

MODULE SPECIFICATION FORM

Module Title: Occupational Interruption 3 (3.11)	Level: 5	Credit Value: 20
---	----------	------------------

Module code: OCC501 (if known)	Cost Centre: GATY	JACS2 code: BP30
-----------------------------------	-------------------	------------------

When offered: Year 2 Trimester 3	With effect from: September 2012
----------------------------------	----------------------------------

Office use only: To be completed by AQSU:	Date approved: September 2012 Date revised: May 2013 Version no: 2
--	--

Existing/New: Existing	Title of module being replaced (if any): N/A
---------------------------	--

Originating Academic area:	Occupational Therapy	Module Leader:	Rhiannon Macpherson
----------------------------	----------------------	----------------	---------------------

Module duration (total hours):	200	Status: Core
Scheduled learning & teaching hours:	170	
Independent study hours:	30	
Placement hours:	N/A	

Programme(s) in which to be offered:	Pre-requisites per programme (between levels):	Co-requisites per programme (within a level):
BSc (Hons) Occupational Therapy	NA	NA

Module Aims:

To explore the management of the more complex areas of occupational interruption with a particular focus on theories and application of intervention and evaluation methods.

Expected Learning Outcomes

At the end of this module, students should be able to:

Knowledge and Understanding:

Justify an appreciation of the value of occupational science, in particular the concept of occupational deprivation.

Evaluate the impact of biological, psychological, social and cultural factors in relation to interruptions in occupational functioning

Intellectual Skills:

Analyse and integrate the issues that contribute to occupational interruption in complex cases discussing how these issues impact upon intervention.

Discipline Specific (including practical) Skills:

Justify how the occupational therapy process can enable a healthy balance of occupations following significant life events by applying and evaluating a range of appropriate approaches and intervention techniques.

Explore ways to evaluate the impact upon service provision of occupational therapy models and approaches.

Develop and justify appropriate intervention plans for a range of individuals with complex occupational interruptions and identify ways these can be evaluated and the quality of intervention improved.

Transferable Skills:

Further develop and apply effective communication and clinical reasoning skills to justify decisions.

Analyse and explain how key legislative, policy and ethical factors influence service provision and how their impact can be evaluated within a diversity of practice settings.

Assessment:

Formative Assessment: Intervention group presentation:

Students will work in small groups to identify, analyse and apply an intervention to a given case study using the evidence from current literature. This will be presented to their peers practically and with full theoretical justification to demonstrate clinical reasoning. Questions and comments from the rest of the group will allow students to reflect on the details from the presentation and make suggestions for further development.

Description:

Summative Assessment: Intervention Analysis

Description: This written assignment will examine in depth, one occupational therapy intervention undertaken with a service user facing interruption to an occupation. The student will draw upon the existing evidence base in order to identify areas where the intervention could be applied, graded and adapted. The study will demonstrate clinical reasoning to justify the intervention and how it is applied by the occupational therapist.

Specific regulations that apply to this module are:

Students are permitted three attempts at this module, but in line with COT requirements, students submitting an assessment for the third time (in the absence of extenuating circumstances) are required to engage fully with the module in order to receive further academic learning

and

A pass mark of 40% must be achieved

Assessment	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count or equivalent if appropriate
1	All	Essay	100%	NA	3000 words

Learning and Teaching Strategies:

As a level 5 module teaching will be initially through keynote lectures including both service users, in house and clinical specialists. PBL/Appreciative Inquiry tutorials will then be fully utilised to develop students' clinical reasoning skills.

Small group PBL/AI work Reflective practice Keynote lecture
Seminar presentations Role play Debate
Experiential learning opportunities Workshops (to include service users and their narratives).

Syllabus outline:

The focus of this module will be occupational therapy intervention and its evaluation in relation to more complex areas.

The module will consolidate knowledge and skills from previous occupational interruption modules in relation to the effects of occupational interruption in *complex* cases and contexts. Consideration of the social influences and cultural influences on occupation will be explored in relation to the occupational therapy role and the carers' perspective. Issues surrounding the reciprocal nature of complex problems encountered across the life cycle will also be explored.

The module will enable the student to evaluate the diversity of occupations from childhood through to older adulthood in the areas of productivity, self care and leisure and will explore and evaluate current trends within occupational therapy and wider service provision. This focus will encourage skills of intervention together with evaluation and improvement of professional practice. A grounding in evidence based practice will be provided. The module will apply a variety of models and approaches that are effectively used with services users to guide treatment. The integration of aspects of health promotion will be explored at each life cycle stage. Ethical, managerial and legislative issues will be analysed in relation to health, social, voluntary and private care settings for a variety of complex problems.

The problems presented will be analysed in relation to overall management considerations working within multidisciplinary and multi-agency context. Potential problems surrounding ethical and professional issues encountered when working across the lifecycle will also be examined.

The role of the occupational therapist will be identified further in the context of specialised approaches within contemporary practice. The implications of legislation and policies in relation to overall management of specific complex problems will be analysed and applied towards the focus of high quality, client centred practice.

Bibliography

Essential

Hamer S, Collinson G, (Editors), (2005) *Achieving Evidence-Based Practice*, 2nd Edition, Edinburgh, Balliere Tindall.

Associated Reading

Addy L, (Editor), (2006) *Occupational Therapy Evidence in Practice for Physical Rehabilitation*, Oxford, Blackwell.

Aragon A, Kings J, (2010) *Occupational Therapy for People with Parkinson's – Best Practice Guidelines*, London, College of Occupational Therapists in Association with Parkinson's Disease UK.

Cooper J, (Editor), (2006) *Occupational Therapy in Oncology and Palliative Care*, 2nd Edition, Chichester, John Wiley and Sons.

Couldrick L, Aldred D, (2003) Forensic Occupational Therapy, London, Whurr.

Creek J, Lougher L, (Editors), (2008) Occupational Therapy and Mental Health, 4th Edition, Edinburgh, Churchill Livingstone.

Crouch R, Alers V, (Editors), (2005) Occupational Therapy in Psychiatry and Mental Health, 4th Edition, London, Whurr.

Long C, Cronin-Davis J, (Editors), (2006) Occupational Therapy Evidence in Practice for Mental Health, Oxford, Blackwell.

Taylor MC (2007) Evidence-Based Practice for Occupational Therapists (2nd Edition) Oxford: Blackwell publishing

Turpin M, Iwama M (2011) Using Occupational Therapy Models in Practice: A Field Guide. Edinburgh: Churchill Livingstone