

Module Title:	Human Function	Level:	4	Credit Value:	20
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Module code:	OCC406	Is this a new module?	Yes	Code of module being replaced:	OCC402
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Cost Centre:	GATY	JACS3 code:	B930
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Trimester(s) in which to be offered:	1, 2	With effect from:	September 17
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School:	Social & Life Sciences	Module Leader:	Helen Carey
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Scheduled learning and teaching hours	140hrs
Guided independent study	60hrs
Placement	0hrs
Module duration (total hours)	200hrs

Programme(s) in which to be offered	Core	Option
BSc (Hons) Occupational Therapy	Yes	

Pre-requisites
Not applicable

Office use only

Initial approval April 2017

APSC approval of modification N/A

Have any derogations received Academic Board approval?

Version 1

Yes

Module Aims

To use occupational engagement as a focus to study normal physical, social and psychological development.

The students will explore anatomical, physiological and psychological systems throughout the human lifecycle and apply to occupational engagement.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

At the end of this module, students will be able to		Key Skills	
1	Describe the components of musculoskeletal system with application to how each element interacts to facilitate normal movement patterns	KS1	KS4
		KS2	KS9
2	Describe physiological systems with application of how each integrates to maintain homeostasis and engagement in occupation.	KS1	KS5
		KS2	KS9
3	Interpret how psychological theories of development influence engagement in occupation throughout the lifecycle	KS1	KS5
		KS2	KS9
4	Apply analysis of physical, social and psychological components of human occupation.	KS1	KS4
		KS2	KS9
5	Demonstrate application of assessment methods in assessment of physical, psychological and social functioning.	KS1	KS5
		KS2	KS9

Transferable/key skills and other attributes

- Presentation skills
- Reflective skills
- Team working skills
- Observational skills

Derogations

Condonement is not permitted, therefore a pass mark of 40% or above must be achieved in all modules (COT 2014).

Students who submit an assessment for the third time (in absence of extenuating circumstances) must engage fully with the module in order to receive further academic learning.

Assessment:

Formative: In pairs, students will present an activity analysis of a simple task in relation to how this system enables normal occupational engagement.

Summative: **Human Function Test.** Students will carry out a 2 hour in-class test related to anatomical, physiological and psychological knowledge and application to human occupational engagement. The in-class test will consist of short answer questions which retrieve applied knowledge and one long answer question which will focus upon balance of these systems within normal occupational engagement.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4,5	In-class test	100%		2 hours

Learning and Teaching Strategies:

This module combines a range of learning and teaching strategies which encourage the student to develop their understanding of their own learning systems and how they can utilise these effectively.

Musculoskeletal: Electronic anatomical workbook compliments applied anatomical sessions where application of learning is carried out in seminar teaching delivery.

Psychological: Key note lectures complimented by group discussions and debates. Self-reflection activities utilised to demonstrate normal functioning.

Physiological: Workbook based in group learning with tutor facilitation.

Syllabus outline:

The focus of this module is for the students to build knowledge of normal musculoskeletal, physiological and psychological systems and apply to occupational engagement. The syllabus also applies assessment from the Professional Studies module and putting into practice the students own learning strategies from the Research 1 module.

There is an acknowledgment that students commence the programme with varying knowledge of the musculoskeletal, physiological and psychological systems depending on prior learning; the syllabus has therefore been designed to enable each student to achieve a standard of knowledge application by the end of the module.

The syllabus is taught in 3 general compartments: musculoskeletal, psychological and then physiological. This compartmentalising enables the student to absorb the information and then combine towards the end of the module. As explained above, different learning strategies are incorporated for each compartment.

Musculoskeletal: Importance is placed on being able to apply musculoskeletal knowledge, therefore contact sessions are delivered within seminars and the students facilitate and observe each other's musculoskeletal system. Each joint is focussed upon separately with incremental building of activity analysis as the knowledge builds. An electronic anatomical workbook is provided to the student once the student is fully accepted to the programme and they are expected to carry out self-directed learning prior to each session. This enables a basic foundation for all students in the seminar prior to the application.

Psychological: Each psychological element is delivered sequentially with the focus upon psychological elements within theoretical development. Focus within the syllabus is given to discussion and debate of psychological development and its interaction with social environment.

Physiological: Students work within small groups and complete physiological systems within a workbook format. Each physiological system is covered incrementally with the focus on how the system impacts upon homeostasis and occupational engagement. This component also introduces the concept of balance and interplay between above systems in terms of occupational performance.

Bibliography:

Essential reading

Carey, H. (2016) *Anatomy Workbook*. Electronic Version. Glyndŵr University.

Gross, R. (2015) *Psychology. The Science of Mind and Behaviour*. (7th ed.) London: Hodder Education.

McMillan, I. and Carin-Levey, G. (2011) *Tyldesley and Grieves Muscles, Nerves and Movement*. (4th ed.) Oxford: Wiley-Blackwell.

Other indicative reading

Moimi, J. (2015) *Anatomy and Physiology for Health Professions*. New York: Taylor and Francis.

Clancy, J. and McVicar, A. (2009) *Physiology and Anatomy for Nurses and Healthcare Practitioners. A Homeostatic Approach*. Florida: Hodder Arnold.