

MODULE SPECIFICATION FORM

Module Title: Practice Placement - Intervention	Level: 5	Credit Value: 30
--	----------	------------------

Module code: OCC502 (if known)	Cost Centre: GATY	JACS2 code: BP30
-----------------------------------	-------------------	------------------

When offered: Year 2 Trimester 2	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:	Liz Cade
----------------------------	----------------------	----------------	----------

Module duration (total hours):	310	Status:	Core
Scheduled learning & teaching hours:	10		
Independent study hours:	0		
Placement hours:	300		

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:

The aims of this module are to further build on the skills of occupational therapy assessment and planning and to develop skills of intervention within the practice education setting. This will provide the opportunity to integrate theory and practice. It will give the student the opportunity to continue to develop a range of skills including communication, organisation and management, reflective, professional and inter-professional abilities.

Expected Learning Outcomes

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

Communicate and establish constructive and effective working relationships with service users, carers and staff across an extended team
 Demonstrate an awareness of legislation and policy and apply this to practice
 Establish priorities, manage time and be responsible for carrying a small caseload
 Guide their own professional development and consolidate reflective practice skills
 Undertake assessments, planning and intervention with due consideration for evidence based practice

Assessment:

Summative assessment: The learning contract

Practical and professional skills assessment within the placement (See Assessment Form) will be evidenced in a learning contract identifying learning needs, resources used and evidence provided of the student's achievement in meeting the learning outcomes.

Specific regulations that apply to this module are:

Students are permitted two attempts only for the assessment of this module

And

This module will be graded as pass/refer only

Assessment	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count or equivalent if appropriate
1	All	Practical	100%	8 weeks (full time)	NA

Learning and Teaching Strategies:

Students will use self directed study and independent learning throughout the intervention placement. They will have the opportunity to carry out experiential learning in the setting, utilising a developmental approach to build on their assessment and planning skills through

modelling, observation and practice, guided by educator feedback. The practice education setting will support student centred learning based around the development of an individual learning contract. Other learning opportunities will include reflection, tutorials, in-service training, supervision and work based investigation.

Syllabus outline:

Students will be allocated an 8 week full time placement in a setting with an Occupational Therapist with a minimum of 1 year post registration experience or a recognised Occupational therapy educator. The focus of this placement will be on the skills of assessment, planning and intervention. This will include appropriate ways of using assessment and planning information in order to intervene safely and effectively with service users in diverse settings, ways of reporting, recording and communicating occupational therapy intervention processes to others, ways of managing self whilst intervening and the role of others (service users, carers, other professionals) in intervention.

The detailed outcomes reflecting the placement area (based on the general outcomes/skill requirements highlighted above) are negotiated individually for each student and recorded in a learning contract.

Bibliography

Reading specific to the placement and guided by Placement Educator