

Module Title:	Approaches to Practice	Level:	5	Credit Value:	30
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Module code:	OCC503	Is this a new module?	Yes	Code of module being replaced:	OCC510
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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	100hrs
Guided independent study	200hrs
Placement	0hrs
Module duration (total hours)	300hrs

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?

Revised Nov 2020 - updated Reading List

Version 1

Yes

Version 2

Module Aims

To apply and integrate foundations of intervention approaches to guide clinical reasoning for contemporary occupational therapy practice.

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	Translate occupational therapy philosophy into approaches for intervention with application to occupational barriers.	KS1	KS3
		KS6	
2	Formulate clinical reasoning through application of approaches to intervention	KS1	KS3
3	Apply creativity and entrepreneurship in team work to develop innovative practice which applies specific approaches to intervention	KS1	KS2
		KS3	KS4
		KS8	KS9
4	Synthesise occupational barriers, models of practice and policy frameworks to justify clinical reasoning	KS1	KS2
		KS3	
5	Discriminate the distinctiveness of contemporary occupational therapy practice in relation to interprofessional disciplines in a local, national and global context.	KS1	KS2
		KS3	KS6
		KS8	

Transferable/key skills and other attributes

Presentation skills
Reflective skills
Team working skills
Observational skills
Coordination 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: **Educational Delivery.** Students will run a clinical educational session with the remainder of the cohort which applies the educational approach in practice.

Summative: **Creative Education Resource.** Entrepreneurial skills will be used to create an educational resource which will demonstrate understanding and application of approaches to intervention. Students will work in groups to incorporate the use of one approach they have selected to produce a resource, a hand-out with justified clinical reasoning which they will present to peers.

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	Group Project	100%		NA

Learning and Teaching Strategies:

This module provides a range of teaching and learning strategies; the initial part of the module incorporates strategies with the whole cohort, the second aspect has a greater depth of self-directed within group working with tutor tutorials and facilitation.

Strategies include: key note lectures, service user guest speakers, discussion/debate, paired group working, small group working, tutor facilitated group tutorials.

Syllabus outline:

The focus of this module is for the students to formulate clinical reasoning through the understanding of approaches to intervention. Approaches that will be included within the syllabus are: educational, biomechanical, neurodevelopmental, rehabilitation, social, psychodynamic, cognitive behavioural, behavioural, cognitive, compensational and sensory.

Each approach will be covered incrementally and then the Occupational Intervention 1 module complements this module as it focuses on the intervention within which the approach is based.

Entrepreneurial and creative thinking is incorporated within the application of the approaches to inspire students to consider application to contemporary occupational engagement in local, national and global contexts.

Team working and project management is also outlined within the preparation for the summative assessment. During the summative assessment students are able to apply this learning in a pressurised situation where the group relies on each other for a 30 credit module. In this capacity, development of resilience is embedded within the syllabus of this module.

Bibliography:

Essential reading

Alterin, CJ (2019) *Clinically Orientated Theory for Occupational Therapy*. Philadelphia; Wolters Kluwer

Duncan, E. (2020) *Foundations for Practice in Occupational Therapy*. Edinburgh: Elsevier

Robertson, L. (2012) *Clinical reasoning in Occupational Therapy. Controversies in Practice*. Chichester: Wiley Blackwell.

Sumsion, T. (2006) *Client-centred Practice in Occupational Therapy*. (2nd ed.) Philadelphia: Elsevier.

Wilcock, AA. and Hocking, C. (2015) *An Occupational Perspective of Health*. (3rd ed.) New Jersey: Slack Incorporated.

Other indicative reading

Relevant recent journal articles, guidelines and standards of practice related to each approach.