Module specification

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Module Code	OCC521
Module Title	Complexity in Practice
Level	5
Credit value	20
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	30 hrs
Placement tutor support	2 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	**32** hrs
Placement / work based learning	90 hrs
Guided independent study	78 hrs
Module duration (total hours)	200 hrs

Module aims

To develop knowledge and skills necessary to respond to occupational issues that arise due to social and health disparities, diversity and human rights issues for populations, communities and individuals

To enable students to understand the processes of sustainable change in promoting a more inclusive and participatory society

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

1	Demonstrate and reason appropriate evidence-based occupationally focused interventions for individuals, communities and populations experiencing complex occupational barriers
2	To understand the scope of the diversity of the occupational therapy role articulated through professional identity
3	Evaluate the impact of underpinning occupation-centred practice and core principles of occupational therapy on interventions to address complex occupational barriers at an individual, community and population level.
4	Evaluate the multiple factors that influence service provision in a range of diverse settings that aim to address social and health disparities, injustice, and human rights issues

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: Poster Presentation – Students will individually present to peers and module tutors, a professional poster based on the elective experience where they articulate the complexity of occupational issues within the setting to address social and / or health disparities for an individual / community. The poster content will identify the scope of the occupational therapy role in practice to address them. The 15-minute presentation will identify how the experience has shaped the student's professional identity and explore the scope of practice to address the occupational issues.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1,2,3,4	Presentation	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 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:

- Completion of elective experience in a diverse / inclusive / community setting
- Reflective Practice
- Journal club
- Keynote lectures by tutors and clinicians
- Tutorials
- Poster design skills
- Peer led group work and presentations
- Case study workshops focussing on complexity in practice
- Inter-professional sessions/events

Module content will include pre-recorded asynchronous online content that will inform synchronous sessions. This will allow students time to reflect on and further develop their knowledge ahead of consolidating their learning through group discussion and discovery with their peers. Links into real world complexity in practice will be a key element, focussing on real practice-based challenges and reasoning in readiness for qualification.

An elective experience of student preference will facilitate experiential learning in a setting that responds to occupational issues that arise due to social and health disparities, diversity and human rights issues for populations, communities and individuals. Reflective practice and use of a reflective portfolio will consolidate the experience to evidence the development of professional identity and understanding of the scope of 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

Using experiential learning through an elective experience in a community focused setting.

Explore enterprise and innovation through community-based approaches.

Adopting reflective practice and evidence of developing professional identity through CPD.

The Career Development Framework (RCOT 2021) will be used to frame learning, specifically, but not exclusively, the leadership and professional practice pillar.

Using professional judgement to make prudent decisions in complex situations, including risk management and positive risk taking across the whole occupational therapy process.

Emphasis upon demonstrating the impact of occupational therapy.

Reflection on decisions for case scenarios and identification of learning points

Using evidence and policy to demonstrate the impact of occupational therapy

Focus on the socio-economic and political agendas that influence practice

Using research and data management skills to demonstrate impact of practice

There will be opportunity to explore and communicate alternative ways of working

Inter-professional education:

- Events as per IPE topic days
- Linking of all intervention contexts to inter-professional practice
- Inter-professional workshop exploring case studies

Indicative Bibliography:

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

Essential Reads

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

Other indicative reading

Beugré, C. (2017) S*ocial 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.

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

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

Sakellariou, D and Pollard, N. (eds) (2017) *Occupational Therapies Without Borders* (2nd ed). Edinburgh: Elsevier

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

Wilcock, A, and Hocking, C (2015) *An Occupational Perspective of Health* (3rd ed). New Jersey: Slack Inc

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
Confidence

Practical Skillsets
Digital Fluency
Organisation
Critical Thinking
Emotional Intelligence
Communication