



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Occupational Therapy Practice 2				
Module Code	UZYSX8-15-2	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	Professional Practice
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. Complete the placement competencies as defined in the Learning Contract (see assessment strategy) (Component A)
Syllabus Outline	<p>This is a practice placement module, which has some taught preparatory sessions, including mandatory moving and handling practicals, which occur prior to the placement. NB: If a student does not complete this mandatory practical and the related paperwork prior to their placement, 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"> • Assessment tools and procedures: such as structured and non-structured assessments, observational tools, interview, criterion referenced tools • Appraising the options in intervention • Constructing client-centred intervention plans • Review of social model of disability • Use of a structured, reflective framework • Understanding of the HCPC requirements for professional development • Moving and Handling for level 2 <p>The Professional Practice Placement</p>

	<p>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.</p> <p>The values of the NHS Constitution are implicit within this module.</p>																				
Contact Hours	<p>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 37.5 hours in placement related independent study (half a day a week) and, as they are out in practice for 10 weeks they will undertake a further 337.5 hours of learning on placement.</p>																				
Teaching and Learning Methods	<p>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</p> <p>Independent learning includes time engaged in essential reading, reflection on and review of session topics and discussions, 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> <p>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</p> <p>Placement learning: this is the students' second placement on the programme and enables them to engage in a full range of activities related to the occupational therapy process, focussing on intervention planning strategies and reflect on this using an appropriate model of reflection.</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="475 1496 1370 1901"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></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>37.5</td> <td>337.5</td> <td style="color: red;">411</td> </tr> </tbody> </table> <p>Please note that the placement hours may vary due to Bank Holidays.</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	37.5	337.5	411
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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 during specific parts of the curriculum as necessary.

Further reading

Students are expected to identify all other reading relevant to their placement setting for themselves, possibly with guidance from their Practice Educator. They will be 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. 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.

Bonsaksen, T. (2013) Self- reported therapeutic style in occupational therapy students *British journal of occupational therapy*. 76(11) pp. 496-502

Christiansen, C.H., Baum, C.M. and Bass-Haugen, J. (2014) *Occupational therapy performance, participation and well being*. 4th ed. Thorofare, NJ: SLACK Incorporated.

Wilcock, A. and Hocking, C. (2014) *An occupational perspective of health*. 3rd. ed. Thorofare, NJ: Slack Incorporated

Sladyk, K., Jacobs, K. and MacRae, N. (2010) *Occupational therapy essentials for clinical competence*. Thorofare, NJ: Slack Incorporated

Morreale, M.J. (2014) *Developing clinical competence: A workout for the OTA*. Thorofare, NJ: Slack Incorporated

Bryant, W. (2014) *Creek's occupational therapy and mental health*. 5th ed. London: Churchill Livingstone Elsevier

College of Occupational Therapists (2010) *The code of ethics and professional conduct*. Available from: <http://www.cot.co.uk/sites/default/files/publications/public/Code-of-Ethics2010.pdf> [Accessed 18 December 2014].

College of Occupational therapists (2011) *Professional standards for occupational therapy practice*. Available from: <http://www.cot.co.uk/standards-ethics/professional-standards-occupational-therapy-practice>. [Accessed 18 December 2014]

College of Occupational Therapists website. Available from: <http://www.cot.co.uk/>. [Accessed 18 December 2014].

Part 3: Assessment

Assessment Strategy	<p>This is a professional practice module and the assessments for this module are 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"> 1. Discuss the impact of health and social conditions for service users in the given setting 2. Evaluate different approaches and media used in occupational therapy utilising appropriate evidence 3. Identify assessment tools used and discuss their effectiveness in assessing occupational performance 4. Conduct assessments of service-users and document these in line with the placements system 5. Demonstrate the ability to utilise data from assessment to construct an intervention plan for a service user 6. Demonstrate safe and effective professional practice when working in a health, social care or role-emerging setting 7. Reflect upon social and cultural contexts and their impact upon professional practice 8. Work effectively as a team member throughout the professional practice experience 9. Reflect upon professional practice and identify areas for further development 10. Demonstrate a client-centred approach 11. Utilise appropriate verbal and written communication skills with all colleagues, service users and their carers and other services
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
1. Learning Contract: Assessment of competence in Practice	Pass/Fail	

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

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.