



MODULE SPECIFICATION

Part 1: Information			
Module Title	Occupational Therapy Skills and Strategies for Practice		
Module Code	UZYKHP-15-2	Level	5
For implementation from	September 2021		
UWE Credit Rating	15	ECTS Credit Rating	7.5
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>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. 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.</p> <p>Learning opportunities include lectures, seminars, experiential group work, practical sessions in small groups and workshops.</p> <p>The syllabus will usually include:</p> <p>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.</p> <p>Peer teaching and learning: Opportunities for experiential 'learning about learning' in relation to skill acquisition and outcome measurement.</p> <p>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.</p> <p>Models of practice: Further study and critical review of occupational therapy models of practice and approaches to intervention.</p>	

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'.

Generic Graduate Skill	<i>Specific strand (eg presentation) - Optional</i>	Introduced	Developed	Evidenced
1. Communication	Teaching sessions/ Presentation in Assessments	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2. Professionalism	Presentation in assessment/written reflection/ Teaching via Practitioners/Evidence based practice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3. Critical Thinking	Use of Case Studies/adapt treatment media	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Digital Fluency	Use of Technology in assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Innovative and Enterprising	Harnessing Occupation sessions/broaden evidence base	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Forward Looking	Exploring treatment media	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Emotional Intelligence	Working together and harnessing occupation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Globally Engaged	Widen scope of occupation/evidence	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Part 3: Assessment

Component A: 15 minute presentation to include 5 minutes of questioning

This component 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.

Component B: 1000 word reflective assignment



This component 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 Component B the student reflects on their engagement in a new occupation to understand the activity demands required. In Component A, 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

Identify final timetabled piece of assessment (component and element)	Component A																																	
% weighting between components A and B (Standard modules only)	A:		B:																															
	60		40																															
First Sit																																		
Component A (controlled conditions) Description of each element	Element weighting																																	
1. 15 minute individual presentation with questions	100																																	
Component B Description of each element	Element weighting																																	
1. 1000 word reflective assignment	100																																	
Resit (further attendance at taught classes is not required)																																		
Component A (controlled conditions) Description of each element	Element weighting																																	
1. 15 minute individual presentation with questions	100																																	
Component B Description of each element	Element weighting																																	
1. 1000 word reflective assignment	100																																	
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"> • Demonstrate critical awareness of a range of intervention strategies and tools available to occupational therapists when harnessing occupation in practice (Component A) • Apply appropriately and evaluate an occupational therapy model of practice (Component A) • Demonstrate how occupation can be harnessed to address health and social care needs, through analysis of the performance components and efficacy of specific occupations (Component A) • Critically reflect on learning theory and its applications to skill acquisition in relation to occupational performance (Component B) 																																	
Key Information Sets Information (KIS)	<table border="1"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </thead> <tbody> <tr> <td colspan="3"><i>Number of credits for this module</i></td> <td></td> <td style="border: 2px solid black;">15</td> </tr> <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> </tr> <tr> <td>150</td> <td>36</td> <td>114</td> <td>0</td> <td>150</td> </tr> <tr> <td colspan="4"></td> <td style="text-align: center;"></td> </tr> </tbody> </table>				Key Information Set - Module data										<i>Number of credits for this module</i>				15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150					
Key Information Set - Module data																																		
<i>Number of credits for this module</i>				15																														
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours																														
150	36	114	0	150																														
				