



MODULE SPECIFICATION

Part 1: Information			
Module Title	Occupational Therapy and Physical Challenges		
Module Code	UZYKHM-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) Occupational Therapy – compulsory module		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p>This module is one of the two thirty credit level 5 modules that students engage in prior to going out on their second professional practice placement. In this module they consider the assessments, interventions and outcome measures used when working with people with physical health conditions or disabilities.</p> <p>Learning opportunities includes 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) and workshops, practical group projects, Problem Based /Learning (PBL) sets, assignment tutorials and feedback sessions, some use of online resources.</p> <p>The syllabus will usually include:</p> <p>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.</p> <p>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; and paediatrics.</p>

Factors Influencing Intervention

To include 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; and resources.

Interventions

To include 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, and further examination of specific interventions such as anxiety management, joint protection, energy conservation/planning/pacing, equipment/assistive devices, and 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.

Identify a variety of interventions, approaches and media used by occupational therapists in relation to physical challenges, understanding the clinical reasoning for intervention choices and evaluate the evidence base available to support group decisions.

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 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 type="checkbox"/>	<input checked="" type="checkbox"/>
5. Innovative and Enterprising		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Forward Looking		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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: Presentation- maximum 15 minutes presentation and 10 minutes of questions.

This is an individual presentation.




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.

Identify final timetabled piece of assessment (component and element)	Component A1	
% weighting between components A and B (Standard modules only)	A:	B:
	100	0

First Sit																																					
Component A (controlled conditions) Description of each element	Element weighting																																				
1. Presentation- maximum 15 minutes presentation and 10 minutes of questions.	100																																				
Resit (further attendance at taught classes is not required)																																					
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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"> • 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) • Examine the interventions, approaches and media used by occupational therapists in relation to physical challenges, demonstrating competent application of models of practice (Component A) • Discuss the physical, psychological and social impact of trauma and disease, identifying the importance of contextual; cultural; and ethical considerations (Component A) • 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) • Demonstrate communication skills appropriate to this level (Component A) • Engage appropriately with the evidence base to support professional reasoning (Component A) 																																				
Key Information Sets Information (KIS)	<table border="1"> <thead> <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> <th></th> </tr> </thead> <tbody> <tr> <td>300</td> <td>72</td> <td>228</td> <td>0</td> <td>300</td> <td style="text-align: center;"></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		300	72	228	0	300																									
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Contact Hours																																					
Total Assessment	<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</p>																																				

	<p>Practical Exam: 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="657 241 1326 479"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td colspan="2">Written exam assessment percentage</td> <td></td> <td>0%</td> </tr> <tr> <td colspan="2">Coursework assessment percentage</td> <td></td> <td>0%</td> </tr> <tr> <td colspan="2">Practical exam assessment percentage</td> <td></td> <td>100%</td> </tr> <tr> <td colspan="2"></td> <td></td> <td>100%</td> </tr> </table>	Total assessment of the module:				Written exam assessment percentage			0%	Coursework assessment percentage			0%	Practical exam assessment percentage			100%				100%
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Reading List	https://rl.talis.com/3/uwe/lists/054E8EBD-2410-08E8-7568-2F2657149CB2.html?lang=en-US&login=1																				