Module specification

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Module Code	OCC520
Module Title	Developing in Professional Practice
Level	5
Credit value	40
Faculty	FSLS
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	60 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	60 hrs
Placement / work based learning	0 hrs
Guided independent study	340 hrs
Module duration (total hours)	400hrs

For office use only	
Initial approval date	2nd August 2022
With effect from date	Sep 22
Date and details of revision	
Version number	1

Module aims

To enable students to utilise foundations for practice to guide clinical reasoning.

To enable students to use frames of reference to guide practice.

To embed principles of innovation and entrepreneurship into practice.

For students to consider the local, national, and global context of practice.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Apply frames of reference and underpinning theory to the occupational therapy process, explaining professional reasoning to justify decisions.
2	Apply creativity and entrepreneurship to develop innovative practices.
3	Demonstrate awareness of the influence of local, national, and global context upon practice.
4	Examine and reflect upon their own professional identity development, individually and as part of a team.

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 1: Creative Practice Resource: Students will work as a team, using entrepreneurial skills to create a resource for use in practice addressing an identified need, which will demonstrate understanding and application of frames of reference, underpinning occupational therapy theory, creativity, enterprise and innovation. Students will present their resource verbally as a group via a 20 minute presentation. Students will receive a group mark.

Summative 2: Students will individually write a 2000-word overview of their professional reasoning for the therapeutic resource. Decisions will be justified using underpinning occupational therapy theory. The written assignment will include a reflective element focussing on their role within the team and their professional reasoning surrounding their experience.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	2,3	Group Project	50%
2	1,4	Written Assignment	50%

Derogations

All assessment elements must be successfully completed with a minimum pass mark of 40% 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 methods, reflecting the learning and teaching philosophy of the programme, to enable the student to achieve the learning outcomes.

Methods utilised will include the following:

- Experiential and practical workshops
- Keynote lectures
- Tutorials and seminar group discussions
- Peer led presentations
- Case study group work
- Expert by experience narrative
- Reflection
- Engagement with enterprise team

Module content will include pre-recorded asynchronous online content that will inform synchronous 'workshop' sessions. This will allow students time to reflect on and further develop their knowledge ahead of consolidating their learning through group discussion. Expert by experience participants will provide a key narrative and opportunity for reflection.

The university enterprise team will be involved in workshops to promote entrepreneurship and creativity in practice. Organisations beyond the University will be used to support learning and teaching to nurture an entrepreneurial mindset and application in practice.

 All 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 internet 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 online opportunities and on-campus spaces and facilities.

Indicative Syllabus Outline

- The Career Development Framework (RCOT 2021) will be used to frame learning, specifically, but not exclusively, the leadership and professional practice pillar.
- Students will apply and build on level 4 knowledge regarding the occupational therapy process, underpinning theory and the scope of the profession across a range of settings.
- Occupational therapy across the lifespan will be emphasised.
- The occupational therapy process will be embedded and explored in relation to a range of occupational barriers.
- Application of frames of reference within occupation-based practice.
- Policy and legislation impacting upon practice – global context, Welsh context, UK context.
- Prudent healthcare and relevance to occupational therapy
- Prevention and public health within occupational therapy
- Individual to population/community level interventions
- Entrepreneurial skills and their relevance to occupational therapy
- Creativity and innovation in practice
- Teamworking and resilience
- Professional identity as an occupational therapist
- Sustainable healthcare within occupational therapy

Inter-professional education:

- Events as per IPE topic days
- Linking of learning to professional practice
- Inter-professional workshops e.g. with business/computing students

Indicative Bibliography:

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

Essential Reads

Duncan, E.A. ed., (2020) *Foundations for Practice in Occupational Therapy (6th Ed)* Elsevier.

Other indicative reading

Beugré, C. (2017) *Social Entrepreneurship: Managing the creation of social value*. Oxon: Routledge.

Clewes, J and Kirkwood, R (2016) *Diverse Roles for Occupational Therapists*. Keswick: M&K Publishing

Creek J and Cook S (2017) Learning from the margins: Enabling effective occupational therapy. *British Journal of Occupational Therapy*, 80(7): 423-431.

Dancza, K and Rodger, S (eds) (2018) *Implementing occupation-centred practice: A Practical Guide for Occupational Therapy Practice Learning.* Oxon: Routledge

Hocking C. and Townsend E (2015) Driving Social Change: Occupational therapist contributions to occupational justice. *World Federation of Occupational Therapists Bulletin*. 71:2: 68-71.

Ikiugu, MN and Pollard, N. (2015) *Meaningful Living across the Lifespan: Occupation-based intervention strategies for occupational therapists and scientists*. London: Whiting and Birch Ltd

Kantarzis S (2019) The Dr Elizabeth Casson Memorial Lecture 2019. Shifting our focus. Fostering the potential of occupation and occupational therapy in a complex world. *British Journal of Occupational Therapy* 82(9): 553-566

Parkinson S, Brooks, R (2020) *A Guide to the Formulation of Plans and Goals in Occupational Therapy*. Routledge, London.

Turpin, M.J. and Iwama, M.K., (2011) *Using Occupational Therapy Models in Practice E-Book: A Fieldguide*. Elsevier Health Sciences.

Pentland D, Kantartzis S, Clausen M and Witemyre K. (2018). *Occupational Therapy and complexity: defining and describing practice*. Royal College Occupational Therapists

Scaffa, ME and Reitz, SM. (2020) *Occupational Therapy in Community and Population Health Practice* (3rd ed). Philadelphia: FA Davies

Wilson, F, Mabhala, M. and Massey, A (eds) (2015) *Health Improvement and Well-Being: strategies for Action.* Maidenhead: McGraw Hill

Employability skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes
Engaged
Enterprising
Creative
Ethical

Key Attitudes
Commitment
Curiosity
Resilience
Confidence
Adaptability

Practical Skillsets
Digital Fluency
Organisation
Leadership and Team working
Critical Thinking
Emotional Intelligence
Communication