ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Foundations for Practice					
Module Code	UZYSX5-15-1		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		

CAP Approval Date	30 April 2015

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Identify and articulate the components of the Occupational Therapy Process and their inter-relationship (Component A) 2. Articulate and reflect on personal safe keeping and professional conduct (Component A) 3. Engage in and reflect on basic professional reasoning processes (Component A) 4. Demonstrate safe moving and handling skills in relation to assistive technology (Component A) 5. Demonstrate ability to plan, run and evaluate groups appropriate for this level (Component A) 6. Demonstrate effective searching for evidence in support of practice (Component A) 7. Demonstrate communication skills, to professional standard (Component A)
Syllabus Outline	The aim of this module is to equip the students with some basic skills and understanding of occupational therapy practice prior to their first professional placement. It brings together some of the learning students undertake in their two core level one modules and enhances and re-enforces the main practical skills needed to go out into practice in any field. The syllabus covers: • **Contexts for Practice:** Introduction to practice areas in NHS, local authorities and the third sector. Awareness of roles of other professions in practice areas • **Professional Issues:** Consolidation of students' understanding of client-centred practice, working with vulnerable people, disability & equality awareness. Introduction to professional record keeping and introduction to pertinent approaches. • **Evidence-based practice:** Consolidation of students' understanding of searching databases, literature and strategies for searching and introduction

	to reviewing literature to support practice
	• **Professional Reasoning:** Practical consideration of problem-solving, professional reasoning, occupational therapy process, theoretical frameworks, conceptual models of practice, assessment and outcome measures
	• **Practical sessions including:** Introduction to using assistive technology, environmental adaptation, using wheelchair, assessing posture and seating, running groups.
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	**Scheduled learning** includes lectures, seminars, practical sessions in small groups (sizes varying due to type of activities and risk assessments) and workshops, group-work projects, some use of online resources **Independent learning** includes time engaged in essential reading, reflection on and review of session topics and discussions, group project preparation, student – led practice sessions and assignment preparation. **Technology Enhanced Learning:** 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.
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.

Key Information Set - Module data

Number of credits for this module			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 -

Practical Exam: practical and oral skills 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 were provided within in the level 1 curriculum of this programme as part of the Exploring Occupation, Health and Well-being module
Indicative Reading List	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. American Occupational Therapy Association. (2014) Occupational Therapy Practice: Framework: Domain and Process. 3rd ed. *American Journal of Occupational Therapy* [online]. 68 (Supplement 1), pp. s1-s48. [Accessed 10 July 2014]. Benson, J. (2010) *Working More Creatively with Groups.* [online] London; Routledge. [Accessed 19 December 2014]. Clark, F. (2010). High definition occupational therapy: HDOT. *American Journal of Occupational Therapy*, 64(6), pp. 848-854. Cole, M. (2012) *Group Dynamics in Occupational Therapy: The theoretical Basis and Practice Application of Group Intervention*. 4th ed. . Thorofare: Slack Inc. Creek, J. (2008) *Occupational Therapy and Mental Health*. [online] 4th ed. New York: Churchill Livingstone.[Accessed 19 December 2014]. Douglas, T. (2000) *Basic Groupwork*. [online] 2nd ed. London: Routledge. [Accessed 19 December 2014]. Duncan, E.A.S. (2011) An Introduction to Conceptual Models of Practice and Frames of Reference. In Duncan. E.A.S., ed. (2011) *Foundations for Practice in Occupational Therapy.* [online] 5th ed. Edinburgh: Elsevier, Churchill Livingstone.pp 43-48. [Accessed 19 December 2014]. Finlay, L. (2001) *The Practice of Psychosocial Occupational Therapy.* 3rd ed.

Cheltenham: Stanley Thorn.

Kielhofner, G. (2008) *Model of Human Occupation: theory and application.* 4th ed. Baltimore: Lippincott Williams& Wilkins.

Lim, K.H. and Iwama, M.K. (2011). The Kawa (River) Model. In Duncan, E.A.S., ed. (2006) *Foundations for Practice in Occupational Therapy* [online] 5th ed. Edinburgh, Elsevier: Churchill Livingstone.pp 117-136. [Accessed 19 December 2014].

Pain, H., McLellan, L. and Gore, S. (2003) *Choosing Assistive Devices:A Guide for Users and Professionals.* London: Jessica Kingsley.

Turpin, M. and Iwama, M.K. (2011) *Using Occupational Therapy Models in Practice.* Edinburgh: Churchill Livingstone, Elsevier.

Law, M., Baptiste, A., Carswell, M.A., McColl, H., Polatajko, N. and Pollock, N. (2005) *Canadian Occupational Performance Measure.* 4th ed. Ottawa, ON: CAOT/ACE

Schkade, J. and McClung, M. (2001) *Occupational Adaptation in Practice: Concepts and Cases.* Thorofare, NJ: Slack Inc

Townsend, E.A. and Polatajko, H.J. (2007) *Enabling Occupation II: Advancing an occupational therapy vision for health, well-being & justice through occupation.* Ottawa, ON: CAOT/ACE

Part 3: Assessment

Assessment Strategy	This module has one component of assessment – Component A, which assesses learning outcomes 1-7. This is a Structured Oral and Practical Examination (SOPE), with a 15 minute maximum time to complete it. This module has a practical focus and prepares student for their first placement, it is therefore appropriate to assess the skills required by simulated scenarios and a hands-on approach; this strategy is actively supported by service colleagues. Students have to undertake a range of practical tasks to demonstrate their competence and also problem solving, they also have to provide a verbal justified reflection on further practical sessions undertaken as part of the module. The assignment criteria is clearly explained in the module handbook, including the SEEC descriptor breakdown for it.

Identify final assessment component and element	**Component A**	

	A:	**B**:
% weighting between components A and B (Standard modules only)	**100**	**0**

First Sit	

Component A (controlled conditions) **Description of each element**	**Element weighting**
1. Structured Oral and Practical Examination (SOPE) – 15 minutes maximum	100

Resit (further attendance at taught classes is not required)	

Component A (controlled conditions) **Description of each element**	**Element weighting**
1. Structured Oral and Practical Examination (SOPE) – 15 minutes maximum	100

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated

by the Module Description at the time that retake commences.