Occupational Therapist's role in relation to physical challenges and the fundamental importance of using a client-centred approach in assessment and planning of intervention (Component A)</li> </ul>				

	<ul style="list-style-type: none"> <li>Examine the interventions, approaches and media used by occupational therapists in relation to physical challenges, demonstrating competent application of models of practice (Component A)</li> <li>Discuss the physical, psychological and social impact of trauma and disease, identifying the importance of contextual; cultural; and ethical considerations (Component A)</li> <li>Discuss the relevance of current agendas, legislation and policy imperatives in relation to the occupations and health of individuals and in service delivery (Component A)</li> <li>Demonstrate communication skills appropriate to this level (Component A)</li> <li>Engage appropriately with the evidence base to support professional reasoning (Component A)</li> </ul>																																			
<p><b>Key Information Sets Information (KIS)</b></p> <p><b>Contact Hours</b></p> <p><b>Total Assessment</b></p>	<table border="1" data-bbox="564 775 1414 1173"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="5">Number of credits for this module</td> </tr> <tr> <td colspan="4"></td> <td style="text-align: right; border: 2px solid black;">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 style="text-align: center;">300</td> <td style="text-align: center;">60</td> <td style="text-align: center;">240</td> <td style="text-align: center;">0</td> <td style="text-align: center;">300</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p><b>Written Exam:</b> Unseen or open book written exam  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project or in class test  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p> <table border="1" data-bbox="655 1482 1326 1720"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="text-align: center;">100%</td> </tr> <tr> <td></td> <td style="text-align: center;">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	60	240	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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<p><b>Reading List</b></p>	<p><a href="https://rl.talis.com/3/uwe/lists/C634698E-07C3-8B8A-5C6C-56CB30D3543B.html?lang=en-US&amp;login=1">https://rl.talis.com/3/uwe/lists/C634698E-07C3-8B8A-5C6C-56CB30D3543B.html?lang=en-US&amp;login=1</a></p>																																			

<b>First Approval Date (and panel type)</b>	26 <sup>th</sup> May 2020			
<b>Revision ASQC Approval Date</b>		<b>Version</b>	1	