

Module Details	
Module Title	Enabling Occupation
Module Code	OCT5007-E
Academic Year	2020/1
Credits	60
School	School of Allied Health Professions and Midwifery
Subject Area	Occupational Therapy
FHEQ Level	FHEQ Level 5
Pre-requisites	N/A
Co-requisites	N/A

Contact Hours	
Type	Hours
Online Lecture (Synchronous)	25
Practical Classes or Workshops	35
Online Seminar (Synchronous)	38
Online Tutorials (Synchronous)	19
Learning Objects Interaction	41
Directed Study	26
Independent Study	303.5
Clinical Placement	112.5

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Full Year

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.

Learning Outcomes

Outcome Number	Description
1	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	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 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	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

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, They will engage in enquiry based and research informed learning that utilises lectures, practicals, seminars, tutorials and online learning to underpin the development of practical and core skills from theoretical knowledge. Students will also engage in a formative placement experience to consolidate and further their learning. Development of practical application will be supported throughout the module 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), development of an occupational therapy intervention as a group (L.O. 1.2, 2.5, 3.2), an individual reflective piece (L.O. 2.4, 3.4) and an individual written assignment (L.O. 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				
Type	Method	Description	Length	Weighting
Summative	Examination - practical/laboratory	Individual practical assessment delivering a therapeutic activity of skill (30 mins) (must pass at 40%)	30 mins	25%
Summative	Coursework	Individual submission of Coursework (1500 words) (must pass at 40%)	N/A	17%
Summative	Coursework	Individual Submission of Coursework (3000 words) (must pass at 40%)	N/A	25%
Summative	Coursework	Development of Group Intervention (must pass at 40%)	1 hour	33%

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.

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