



## **Module Specification**

# Occupational Therapy and Physical Challenges

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## Part 1: Information

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

**Module code:** UZYKHM-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:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** 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.

**Features:** Not applicable

**Educational aims:** In this module they consider the assessments, interventions and outcome measures used when working with people with physical health conditions or disabilities.

**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; and paediatrics.

#### 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.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** 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.

**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 = 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/054E8EBD-2410-08E8-7568-2F2657149CB2.html?lang=en-US&login=1) via the following link <https://rl.talis.com/3/uwe/lists/054E8EBD-2410-08E8-7568-2F2657149CB2.html?lang=en-US&login=1>

## **Part 4: Assessment**

**Assessment strategy:** Summative Assessment: 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.

### **Assessment tasks:**

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

Description: Presentation- maximum 15 minutes presentation and 10 minutes of questions.

Weighting: 100 %

Final assessment: Yes

Group work: No

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

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

Description: Presentation- maximum 15 minutes presentation and 10 minutes of questions.

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) 2022-23