

<b>Module Code:</b>	OCC420
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<b>Module Title:</b>	Occupation for Health and Wellbeing
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<b>Level:</b>	4	<b>Credit Value:</b>	20
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<b>Cost Centre(s):</b>	GATY	<u>JACS3</u> code:	B930
		<u>HECoS</u> code:	100249

<b>Faculty</b>	Social and Life Sciences	<b>Module Leader:</b>	Rhiannon Macpherson
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Scheduled learning and teaching hours	36 hrs
Guided independent study	164 hrs
Placement	0 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

*Guidance - normally, the university would expect to see the following amounts of contact time and independent learning time for taught modules as part of its Modular Curriculum Framework*

<i>Level</i>	<i>Credit volume</i>	<i>Overall learning hours</i>	<i>Contact learning hours</i>	<i>Independent learning hours</i>
<i>Level 3</i>	<i>20 credits</i>	<i>200 hrs</i>	<i>40</i>	<i>160</i>
<i>Level 4</i>	<i>20 credits</i>	<i>200 hrs</i>	<i>36</i>	<i>164</i>
<i>Level 5</i>	<i>20 credits</i>	<i>200 hrs</i>	<i>30</i>	<i>170</i>
<i>Level 6</i>	<i>20 credits</i>	<i>200 hrs</i>	<i>24</i>	<i>176</i>
<i>Level 7</i>	<i>20 credits</i>	<i>200 hrs</i>	<i>21</i>	<i>179</i>

<b>Programme(s) in which to be offered (not including exit awards)</b>	Core	Option
Standalone module aligned to BSc (Hons) Occupational Therapy for QA and assessment purposes	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<b>Pre-requisites</b>

**Office use only**

Initial approval: 30/04/2019

Version no: 1

With effect from: [Click or tap to enter a date.](#)

Date and details of revision:

Version no:

**Module Aims**

The module aims to provide those considering studying occupational therapy with an insight into the beliefs and philosophy of the profession. The concepts will be related to both the students themselves and current trends in practice within the occupational therapy profession.

**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**

1	Identify the underpinning theory of human's as occupational beings	KS1	KS4
		KS2	KS6
		KS3	KS9
2	Describe the key principles of occupational science	KS1	KS4
		KS2	KS6
		KS3	KS9
3	Apply the principles of occupational science to themselves	KS1	KS4
		KS2	KS6
		KS3	KS9
4	Identify the underpinning philosophy of occupational therapy as a profession	KS1	KS4
		KS2	KS6
		KS3	KS9
5	Identify current trends in occupational therapy practice	KS1	KS4
		KS2	KS6
		KS3	KS9
6	Relate current trends in occupational therapy practice to the underpinning theory and philosophy of the profession	KS1	KS4
		KS2	KS6
		KS3	KS9

**Transferable skills and other attributes**

Ability to work as part of a team and work independently

**Derogations**

N/A

**Assessment:**

## Indicative Assessment Tasks:

1. Students will complete an online multiple choice test of key concepts (maximum 1.5 hours).
2. Students will complete a reflective piece focussing upon the application of key concepts to themselves and a practice setting.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration or Word count (or equivalent if appropriate)
1	1,2,4	Multiple Choice Questions	60%	1.5 hours
2	3,5,6	Essay	40%	1500 words

**Learning and Teaching Strategies:**

The module will be taught using a blended approach. Lectures, seminars and tutorials will be utilised alongside scheduled online group activity and interaction.

**Syllabus outline:**

The syllabus will focus upon the underpinning theory and philosophy of the profession of occupational therapy. Students will explore occupational science concepts focussing upon key definitions and principles. Occupational balance will be explored as a key theme. Students will initially apply these concepts to themselves and then to examples from various populations including health/social care settings.

The impact of occupational engagement upon an individual and/or population's health and wellbeing will be considered. Evidence for occupational engagement having a positive impact on individuals will be explored. The potential impact of engagement in occupations that have a negative impact on health and wellbeing will also be given consideration. Students will reflect upon the ethical dilemmas that such engagement brings.

Current practice trends within the profession of occupational therapy will be identified and consideration given to the place of the occupational science theory within contemporary occupational therapy practice.

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

Boniface G and Seymore A (2012) Using Occupational Therapy Theory in Practice. Wiley Blackwell, Chichester.

Wilcock A and Hocking C (2015) An Occupational Perspective of Health (3<sup>rd</sup> Ed), Thorofare: SLACK Inc.

**Other indicative reading**

Creek J (2010) The Core Concepts of Occupational Therapy: A Dynamic Framework for Practice London: Jessica Kingsley Publishers.

Molineux M (2017) A Dictionary of Occupational Science and Occupational Therapy (Oxford Quick Reference)

Whiteford G, Hocking C (2012) Occupational Science: Society, Inclusion, Participation. Chichester: Wiley Blackwell

OTJR: Occupation, Participation and Health Journal

Journal of Occupational Science