

<b>Module Title:</b>	Occupational Intervention 1	<b>Level:</b>	5	<b>Credit Value:</b>	20
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<b>Module code:</b>	OCC504	<b>Is this a new module?</b>	Yes	<b>Code of module being replaced:</b>	OCC516
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<b>Cost Centre:</b>	GATY	<b>JACS3 code:</b>	B930
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<b>Trimester(s) in which to be offered:</b>	1,2	<b>With effect from:</b>	September 17
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<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Rhiannon Macpherson
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Scheduled learning and teaching hours	120hrs
Guided independent study	80hrs
Placement	0hrs
<b>Module duration (total hours)</b>	<b>200hrs</b>

<b>Programme(s) in which to be offered</b>	Core	Option
BSc (Hons) Occupational Therapy	Yes	<input type="checkbox"/>
<b>Pre-requisites</b>		
Not applicable		

Office use only

Initial approval April 2017

APSC approval of modification N/A

Have any derogations received Academic Board approval?

Version 1

Yes

**Module Aims**

To introduce the student to interventions utilised in contemporary occupational therapy practice. Occupationally focussed interventions will be explored in relation to a range of physical, psychological and social challenges that individuals and communities may experience.

**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	Analyse assessments and plans in order to develop appropriate occupationally focussed interventions	KS1	KS2
		KS3	KS6
2	Demonstrate appropriate, evidence based interventions within an inter-professional context	KS1	KS2
		KS3	KS6
3	Justify intervention decisions with evidence based clinical reasoning and reflection	KS1	KS2
		KS3	KS6
4	Demonstrate the application of underpinning occupational therapy theory within interventions	KS1	KS2
		KS3	KS6
		KS4	KS8
5	Analyse the diverse range of occupational barriers that can potentially affect the individual/community and address these within interventions	KS1	KS2
		KS3	KS6
		KS4	KS8
6	Analyse the diverse range of socioeconomic and political influences upon service provision within contemporary practice	KS1	KS2
		KS3	KS6
		KS4	KS8

**Transferable/key skills and other attributes**

Team working  
Research skills  
Communication skills  
Reflective skills  
Inter-professional working  
Clinical reasoning

**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 Assessment – Following a seminar format students will work in small teams to formulate, demonstrate and justify an evidence based, occupationally focussed intervention programme relevant to contemporary practice. The emphasis will be upon application in practice. The team will present to their peers and formulate and facilitate a discussion related to the intervention.

Summative Assessment **Case based Viva** Students will be given a written case study identifying an individual's specific occupational challenge. This will be issued 10 working days prior to the oral assessment. The student will formulate and present an intervention for the individual.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1-6	Oral Assessment	100%	15 mins presentation, 5 mins questions	N/A

**Learning and Teaching Strategies:**

The teaching for this module will embrace a variety of approaches. When new concepts are introduced keynote lectures will be utilised. The main approach to learning will be students' working autonomously in teams focussing on case studies. Service users will provide real examples of case studies and will do so by being with the students in whole cohort and in small groups.

There will be a strong element of experiential and creative workshops to develop students' hands on intervention skills in relation to relevant case studies.

Inter-professional sessions will enable a cross discipline perspective of concepts with specific focussed sharing of sessions with social work students in terms of case study reasoning.

**Syllabus outline:**

The focus of the module will be upon specific occupationally focussed interventions within the context of diverse, contemporary occupational therapy practice.

The range of occupational barriers explored in previous modules will be reviewed and developed with a focus upon occupationally focussed, evidence based interventions for the individual/community. The range of barriers explored will reflect contemporary practice and include physical, psychological, social, cultural and institutional aspects.

Students will analyse and apply the evidence base for occupational therapy interventions with a strong emphasis upon underpinning theory including occupational science, models of practice and occupational therapy philosophy.

Clinical reasoning skills will be developed in relation to intervention decisions made and justification for them. Reflection in relation to professional reasoning will be explored utilising relevant models and tools.

Students will be required to explore the internal and external factors influencing their clinical decisions and relate them to relevant contemporary practice settings. Diversity in practice will be at the core of the module. Students will explore a range of potential interventions and consider their relevance to a diverse population.

Issues associated with service provision in a range of settings will be integrated into the module and will inform reasoning for intervention decisions. Key policy and legislation will be incorporated and applied. Team working is a core theme with opportunities to explore role of teams during inter-professional sessions.

Throughout the module an emphasis is placed upon practical application of skills learned. Service users and visiting clinicians form key aspects of the syllabus delivery. Students will develop their knowledge and reasoning using the academic resources, service user perspectives and reflections. They then have the opportunity to apply the skills learned through case studies, workshops and inter-professional sessions.

**Bibliography:**

**Essential reading**

Boniface, G. and Seymour, A. (eds) (2012) *Using Occupational Therapy Theory in Practice*. London: Wiley-Blackwell.

Mackenzie, L. O'Toole, G. (eds) (2011) *Occupation Analysis in Practice*. Chichester: Wiley-Blackwell.

Merino, C. and Latella, D. (2016) *Occupational Therapy Interventions. Functions and Occupations*. Thorofare: Slack Inc.

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

**Other indicative reading**

Bryant, W., Fieldhouse, J. and Bannigan, K. (eds) (2014) *Creek's Occupational Therapy and Mental Health*. (5<sup>th</sup> ed.) London: Churchill Livingstone-Elsevier

[College Occupational Therapists SPEAR topics](#)

[College Occupational Therapists Practice Guidelines](#)

Case-Smith, J. and O'Brien, J. (2010) *Occupational Therapy for Children*, 6<sup>th</sup> ed. Missouri: Mosby.

Duncan, E. (ed.) (2009) *Skills for Practice in Occupational Therapy*. London: Churchill Livingstone.

Goodman, J., Hurst, J. and Locke, C. (2008) *Occupational Therapy for People with Learning Disabilities*. London: Elsevier.

Gustafsson, L., Molineux, M. and Bennett, S. (2014) Contemporary Occupational Therapy Practice: The challenges of Being Evidence Based and Philosophically Congruent. *Australian Occupational Therapy Journal*, 61(2), pp. 121-123.

Law, M. and McColl, M. (2009) *Interventions, Effects and Outcomes in Occupational Therapy*. New Jersey: Slack Inc

Pendleton, H.M. and Schultz-Krohn, W. (eds.) (2006) *Pedretti's Occupational Therapy Practice Skills for Physical Dysfunction*. 6<sup>th</sup> ed. Missouri: Mosby.

Rodger, S. (ed.) (2010) *Occupational Centred Practice for Children*. London: Wiley Blackwell.

**Other indicative reading cont...**

[Relevant Cochrane Collaboration reviews](#)

[Relevant NICE guidelines](#)