




CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Complex Needs and Occupation				
Module Code	UZYSX7-15-2	Level	2	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
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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"> 1. Identify the impact of complex needs and environments on occupational performance (Component A) 2. Explore the evidence base for working with clients with complex needs (Component A) 3. Analyse complex needs and justify intervention plans and strategies (Component A) 4. Demonstrate professional reasoning and justification of decision making in designing intervention plans (Component A) 5. Use approaches and occupational therapy models of practice to inform assessment and implementation of intervention plans, using case studies (Component A) 6. Identify and justify possible inter-professional input which impacts upon occupational therapy interventions (Component A)
Syllabus Outline	<p>The aim of this module is to enable students to develop the skills necessary to work with clients with Complex Needs. This module builds on the work students have undertaken in their previous level 2 modules, and in their two placements. They are expected to work in a more autonomous way now that they are working towards the end of their level 2 studies and much of this module is engaged with using case studies in a problem based curriculum. The module is, however 'front loaded' with some pertinent seminars, and they will have regular feedback sessions one their Problem Based Learning output and the opportunity to talk to service users with similar issues to those faced by the paper case studies.</p> <p>The seminars will cover:</p>

	<ul style="list-style-type: none"> • What complexity means in occupational therapy and the occupational therapy role in a variety of settings– primary, secondary and tertiary. • To explore the rationale for working with people with complex/multiple needs from an occupational therapy perspective at various stages of the life cycle. • Occupational Disruption and Reconstruction – Lifestyle redesign • Outcome measurement in Complexity • Motivational Theories and Cycle of Change • International Classification of Functioning, Disability and Health (WHO 2001) <p>The Problem Based Learning Set will cover:</p> <ul style="list-style-type: none"> • Developing assessment strategies, intervention plans and outcome measures – with clear justifications – based within occupational therapy models of practice and appropriate intervention approaches. Also how to articulate these, clearly in feedback sessions. • How to demonstrate the evidence base used in decisions made re intervention media used. • Understanding role boundaries, when to refer on and who to. • Understanding of the constraints of contexts and systems when working with clients with complex needs 																									
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>Scheduled learning includes seminars, practical workshops, Problem based learning sets, some use of online resources and discussions with service users</p> <p>Independent learning includes time engaged in essential reading, reflection on and review of session topics (both seminar and PBL) and discussions, group feedback preparation, assignment preparation and completion.</p> <p>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.</p>																									
Key Information Sets Information	<p>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.</p> <table border="1" data-bbox="459 1585 1369 1980"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></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> </tbody> </table> <p style="text-align: right;"></p> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p>	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
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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. There are several resources provided to the students – journal articles, book chapters – in Blackboard which they are directed towards. General reading around the topic of complexity and the issues certain client groups may face is, however, essential. Students will be directed towards appropriate resources during specific parts of the curriculum as necessary.

Further reading
 All students are encouraged to read widely using the library search, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available will be given in the module handbook or on Blackboard as necessary. Assignment reference lists are expected to reflect the range of reading carried out

Access and skills
 Formal opportunities for students to develop their library and information skills were provided within the first semester of level 2. 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.

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 (AOTA) (2009) The Occupational Therapy Practice Framework: Domain and Process. 2nd Ed [online] *American Journal of Occupational Therapy* 62(6) pp 625-683. [Accessed 11 December 2014].

Backman, C. L. (2004) Occupational Balance: Exploring the relationships among daily occupations and their influence on well being. [online] *Canadian Journal of Occupational Therapy* 71(4) pp 202-209. [Accessed 11 December 2014]

Bury, M. (1982) Chronic illness as biographical disruption. [online] *Sociology of Health and Illness*. 4(2) pp 167-182. [Accessed 11 December 2014]

2014].

Goodley D., Lawthom R., Clough P. and Moore, M. (2004). *Researching Life Stories: method, theory and analyses in a biographical age..* London: Routledge Falmer.

Matuska, K. M. and Christiansen, C. H. (2008) A Proposed Model of Lifestyle Balance. [online] *Journal of Occupational Science*. 15(1) pp 9-19. [Accessed 11 December 2014].

Molineux, M. Ed. (2004) *Occupation for Occupational Therapists*. Oxford: Blackwell.

Rankin, J. and Regan, S. (2004) *Meeting Complex Needs: The Future of Social Care*. London: Turning Points/ Institute of Public Policy Research (IPPR).

Schkade, J. K. and Schultz, S. (1992) Occupational Adaptation: Toward a holistic approach for contemporary practice, part 1. *American Journal of Occupational Therapy* 46(9) pp 829-837.

Weston, J. (2002) *Choosing, getting and keeping a job: A study of Supported Employment for People with Complex Needs*. Edinburgh: Scottish Human Services Trust.

Whiteford, G. (2000) Occupational deprivation: Global challenges in the new millennium.[online] *British Journal of Occupational Therapy* 63(5), pp 200-204. [Accessed 11 December 2014].

Wilcock, A. (2006) *An Occupational Perspective of Health*. 2nd ed. Thorofare, NJ: Slack

Part 3: Assessment

Assessment Strategy	<p>Students will be given formative feedback on their project work and skills as they progress through the module, as explained in syllabus outline.</p> <p>The summative assessment for this module is one component (Component A) which covers learning outcomes 1-6. It is a 15 minute Individual Professional Reasoning Viva supported by an e-Poster. The poster is integral to the process with majority of the assessment being weighted towards students' responses to questioning. This is the most appropriate assessment vehicle as it allows the student to articulate their justifications for intervention strategies, the evidence base behind those decisions, and to fully demonstrate their grasp of the wide ranging biopsychosocial issues that a client with complex needs may be facing. At this stage of level 2 they will have had the opportunity to undertake two placements, and both of the other 'Challenges' modules at level 2. Thus this is an appropriate stage in the programme to fully test their professional reasoning, and the ability to articulate this succinctly.</p>
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A: 100	B: 0

First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
1. Individual Professional Reasoning Viva with e-Poster – 15 minutes	100	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting	
1. Individual Professional Reasoning Viva with e-Poster – 15 minutes	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.		