



Module Specification

Human Occupation, Health & Well-being: Part One

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Part 1: Information

Module title: Human Occupation, Health & Well-being: Part One

Module code: UZYKHJ-30-1

Level: Level 4

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:

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: The aim of this module is to introduce the student to the key theories and science underpinning occupational therapy practice and to understand the classification and study of occupational performance in context.

Features: Not applicable

Educational aims: It also introduces the basics of occupational therapy processes and models. This module specifically considers occupational performance across the lifespan.

Outline syllabus: The syllabus is organised under four sections and will normally include:

Underpinning Theory:

Introduction to the occupational therapy paradigm

Complexity of occupation

The links between occupation, health and well-being

Occupational Science: History and focus on human activity; Current knowledge base and its influence in supporting occupational therapy practice

History of the links between occupation and health, and the profession

Concepts of social context, sociological theories, and social policy; how these impact upon occupational performance and the profession.

Occupation and lifespan development

Practical Skills:

Listening and group work skills

Analysis of activity and occupation

Analysis of occupational performance in context

Interview skills

Observation skills

Reflection

Introduction to Occupational Therapy Practice:

Introduction to the occupational therapy process

Introduction to the Health and Care Professions Standards of Proficiency for

Occupational Therapists, and Royal College of Occupational Therapists

Principles of assessment, intervention aims and goals

Transferable Skills:

Orientation to problem-based learning (PBL), nature of PBL, how PBL works and

principles of group management

Using the library data bases to search for evidence

Presentation skills

Writing skills

Using communication information technology to organise information, communicate effectively and collaborate

Part 3: Teaching and learning methods

Teaching and learning methods: Teaching and learning methods include: lectures, practical sessions in small groups (sizes varying due to type of activities and risk assessments) and workshops, scheduled, supervised problem based learning group work. There is an expectation of personal study during which the student will engage in essential reading, preparation for scheduled teaching and practical sessions, student led practice sessions, on-line project collaboration, assignment preparation and completion.

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

MO1 Explore and analyse the relationship between occupation, health and well-being.

MO2 Understand and apply the main theories and concepts of occupational performance and occupational science.

MO3 Demonstrate understanding of activity analysis and occupational performance in context; and articulate an understanding of its relationship to health and well-being.

MO4 Demonstrate an understanding of the importance of occupation to the lives of individuals in all stages of their life course; underpinned by a basic understanding of human development at different stages of the human lifespan.

MO5 Recognise the significance of social contexts; structures; and sociological theories in relation to occupational performance.

MO6 Develop and articulate own opinions and competently communicate these in writing through questioning and challenging viewpoints, ideas and concepts; and understanding the importance of reliable evidence.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 300

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://rl.talis.com/3/uwe/lists/704E22B9-9096-1461-7B3D-7CA711057F72.html?draft=1&lang=en-US&login=1) via the following link <https://rl.talis.com/3/uwe/lists/704E22B9-9096-1461-7B3D-7CA711057F72.html?draft=1&lang=en-US&login=1>

Part 4: Assessment

Assessment strategy: Summative Assessment: Maximum 3000 word essay

This assesses the students' achievement of the learning outcomes, including their ability to source and research evidence, formulate own opinions and articulate their ideas in writing.

Rationale

The choice of assessment for this module has been made to enable students to demonstrate written communication skills, and to start to demonstrate ability to analyse and evaluate information and synthesise this with experience in order to develop critical thinking which is an important skill for occupational therapists.

Formative Assessment

Students will be given formative feedback on their work and skills as they progress

through the module. The life-cycle stages project provides the opportunity for formative feedback on both written and presentation skills.

Assessment tasks:**Written Assignment (First Sit)**

Description: 3000 word essay

Weighting: 100 %

Final assessment: Yes

Group work: No

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

Written Assignment (Resit)

Description: 3000 word essay

Weighting: 100 %

Final assessment: Yes

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 [Glenside] BSc (Hons) 2023-24