



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Occupational Therapy Practice 1				
Module Code	UZYSX6-15-1	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	Professional Practice
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 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. Complete the placement competencies as defined in the Learning Contract (see assessment strategy) (Component A)</li> </ol>
Syllabus Outline	<p>This is a practice placement module, which has some taught preparatory sessions, including mandatory moving and handling and Basic Life support practicals, which occur prior to the placement. <b>NB:</b> If a student does not complete these mandatory practicals and the related paperwork prior to their placements, they will be unable to commence the placement.</p> <p>There is also a debrief week, where students can reflect upon their learning and consolidate this.</p> <p>The taught sessions will cover:</p> <ul style="list-style-type: none"> <li>• Learning contracts: how to negotiate learning needs; establishing method for evaluating outcome of the learning contract</li> <li>• Documentation: written and verbal reporting</li> <li>• Legal and ethical issues: how these impact on practice</li> <li>• Physical and psychological impact of ill-health: exploring the links between these; how ill-health impacts on others not only the service-user.</li> <li>• Moving and Handling for level 1</li> </ul>

- Basic life support skills

**The Professional Practice Placement**

A period of time of placement learning contributing to the 1000 total of assessed hours stipulated as a professional requirement by the College of Occupational Therapists. To be achieved the hours must be assessed and passed.

The values of the NHS Constitution are implicit within this module.

Contact Hours

As this is a 15 credit module, there will be approximately 36 hours of scheduled learning, which may take several forms as described below. Students are expected to spend 33.75 hours in placement related independent study (half a day a week) and, as they are out in practice for 9 weeks they will undertake a further 303.75 hours of learning on placement

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, some use of online resources

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

**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.

**Placement related independent learning** includes time engaged in portfolio activities – learning logs, significant learning logs, interprofessional learning logs and placement related administration – including writing, managing and updating the learning contract in collaboration with the Practice Educator and Placement Support Tutor

**Placement learning:** this is the students' first placement on the programme and provides them with the opportunity to engage in a range of activities related to the occupational therapy process and reflect on this using the tools provided

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.

<b>Key Information Set - Module data</b>				
<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	33.75	303.75	373.5

Please note that the placement hours may vary due to Bank Holidays.

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

**Practical Exam:** practical skills assessment,

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	Pass/Fail	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**

Further reading may be expected, by the Practice Educator, if so, this will be indicated clearly by them either prior to or during the placement. 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 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.

Creek, J. and Lawson-porter, A. (2007) *Contemporary issues in occupational therapy: reasoning and reflection*. [online] London: Wiley & sons. [Accessed 18 December 2014].

Crist, P. and Scaffa, M. (2012) *Best practices in Occupational Therapy Education*. London: Routledge.

Duncan, E. (2009) *Skills for practice in occupational therapy*. [online] Edinburgh: Churchill Livingstone. [Accessed 18 December 2014].

Polglase, T. and Treseder, R. (2012) *The Occupational Therapy Handbook: Practice Education*. [online] London: M&K Update. [Accessed 18 December 2014].

Rodgers, S., Fitzgerald, C., Davila, W., Millar, F. and Allison, H. (2011) What makes a quality occupational therapy practice placement? Students and practice educators perspectives. *Australian Occupational Therapy Journal*. 58(3). pp 195-202.

Turpin, M. And Iwama, M. (2011) *Using occupational therapy models in practice: A field*

guide. [online] London: Churchill Livingstone [Accessed 18 December 2014].

### Part 3: Assessment

Assessment Strategy	<p>This is the first placement on the programme and is assessed by a learning contract (Component A) which assesses students' abilities in practice in relation to the placement competencies listed in this section.</p> <ol style="list-style-type: none"> <li>1. Present a professional approach, demonstrating awareness of the ethical and legal issues of professional practice</li> <li>2. Understand the roles of the interprofessional (multidisciplinary) team</li> <li>3. Take account of the physical and psychological impact of ill-health</li> <li>4. Analyse an occupation used in professional practice setting</li> <li>5. Demonstrate basic clinical reasoning and problem solving skills</li> <li>6. Complete a basic and appropriate assessment of a service users occupational needs</li> <li>7. Demonstrate basic skills in using a client-centred approach</li> <li>8. Demonstrate safe and effective use of occupational therapy skills</li> <li>9. Demonstrate safe and effective professional practice when working in a health or social care setting</li> <li>10. Demonstrate appropriate verbal and written communication skills with all colleagues, service users and their carers and other services</li> </ol>
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Identify final assessment component and element	<b>Component A</b>	
% weighting between components A and B (Standard modules only)	A:	B:
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>	
1. Learning Contract: Assessment of competence in practice	Pass/Fail	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>	
1. Learning Contract: Assessment of competence in practice	Pass/Fail	
<p>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.</p>		