


## MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Exploring Occupation, Health & Well-being: Part Two				
Module Code	UZYS1T-15-1	Level	1	Version	1
Owning Faculty	Health and Applied Sciences	Field	Allied Health Professions		
Contributes towards	BSc (Hons) Occupational Therapy				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	September 2015		Valid to	September 2021	

<b>CAP Approval Date</b>	30 <sup>th</sup> April 2015
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Analyse and explore the relationship between occupation, health and well-being (Component A)</li> <li>2. Apply the main theories and concepts of occupational performance and occupational science (Component A)</li> <li>3. Analyse the nature of social contexts, and , sources of evidence in relation to occupational performance (Component A)</li> <li>4. Develop and articulate own opinions through questioning and challenging viewpoints, ideas and concepts and competently communicate these verbally (Component A)</li> <li>5. Demonstrate competence in analysis of occupation, activity and occupational performance in context and articulate an understanding of its relationship to health and well-being (Component A)</li> </ol>
Syllabus Outline	<p>The aim of this module and the preceding module in the series; 'Exploring Occupation, Health and Well-being Part One', is to introduce the student to the key theories and science underpinning occupational therapy practice and to understand the classification and study of occupational performance in context. It also introduces the basics of occupational therapy processes and models. This module specifically considers the practical application of activity analysis. The syllabus is organised under four sections:</p> <p><b>Underpinning Theory:</b></p> <ul style="list-style-type: none"> <li>• Exploring the occupational therapy paradigm</li> <li>• Complexity of occupation</li> <li>• The links between occupation, health and well-being</li> </ul>

	<ul style="list-style-type: none"> <li>• Occupational Science: <ul style="list-style-type: none"> <li>◦ Current knowledge base and its influence in supporting occupational therapy practice</li> </ul> </li> <li>• Concepts of social context, sociological theories, and social policy on how these impact upon occupational performance and the profession.</li> </ul> <p><b><u>Practical Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Analysis of activity and occupation</li> <li>• Analysis of occupational performance in context</li> <li>• Developing professional reasoning</li> <li>• Reflection</li> </ul> <p><b><u>Introduction to Occupational Therapy Practice</u></b></p> <ul style="list-style-type: none"> <li>• Introduction to the occupational therapy models and approaches to practice. Introduction to the College of Occupational Therapists' Code of Ethics and Professional Conduct.</li> <li>• Principles of assessment, intervention aims and goals.</li> <li>• Introduction to professional reasoning skills and the principles of harnessing occupation and enabling self-care, productivity and leisure</li> </ul> <p><b><u>Transferable Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Using the library data bases to search for evidence</li> <li>• Presentation skills</li> <li>• Using communication information technology to organise information, communicate effectively and collaborate.</li> </ul>
Contact Hours	As this is a 15 credit module, it assumes 150 hours of study on the part of the student; approximately 36 hours of this will be in scheduled learning, which may take several forms as described below. Students are expected to spend 114 hours on independent learning tasks and preparation for assessments.
Teaching and Learning Methods	<p><b><u>Scheduled learning.</u></b> Includes: lectures, practical sessions in small groups (sizes varying due to type of activities and risk assessments) and workshops, supervised problem based learning group work, community volunteering placements,</p> <p><b><u>Independent learning:</u></b> includes hours engaged with essential reading, preparation for scheduled teaching and practical sessions, student led practice sessions, , assignment preparation and completion. These sessions constitute an average time per level as indicated in the table below.</p> <p><b><u>Technology Enhanced Learning:</u></b> MyUWE and Blackboard, the university supported learning portal and virtual learning environment, will be used to support students' learning, conduct activities, organise and communicate learning materials. Students will be able to engage with the material, other students and members of staff through these systems and make use of the various functionalities built into them (e.g., blogs, journals, audio, video, discussion boards, wikis, etc.) as appropriate and useful for the module learning. .</p> <p><b><u>Placement learning:</u></b> Service learning through volunteering and reflection on experience</p>
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

<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	

The table below indicates as a percentage the total assessment of the module which constitutes a -

**Written Exam:** Unseen written exam, open book written exam, In-class test

**Coursework:** Written assignment or essay, report, dissertation, portfolio, project

**Practical Exam:** Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:		
Written exam assessment percentage		0%
Coursework assessment percentage		0%
Practical exam assessment percentage		100%
		100%

#### Reading Strategy

##### **Core Reading**

There are no set texts which students are required to purchase for this module. Reading around the topic is, however, essential and students will be directed towards appropriate material in the library resources, in the module handbook and during specific parts of the curriculum as necessary.

