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Refer to guidance notes for completion of each section of the specification.

<b>Module Code:</b>	OCC409
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<b>Module Title:</b>	Human Function
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<b>Level:</b>	4	<b>Credit Value:</b>	20
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<b>Cost Centre(s):</b>	GATY	<b>HECoS code:</b>	100249
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<b>Faculty:</b>	Social and Life Sciences	<b>Module Leader:</b>	Bethan Owen-Booth
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Scheduled learning and teaching hours	140 hrs
Placement tutor support	0hrs
<b>Total contact hours</b>	<b>140 hrs</b>
Placement / work based learning	<b>0 hrs</b>
Guided independent study	60 hrs
<b>Module duration (total hours)</b>	200 hrs

<b>Programme(s) in which to be offered (not including exit awards)</b>	Core	Option
BSc (Hons) Occupational Therapy	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<b>Pre-requisites</b>
N/A

<b>Office use only</b>		
Initial approval:	01/09/2020	Version no: 1
With effect from:	01/09/2020	
Date and details of revision:		Version no:

**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.

**Module Learning Outcomes - at the end of this module, students will be able to**

1	Describe the components of musculoskeletal system with application to how each element interacts to facilitate normal movement patterns
2	Describe physiological systems with application of how each integrates to maintain homeostasis and engagement in occupation.
3	Interpret how psychological theories of development influence engagement in occupation throughout the lifecycle
4	Apply analysis of physical, social and psychological components of human occupation
5	Demonstrate application of assessment methods in assessment of physical, psychological and social functioning.

<b>Employability Skills The Wrexham Glyndŵr Graduate</b>	<b>I = included in module content A = included in module assessment N/A = not applicable</b>
<i>Guidance: complete the matrix to indicate which of the following are included in the module content and/or assessment in alignment with the matrix provided in the programme specification.</i>	
<b>CORE ATTRIBUTES</b>	
Engaged	I
Creative	I
Enterprising	N/A
Ethical	I
<b>KEY ATTITUDES</b>	
Commitment	IA
Curiosity	I
Resilient	IA
Confidence	IA
Adaptability	IA
<b>PRACTICAL SKILLSETS</b>	
Digital fluency	I
Organisation	IA
Leadership and team working	I
Critical thinking	IA

<b>Employability Skills The Wrexham Glyndŵr Graduate</b>	<b>I = included in module content A = included in module assessment N/A = not applicable</b>
Emotional intelligence	IA
Communication	IA
<b>Derogations</b>	
<p>Condonement is not permitted, therefore a pass mark of 40% or above must be achieved in all modules (COT 2014).</p> <p>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.</p>	

<b>Assessment:</b>			
Indicative Assessment Tasks:			
<p><b>Formative:</b> In pairs, students will present an activity analysis of a simple task in relation to how this system enables normal occupational engagement.</p> <p><b>Summative:</b> Students will be required to complete a 2,500 word written assignment using a structured occupational analysis framework (adapted from AOTA, 2014). An explanation of the key musculoskeletal, physiological and psychological factors necessary to engage in the selected occupation needs to be provided. Where appropriate students will support their analysis with cited references and include a reference list at the end of the framework. These supporting references will be taken from underpinning theory and evidence.</p>			
Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1-5	Essay	100%

<b>Learning and Teaching Strategies:</b>
<p>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.</p> <p>Musculoskeletal: Electronic anatomical workbook compliments applied anatomical sessions where application of learning is carried out in seminar teaching delivery.</p> <p>Psychological: Key note lectures complimented by group discussions and debates. Self reflection activities utilised to demonstrate normal functioning.</p> <p>Physiological: Workbook based in group learning with tutor facilitation.</p>

## **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.

**Indicative Bibliography:****Essential reading**

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

Gross, R. (2020) *Psychology. The Science of Mind and Behaviour*. (8th ed.) London: Hodder Education.

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

Waugh, A., and Grant A. (2018) (13<sup>th</sup> ed) *Ross and Wilson anatomy and physiology in health and illness*, Elsevier Health Sciences.

**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.