



## **Module Specification**

### **Physical Challenges and Occupational Therapy**

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#### **Contents**

<b>Module Specification .....</b>	<b>1</b>
<b>Part 1: Information .....</b>	<b>2</b>
<b>Part 2: Description .....</b>	<b>2</b>
<b>Part 3: Teaching and learning methods .....</b>	<b>5</b>
<b>Part 4: Assessment.....</b>	<b>6</b>
<b>Part 5: Contributes towards .....</b>	<b>7</b>

## Part 1: Information

**Module title:** Physical Challenges and Occupational Therapy

**Module code:** UZYY9P-30-2

**Level:** Level 5

**For implementation from:** 2023-24

**UWE credit rating:** 30

**ECTS credit rating:** 15

**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:** 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.

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.

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

Areas/ Contexts for Practice:

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;

How activity analysis skills are used to identify what skills and contexts are needed to complete a variety of activities of daily living;

An understanding of how pathology impacts on normal body functions to consider the challenges facing an individual.

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; 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.

### **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** 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

**MO2** Examine the interventions, approaches and media used by occupational therapists in relation to physical challenges, demonstrating competent application of models of practice

**MO3** Discuss the physical, psychological and social impact of trauma and disease, identifying the importance of contextual; cultural; and ethical considerations

**MO4** Discuss the relevance of current agendas, legislation and policy imperatives in relation to the occupations and health of individuals and in service delivery

**MO5** Demonstrate communication skills appropriate to this level

**MO6** Engage appropriately with the evidence base to support professional reasoning

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 240 hours

Face-to-face learning = 60 hours

Total = 300

**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: Presentation (25 minutes maximum duration)

This is an individual presentation of 25 minutes maximum, to include a 15-minute presentation and 10 minutes of questioning.

### Rationale

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.

### Formative Assessment

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.

### **Assessment tasks:**

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

Description: Presentation (25 minutes maximum duration)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

#### **Presentation (Resit)**

Description: Presentation (25 minutes maximum duration)

Weighting: 100 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

### **Part 5: Contributes towards**

This module contributes towards the following programmes of study:

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