



## MODULE SPECIFICATION

Part 1: Information			
<b>Module Title</b>	Complex Needs and Occupational Therapy		
<b>Module Code</b>	UZZY9U-15-2	<b>Level</b>	5
<b>For implementation from</b>	September 2021		
<b>UWE Credit Rating</b>	15	<b>ECTS Credit Rating</b>	7.5
<b>Faculty</b>	Health and Applied Science	<b>Field</b>	Allied Health Professions
<b>Department</b>	Allied Health Professions		
<b>Contributes towards</b>	BSc (Hons) Applied Occupational Therapy		
<b>Module type:</b>	Standard		
<b>Pre-requisites</b>	None		
<b>Excluded Combinations</b>	None		
<b>Co- requisites</b>	None		
<b>Module Entry requirements</b>	None		

Part 2: Description
<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 modules and placement(s). They are expected to work in a more autonomous way, which reflects their stage of learning. Much of this module is engaged with using case studies in a problem-based curriculum. However, the module is 'front loaded' with some relevant seminars, and they will have regular feedback sessions on their Problem Based Learning output alongside the opportunity to talk to service users and/or carers with similar issues to those faced by the case studies.</p> <p><b>The seminar syllabus will usually cover:</b></p> <ul style="list-style-type: none"> <li>• What complexity means in human occupation and the occupational therapy role in a variety of settings—primary, secondary and tertiary.</li> <li>• To explore the rationale for working with people with complex/multiple needs from an occupational therapy perspective at various stages of the life cycle.</li> <li>• Occupational Disruption and Reconstruction – Lifestyle redesign</li> <li>• Outcome measurement in Complexity</li> <li>• Motivational Theories and Cycle of Change</li> <li>• International Classification of Functioning, Disability and Health (WHO 2001)</li> </ul> <p><b>The Problem Based Learning Set will cover:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• How to demonstrate the evidence base used in decisions made re intervention media used.</li> </ul>

- Understanding role boundaries, when to refer on and to which professional/agency.
- Understanding of the constraints of contexts and systems when working with clients with complex needs

Generic Graduate Skill	Specific strand (eg presentation) - Optional	Introduced	Developed	Evidenced
1. Communication	Viva	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Professionalism	Viva	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Critical Thinking	Viva	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Digital Fluency	e-poster	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Innovative and Enterprising	Viva	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Forward Looking	Viva	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Emotional Intelligence	Viva	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. Globally Engaged	Viva	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Part 3: Assessment

**Component A:** 15-minute Individual Professional Reasoning Viva supported by an e-Poster.




#### Rationale

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 5 they will have had the opportunity to undertake two placements, and both of the other 'Challenges' modules at level 5. Thus, this is an appropriate stage in the programme to fully test their professional reasoning, and the ability to articulate this succinctly.

#### Formative Assessment

Students will be given formative feedback on their project work and skills, which link to the learning outcomes and assessment of the module, as they progress through the module, as explained in syllabus outline. Students will be given formative feedback on their work and skills in the workplace as they progress through the module, in relation to the module learning outcomes and the related Knowledge, Skills and Behaviours for the Occupational Therapist (Degree) Apprenticeship Standard. They can record these on formative logs to add to their Apprenticeship Portfolio of Evidence, working towards achieving the End Point Assessment Gateway.

Identify final timetabled piece of assessment (component and element)	Component A1		
% weighting between components A and B (Standard modules only)	A:	B:	
	100		
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		

Part 4: Learning Outcomes & KIS Data																																								
<b>Learning Outcomes</b>	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>Analyse the impact of complex needs and environments on occupational performance and justify intervention plans and strategies for working with clients in these circumstances (Component A)</li> <li>Explore the evidence base for working with clients with complex needs (Component A)</li> <li>Demonstrate professional reasoning and justification of decision making in designing intervention plans, including justification for any interprofessional input impacting upon occupational therapy interventions (Component A)</li> <li>Use approaches and occupational therapy models of practice to inform assessment and implementation of intervention plans, using case studies (Component A)</li> </ul>																																							
<b>Key Information Sets Information (KIS)</b>	<table border="1"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="5"></td> </tr> <tr> <td colspan="4">Number of credits for this module</td> <td>15</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></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>30</td> <td>120</td> <td>0</td> <td>150</td> </tr> <tr> <td colspan="4"></td> <td></td> </tr> </tbody> </table>					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	30	120	0	150					
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	30	120	0	150																																				
																																								
<b>Contact Hours</b>	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p><b>Written Exam:</b> Unseen or open book written exam  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project or in class test  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p>																																							
<b>Total Assessment</b>	<table border="1"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>0%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>100%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table>					Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	0%	Practical exam assessment percentage	100%		100%																									
Total assessment of the module:																																								
Written exam assessment percentage	0%																																							
Coursework assessment percentage	0%																																							
Practical exam assessment percentage	100%																																							
	100%																																							
<b>Reading List</b>	<a href="https://rl.talis.com/3/uwe/lists/BBC8AF78-0879-0FC2-FD3D-6F10A24913DE.html?lang=en-US&amp;login=1">https://rl.talis.com/3/uwe/lists/BBC8AF78-0879-0FC2-FD3D-6F10A24913DE.html?lang=en-US&amp;login=1</a>																																							

**FOR OFFICE USE ONLY**

<b>First Approval Date (and panel type)</b>	26 <sup>th</sup> May 2020		
	<b>Version</b>	1	

Revision ASQC Approval Date				