

| Module Details | |
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| Module Title | Performance of Occupational Beings |
| Module Code | OCT4005-D |
| Academic Year | 2020/1 |
| Credits | 40 |
| School | School of Allied Health Professions and Midwifery |
| Subject Area | Occupational Therapy |
| FHEQ Level | FHEQ Level 4 |
| Pre-requisites | N/A |
| Co-requisites | N/A |

| Contact Hours | |
|--------------------------------|-------|
| Type | Hours |
| Online Lecture (Synchronous) | 31 |
| Online Lecture (Asynchronous) | 3 |
| Online Seminar (Synchronous) | 34 |
| Practical Classes or Workshops | 8 |
| Online Tutorials (Synchronous) | 4 |
| Directed Study | 13 |
| Independent Study | 257 |
| Learning Objects Interaction | 50 |

| Availability | |
|--------------|--|
| Occurrence | Location / Period |
| BDA | University of Bradford / Academic Year |

| Module Aims |
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| <p>To identify and understand people as occupational beings and recognise the dynamic relationship between engagement in occupation, health and well-being for individuals, groups and communities.</p> <p>To explore the bio-psychosocial processes underpinning human function and recognise and define the barriers and facilitators to occupation.</p> |

Outline Syllabus

Human function, behaviour and occupational performance.
 Concepts and determinants of health and well-being.
 Health & care needs of people and populations.
 Anatomy, physiology and pathology.
 Cognitive, affective and psychomotor skills.
 Common conditions, dementia, end of life.
 Occupational dysfunction/limitations.
 Social & psychological sciences and relationship to Occupational Therapy.
 Lifespan development and occupational abilities (transitions across the lifespan).
 Environmental/personal barriers to engagement in occupation.
 Facilitators to occupational engagement.
 Health & care needs of people and populations.
 Public Health. Health promotion.
 Statutory/Non-statutory organisations and roles.
 General treatment principles.
 Evidence based health and social care.
 Interprofessional awareness of MDT roles.
 Impact due to inequality, poverty, social exclusion, social difference or diversity on occupational performance and opportunities for engagement.
 Cultural differences in people and populations and their relationship to health and the use of health and care services.
 Government policies/legislation/guidelines relating to health and social care.
 Health and care philosophy & policy and translation into OT practice and contexts.

Learning Outcomes

| Outcome Number | Description |
|----------------|--|
| 01 | 1.1 Demonstrate understanding of relevant anatomy, physiology, psychology and sociology (including cultural aspects) underpinning occupational performance 1.2 Discuss the functional effects of common pathologies and their impact on occupational engagement and performance |
| 02 | 2.1 Recognise the interaction between the person, environment and occupation and describe how this influences occupational participation 2.2 Identify and discuss interventions used to promote, maintain and restore a sense of health and well-being |
| 03 | 3.1 Gather and utilise information, gained from a wide range of sources, effectively and in a timely manner 3.2 Develop skills of professional reasoning |

Learning, Teaching and Assessment Strategy

This module uses a blended learning approach to support learning and achievement. Students will engage in a range of synchronous and asynchronous learning activities in order to address aspects of the syllabus content. The module will be delivered using a series of research informed themed learning events with key lectures, seminars and tutorials incorporating team based and enquiry based learning activities & directed study. Face to face teaching, online learning & self-directed study tasks will promote understanding of the dynamic relationship between occupation and health & well-being, an understanding of pathology and the barriers & facilitators to occupational engagement. Key lectures, team based and enquiry based activities will focus on the importance of occupation, body systems in health and disease and the impact of pathology (LO 1.1, 1.2). Case scenarios will enable students to explore the impact of common conditions on occupational participation and develop understanding of interventions which may be used to promote occupational engagement (LO 2.1-2.2). Self-directed study includes preparatory work associated with team & enquiry based activities, case scenarios and reading towards the module outcomes (LO 1.1, 1.2, 2.1, 2.2, 3.1). Formative assessment will be embedded within the module, linked with summative assessment with provision of feedback to facilitate the understanding of people as occupational beings, the bio-psycho-social processes underpinning human function and the barriers/facilitators to occupation. There are 2 modes of assessment throughout the year. Mode 1 is an assessment of knowledge through a multiple choice exam (LO 1.1). In Mode 2 students will choose from a range of case-based scenarios and address (LO 1.2, 2.1, 2.2, 3.1, 3.2).

Mode of Assessment

| Type | Method | Description | Length | Weighting |
|-----------|-------------------|---|--------|-----------|
| Summative | Coursework | Individual submission of coursework based on case based scenario (Must Pass at 40%) | N/A | 70% |
| Summative | Examination - MCQ | Assessment of knowledge (Must Pass at 40%) | 1 hour | 30% |

Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.