##### **Further reading**

If further reading is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.

##### **Access and skills**

Formal opportunities for students to develop their library and information skills are provided within the induction period both at a generic and programme specific level. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library. Further formal opportunities for students to start to develop their library and information skills are provided within in the level 1 curriculum of this programme, as part of this module

Indicative Reading List	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. Current advice on additional reading will be available via the module guide or Blackboard pages.</p> <p>American Occupational Therapy Association. (2014) Occupational Therapy Practice: Framework: Domain and Process. 3rd ed. <i>American Journal of Occupational Therapy</i> [online]. 68 (Supplement 1), pp. s1-s48. [Accessed 10 July 2014].</p> <p>Christiansen, C. and Townsend, E. (2010) <i>Introduction to Occupation: The Art and the Science of Living</i>. 2<sup>nd</sup> ed. Upper Saddle River, N.J.: Pearson.</p> <p>Creek, J. (2010) <i>The Core Concepts of Occupational Therapy: A Dynamic Framework for Practice</i>. [online] London: Jessica Kingsley. [Accessed 10<sup>th</sup> July 2014].</p> <p>Hersch, G., Lampport, N.K. and Coffey, M.S. (2005) <i>Activity Analysis: Application to Occupation</i>. 5th ed. Thorofare, N.J. : Slack.</p> <p>Kantartzis, S. and Molineux, M. (2011) The influence of Western society's construction of a healthy daily life on the conceptualisation of occupation. <i>Journal of Occupational Science</i> [online]. 18 (1), pp. 62-80. [Accessed 10 July 2014].</p> <p>Kielhofner, G. (2009) <i>Conceptual Foundations of Occupational Therapy Practice</i>. 4<sup>th</sup> ed. Philadelphia: F.A.Davis.</p> <p>Kuo, A. (2011) <i>A transactional view: occupation as a means to create experiences that matter</i>. <i>Journal of Occupational Science</i> [online]. 18 (2), pp. 131-138. [Accessed 10 July 2014].</p> <p>Matuska, K. and Christiansen, C., eds. (2009) <i>Life Balance: Multidisciplinary Theories and Research</i>. Thorofare, N.J. : Slack.</p> <p>Pierce, D. (2014) <i>Occupational Science for Occupational Therapy</i>. Thorofare, N.J.: Slack.</p> <p>Wagman, P., Hakansson, C. and Bjorklund, A. (2012) Occupational balance as used in occupational therapy: a concept analysis. <i>Scandinavian Journal of Occupational Therapy</i> [online]. 19 (4), pp. 322-327. [Accessed 10 July 2014].</p> <p>Whalley-Hammell, K. (2014) Belonging, occupation, and human well-being: An exploration. <i>Canadian Journal of Occupational Therapy</i>. [Online] 81(1), pp. 39-50. [Accessed 10 July 2014].</p>
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<b>Part 3: Assessment</b>	
Assessment Strategy	<p>Students will be given formative feedback on their project work and skills as they progress through the module.</p> <p>There is one component to the summative assessment of learning outcomes on this module</p> <ul style="list-style-type: none"> <li>An individual presentation (Component A) which assesses the students achievement of the key learning outcomes and their ability to source and research evidence, formulate own opinions, verbally articulate their ideas, and also to justify their work during questions.</li> </ul> <p>The choice of assessment for this module has been made to ensure variety of assessments across level 1, to enable students to demonstrate verbal communication, and to start to demonstrate ability to explain and justify their thinking verbally in Component A, which is an important skill for occupational therapists.</p>

	The assignment criteria for the assessment is clearly explained in the module handbook, including the SEEC descriptor breakdown.
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Identify final assessment component and element	<b>Component A</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	
	<b>100</b>	
<b>First Sit</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting</b>	
1.) 15 minute Presentation	100%	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting</b>	
1.) 15 minute Presentation	100%	
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.		