Enabling Occupation

Module Code: OCT5007-E
Academic Year: 2018-19
Credit Rating: 60
School: School of Allied Health Professions and Midwifery
Subject Area: Occupational Therapy
FHEQ Level: FHEQ Level 5
Module Leader: Miss Elizabeth Hastie

Additional Tutors: Miss Susan Jackson, Ms Pamela Toothill, Mr Martin Fitzgerald, Ms Victoria Wilkinson, Ms Jo Atkinson

Pre-requisites:
Co-requisites:

Contact Hours

<table>
<thead>
<tr>
<th>Type</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Lectures</td>
<td>55</td>
</tr>
<tr>
<td>Practical classes and</td>
<td>99</td>
</tr>
<tr>
<td>Tutorials</td>
<td>33</td>
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<tr>
<td>Directed Study</td>
<td>413</td>
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Availability Periods

<table>
<thead>
<tr>
<th>Occurrence</th>
<th>Location/Period</th>
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<tbody>
<tr>
<td></td>
<td>University of Bradford / Academic Year (Sept - May)</td>
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Module Aims

To equip students with the knowledge and skills to enable them to identify, deliver, adapt and evaluate occupational therapy interventions for a range of people in differing contexts.

To provide students with an insight into the contemporary and future issues relevant to
occupational therapy and health and social care provision, applying these into the wider global and cultural arena.

**Outline Syllabus**

Emotional resilience to manage self, PDP, Supervision models, Emotional intelligence, Cultural competence, Human factors

Therapeutic use of self, Project management, Sustainable practice

Motivational and learning theories, Occupational therapy core skills

Legislation, policies and guidance for self and practice, Professional identity, Marketing, Entrepreneurship, Management and leadership

Codes of conduct, Standards of practice, Outcome measures, Ethics and practice, Health promotion, Public health, Positive and negative occupations, Transformation through occupation, Context dependent skills, Global issues.

**Module Learning Outcomes**

*On successful completion of this module, students will be able to...*

1.1 Use established theories, models, frameworks and occupational science concepts in order to analyse occupational performance, deprivation and dysfunction.

1.2 Analyse human factors theory and its implications for interprofessional practice.

1.3 Evaluate the cultural, social and political influences on occupation and occupational engagement.

2.1 Apply clinical and professional reasoning to select, justify and evaluate client centred assessment, addressing occupational dysfunction.

2.2 Apply clinical and professional reasoning to select, justify and evaluate client centred and meaningful intervention strategies addressing occupational dysfunction.

2.3 Practically demonstrate skills related to occupational therapy.

2.4 Explore and articulate future possibilities for occupational therapy.

2.5 Integrate innovation and entrepreneurship into occupational therapy provision.

3.1 Analyse, critically evaluate and apply evidence and information from a wide range of sources.

3.2 Collaborate and plan as part of a team, contributing to the process in an equitable and professional manner.

3.3 Communicate effectively and professionally using different formats.

3.4 Effectively utilise reflection to enhance professional practice, personal development and employability.

**Learning, Teaching and Assessment Strategy**

Students will engage in enquiry based and research informed learning that utilises lectures, practicals and seminars to underpin the development of practical and core skills from theoretical knowledge. Development of practical application will be supported through
specific skill sessions, and group work with community organisations incorporating current evidence based knowledge, practice and outcome measures. Formative and summative assessments will occur throughout the module to ensure that knowledge and skills develop incrementally and are consolidated.

There are four modes of summative assessment, an individual practical assessment (L.O. 2.1, 2.2, 2.3). delivery of a group intervention (L.O. 1.2, 2.5, 3.2), an individual reflective piece (L.O. 2.4, 3.4) and an individual written assignment (LO. 1.1, 1.3, 3.1, 3.3).

Annotations to written work and/or tutorials will provide feedback and support on formative work. Peer feedback will be an integrative part of group work. Supporting information will be available on the VLE.

**Mode of Assessment**

<table>
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<tr>
<th>Type</th>
<th>Method</th>
<th>Description</th>
<th>Length</th>
<th>Weighting</th>
<th>Final Assess'</th>
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<tbody>
<tr>
<td>Summative</td>
<td>Examination - practical/labatory</td>
<td>Individual practical assessment delivering a therapeutic activity of skill (30 mins)</td>
<td>30 minutes</td>
<td>25%</td>
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<tr>
<td>Summative</td>
<td>Coursework</td>
<td>Individual submission of Coursework</td>
<td>0-1500 words</td>
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<td>Coursework</td>
<td>Individual Submission of Coursework</td>
<td>0-3000 words</td>
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<td>Summative</td>
<td>Coursework</td>
<td>Delivery of Group Intervention</td>
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**Legacy Code (if applicable)**

HP-T505B

**Reading List**

To view Reading List, please go to [rebus:list](http://rebus:list).