



Module Specification

Promoting Occupational Therapy Perspectives in Practice

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Part 1: Information

Module title: Promoting Occupational Therapy Perspectives in Practice

Module code: UZYYGJ-30-3

Level: Level 6

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

Delivery locations: Glenside Campus

Field: Allied Health Professions

Module type: Standard

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 enable the students to reflect upon the key skills of an occupational therapist (the unique selling points) and consider how these could be applied in new and emerging settings; including the leadership skills they would need to exhibit to initiate a new service, and to ensure the efficiency and efficacy of that service.

Features: Not applicable

Educational aims: Occupational therapy is a profession which spans all areas of health and social care, and also health promotion. There are many areas that could benefit from the unique skill set on offer from occupational therapy – students are encouraged to explore this in setting up a service project plan to meet the needs of a client group not currently receiving occupational therapy input.

Outline syllabus: The syllabus is aligned to supporting that project work through tutorials and project discussions, along with some lead seminars in pertinent subjects.

Some of the subjects covered in lead lecture/seminar sessions include:

Concepts and determinants of health: Contribution to models of practice and approaches to occupational therapy, in the context of promoting health and well being

Evidence base: Public health and health promotion and the role of occupational therapy in this

The principles of partnership working

Theories around leadership – what does it mean and what is effective leadership

Evaluation of frameworks and strategies for health promotion: uni-professional and interprofessional

The policy context: Developing occupational therapy services to promote health and well-being within the current health and social care policy context

How to develop service strategies and plans within a health and social care context

Basic project management skills

Political and ethical dilemmas in service set up, delivery and evaluation.

Part 3: Teaching and learning methods

Teaching and learning methods: Scheduled learning includes lectures, seminars, a group-work project and, use of online resources and discussion with external experts e.g. service users and therapists who have set up their own services, within and outside of statutory services

There are several scheduled sessions for the students to meet in their assessment project groups to work on their service design, but it is expected that this work will continue into their independent learning time. There are also some slots for project group tutorials and also cohort assessment briefings

Independent learning includes time engaged in essential reading, reflection on and review of session topics and discussions, group project preparation, assignment preparation and completion.

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

MO1 Evaluate the relationship between occupations, health promotion, lifestyle, and health; and critically discuss ethical, political and policy issues surrounding emerging practice for occupational therapy practitioners.

MO2 Evaluate and critique the evidence base for an occupational therapy led service which draws on some principles of health promotion, within the current local, regional and national policy contexts.

MO3 Critically discuss service user, carer and professional partnership working in relation to service design.

MO4 Critically discuss planning and strategies towards the development of an innovative occupational therapy led service, and the importance of effective leadership skills to this process.

MO5 Critically evaluate literature pertaining to new and emerging practice areas, and demonstrate how occupational therapists might use this to inform a unique contribution to health and well-being.

MO6 Identify, demonstrate and evaluate project management skills within a health and social care context, to include effective collaborative team working.

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://uwe.rl.talis.com/lists/893A8935-5206-F474-2561-98AF6B8BB79F.html?draft=true&lang=en&login=1&version=v1) via the following link <https://uwe.rl.talis.com/lists/893A8935-5206-F474-2561-98AF6B8BB79F.html?draft=true&lang=en&login=1&version=v1>

Part 4: Assessment

Assessment strategy: Component A: Individual contribution to a 45 minute group presentation of a service proposal, with questions

Component B: 2500 word proposal report

Students work in their established PBL group (where they have already developed appropriate professional working relationships). They come to an agreement about a service they are going to develop.

They will then develop their ideas further as a group but independently and individually write a 2500 word proposal report (Component B).

Following feedback on component B all of their individual work feeds into the jointly owned content of the final group presentation, that they jointly plan (component A). Following their group presentation students are given a group mark covering the intellectual property of the work of the group and an individual mark for their presentation skills and the ownership of intellectual property that they demonstrate during the presenting.

Rationale

This strategy allows for development and improvement of the service proposal before the final assessment, and provides the opportunity for the students to work collaboratively to articulate the application of their skill set in the real world.

Formative Assessment

Students will have the opportunity to receive formative feedback on their project work at three set points during the module, the first of which allows for peer feedback (Dragon's Den) as well as from academic staff.

Where a student needs to resit Component A, it will be a 20 minute individual presentation with questions, which includes an evaluation of the whole service proposal.

Assessment components:

Group work - Component A (First Sit)

Description: Individual contribution to a 45 minute group presentation, with questions

Weighting: 50 %

Final assessment: Yes

Group work: Yes

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

Report - Component B (First Sit)

Description: 2500 word proposal report

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO2, MO4, MO5, MO6

Presentation - Component A (Resit)

Description: Individual presentation (20 mins), with questions

Weighting: 50 %

Final assessment: Yes

Group work: Yes

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

Report - Component B (Resit)

Description: 2500 word proposal report

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO2, MO4, MO5, MO6

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Applied Occupational Therapy {Apprenticeship-UWE} [Sep][FT][Glenside][4yrs] BSc
(Hons) 2020-21