

Module specification

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Module Code	OCC422
Module Title	Human Function Through Occupation
Level	4
Credit value	40
Faculty	SLS
HECoS Code	100249
Cost Code	GATY

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
BSc (Hons) Occupational Therapy	Core

Pre-requisites

N/A

Breakdown of module hours

Learning and teaching hours	72 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	72 hrs
Placement / work based learning	0 hrs
Guided independent study	318 hrs
Module duration (total hours)	400 hrs

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Initial approval date	2 nd August 2022
With effect from date	Sept 2022
Date and details of revision	September 2024 – AM0 updated Reading List for Sept 2024 onward



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Version number	2

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 the musculoskeletal system with application to how each element interacts to facilitate normal movement patterns required to engage in occupation.
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

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Summative: Students will be required to complete a 3000 word written assignment using a structured occupational analysis framework. The assessment will be informed by an observation of an individual/s in an occupational context. 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.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2, 3, 4	Written Assignment	100



Derogations

All assessments must be successfully completed and a pass mark of 40% must be achieved in all modules, therefore condonement is not permitted. Two attempts are permitted before re-engagement in the module learning is required.

Students are permitted a third attempt at non placement modules but students who submit an assessment for the third time (in absence of extenuating circumstances) must engage fully with the module learning in order to submit.

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 strategies and how they can utilise these effectively. The delivery of this module will consist of interactive lectures, interactive classroom sessions, tutorials, group and practical sessions. Fundamental to learning and teaching strategies will be the guided and self-directed study activities required in preparation for the contact sessions.

A flipped classroom approach will be used to move the learning of essential content such as normal anatomy, physiology and psychological theories so that application can be transparently consolidated.

An electronic anatomy and physiology workbook will be used to facilitate self-directed study, along with scheduled 'Anatomage' self-directed sessions.

Learning and teaching is supported by the University's virtual learning environment Moodle and students will be able to access clear and timely information to support delivery of content such as videos, links to intranet information, open forums and pre-recorded lectures.

The University's Active Learning Framework (ALF) is embedded within the module to achieve optimal accessibility, inclusivity and flexibility in terms of how we teach, learn and assess in line with the principles of Universal Design for Learning (UDL).

A learning blend is used that combines synchronous and asynchronous digitally-enabled learning with best use of on-campus spaces and facilities.

Indicative Syllabus Outline

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 with a focus on occupational analysis. The aims are to understand human performance in the context of occupation.

Musculoskeletal:

Lower limb, upper limb and spine anatomy - bones, joints, muscle and nerves
Normal movement and development

Psychological:

Introduction to psychological theories, life course development
Social, cognitive and personality development
Cognition and perception

Physiological:

An overview of the following physiological systems - central and peripheral nervous system, cardiovascular system, reproductive system, digestive system, renal and urinary system, respiratory system, sensory system, endocrine system and homeostasis



Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Carey, H. and Owen-Booth, B. (2020), 'Anatomy Workbook'. *OCC422: Human Function Through Occupation*. Wrexham University. Unpublished.

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. (2022), *Ross and Wilson Anatomy and Physiology in Health and Illness*. 14th ed. Philadelphia: Elsevier Health Sciences.

Other indicative reading

Clancy, J. and McVicar, A. (2017), *Physiology and Anatomy for Nurses and Healthcare Practitioners: A Homeostatic Approach*. 3rd ed. United Kingdom: Routledge.

Kassin, S. M., Privitera, G. J. and Clayton, K. D. (2022), *Essentials of Psychology*. Los Angeles: SAGE.

Kuther, T. L. (2022), *Lifespan Development: Lives in Context*. Los Angeles: SAGE.

Moini, J. (2020), *Anatomy and Physiology for Health Professionals*. 3rd ed. Burlington: Jones & Bartlett Learning.

Murji, K., Neal, S. and Solomos, J. (2022), *An introduction to Sociology*. London: SAGE.

Nairne, J.S. and McBride, D.M. (2022), *Psychology*. 7th ed. Los Angeles: SAGE.

Reed, S. (2022), *Cognition: Theories and applications*. 10th ed. Los Angeles: SAGE

Employability – the University Skills Framework

Each module and degree programme are designed to support learners as they develop their graduate skills aligned to the University Skills Framework.

Using the philosophies of the Active Learning Framework (ALF) our 10 skills are embedded within programmes complementing core academic subject knowledge and understanding.

Through continuous self-assessment students own their individual skills journey and enhance their employability and career prospects.

This Module forms part of a degree programme that has been mapped against the University Skills Framework.

The Wrexham University Skills Framework Level Descriptors: An incremental and progressive approach.

Learners can use this document to identify where and how they are building skills and how they can develop examples of their success.

