



## **Module Specification**

### **Complex Needs and Occupational Therapy**

Version: 2023-24, v2.0, 09 Jul 2023

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## Part 1: Information

**Module title:** Complex Needs and Occupational Therapy

**Module code:** UZYY9U-15-2

**Level:** Level 5

**For implementation from:** 2023-24

**UWE credit rating:** 15

**ECTS credit rating:** 7.5

**Faculty:** Faculty of Health & Applied Sciences

**Department:** HAS School of Health and Social Wellbeing

**Partner institutions:** None

**Field:** Allied Health Professions

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** Yes

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** Not applicable

**Features:** Not applicable

**Educational aims:** 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.

**Outline syllabus:** The seminar syllabus will usually cover:

What complexity means in human occupation 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).

The Problem Based Learning Set will cover:

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 to which professional/agency;

Understanding of the constraints of contexts and systems when working with clients with complex needs.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** See Learning Outcomes.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Analyse the impact of complex needs and environments on occupational performance and justify intervention plans and strategies for working with clients in these circumstances

**MO2** Explore the evidence base for working with clients with complex needs

**MO3** Demonstrate professional reasoning and justification of decision making in designing intervention plans, including justification for any interprofessional input impacting upon occupational therapy interventions

**MO4** Use approaches and occupational therapy models of practice to inform assessment and implementation of intervention plans, using case studies

**Hours to be allocated:** 150

**Contact hours:**

Independent study/self-guided study = 120 hours

Face-to-face learning = 30 hours

Total = 150

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/index.html) via the following link <https://uwe.rl.talis.com/index.html>

## **Part 4: Assessment**

**Assessment strategy:** Summative Assessment: 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.

### **Assessment tasks:**

#### **Presentation (First Sit)**

Description: Individual Professional Reasoning Viva with e-poster – 15 minutes

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

#### **Presentation (Resit)**

Description: Individual Professional Reasoning Viva with e-poster – 15 minutes

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

## **Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Occupational Therapy {Apprenticeship-UWE} [Sep][FT][Glenside][4yrs] BSc (Hons)  
2021-22