



Module Specification

Occupational Therapy Skills and Strategies for Practice

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Contents

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

Part 1: Information

Module title: Occupational Therapy Skills and Strategies for Practice

Module code: UZYKHP-15-2

Level: Level 5

For implementation from: 2023-24

UWE credit rating: 15

ECTS credit rating: 7.5

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: The aim of this module is to understand the application of a variety of different practical and theoretical approaches and media to intervention planning across all areas of professional practice.

Features: Not applicable

Educational aims: This module builds on previous teaching and learning on the programme regarding the occupational nature of humans, the role of occupation in

promoting health and well-being, and the principles and processes of occupational therapy intervention in individuals' and communities' lives.

Outline syllabus: The syllabus will usually include:

Professional Skills:

Opportunities to develop skills applicable in a variety of health and social care settings, including intervention planning/evaluation, professional reasoning and outcome measurement.

Peer teaching and learning:

Opportunities for experiential 'learning about learning' in relation to skill acquisition and outcome measurement.

Experiential Group work:

Revision of the principles of group work and experiential learning about its therapeutic applications, including guided critical reflection on the subjective experience of occupation.

Models of practice:

Further study and critical review of occupational therapy models of practice and approaches to intervention.

Critiquing the Evidence:

Practical experience in using critical appraisal tools to critically engage with published research-based evidence, including exploration of various sources of evidence and 'ways of knowing'.

Part 3: Teaching and learning methods

Teaching and learning methods: Learning opportunities include lectures, seminars, experiential group work, practical sessions in small groups and workshops.

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

MO1 Demonstrate critical awareness of a range of intervention strategies and tools available to occupational therapists when harnessing occupation in practice.

MO2 Apply appropriately and evaluate an occupational therapy model of practice.

MO3 Demonstrate how occupation can be harnessed to address health and social care needs, through analysis of the performance components and efficacy of specific occupations.

MO4 Critically reflect on learning theory and its applications to skill acquisition in relation to occupational performance.

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 114 hours

Face-to-face learning = 36 hours

Total = 150

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://rl.talis.com/3/uwe/lists/693E2A81-E93D-223E-4AA6-264C27FA0631.html?lang=en-GB&login=1) via the following link <https://rl.talis.com/3/uwe/lists/693E2A81-E93D-223E-4AA6-264C27FA0631.html?lang=en-GB&login=1>

Part 4: Assessment

Assessment strategy: Summative Assessment Task 1: 15 minute presentation to include 5 minutes of questioning

This assessment task is a 10 minute oral presentation, followed by 5 minutes of viva style questions to assess the student's achievement of learning outcomes 1-3.

Summative Assessment Task 2: 1000 word reflective assignment

This assessment task is a 1000 word reflective account of the student's experience of learning a new skill or occupation to assess the achievement of learning outcome 4.

Rationale

This module assesses the student's capacity to recognise two core steps in the professional reasoning process, which are: firstly, to analyse an occupation and, secondly, to apply it as therapy. Consequently, in assessment task 2 the student reflects on their engagement in a new occupation to understand the activity demands required. In assessment task 1, they draw on this new learning to design an intervention plan to address a case study's health and/or social care needs through the use of that occupation as a therapeutic medium. The assessment strategy reflects the student's situation as a professional reasoning novice, who needs to take professional reasoning in steps, it also fits in with the general assessment strategy across level 5 in relation to enabling students to articulate their reasoning in and on action.

Formative Assessment

Students will be given formative feedback on their project work and skills as they progress through the module.

Assessment tasks:

Reflective Piece - Component B (First Sit)

Description: 1000 word reflective assignment

Weighting: 40 %

Final assessment: No

Group work: No

Learning outcomes tested: MO4

Presentation - Component A (First Sit)

Description: 15 minute individual presentation with questions

Weighting: 60 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Reflective Piece - Component B (Resit)

Description: 1000 word reflective assignment

Weighting: 40 %

Final assessment: No

Group work: No

Learning outcomes tested: MO4

Presentation - Component A (Resit)

Description: 15 minute individual presentation with questions

Weighting: 60 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Occupational Therapy [Glenside] BSc (Hons) 2022-23