

## Module specification

When printed this becomes an uncontrolled document. Please access the **Module Directory** for the most up to date version by clicking on the following link: [Module directory](#)

Module Code	OCC608
Module Title	Evaluating Complex Practice
Level	6
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	24 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
<b>Total active learning and teaching hours</b>	<b>24 hrs</b>
Placement / work based learning	0 hrs
Guided independent study	176 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

For office use only	
Initial approval date	8 <sup>th</sup> August 2022
With effect from date	Sep 22
Date and details of revision	
Version number	1

## Module aims

---

To consolidate students' ability to demonstrate the impact of occupational therapy for individuals, groups and communities with complex occupational barriers in challenging inter-professional, local, national and global contexts.

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

1	Demonstrate a critical, systematic appreciation of evidence informed prudent principles and practice.
2	Produce comprehensive clinical reasoning for the whole occupational therapy process for complex scenarios.
3	Critically synthesise key policy, socio-political and ethical factors that influence occupational therapy practice in local, national and global contexts.
4	Systematically evidence and communicate the impact of occupational therapy for complex scenarios.

## Assessment

---

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.

Indicative Assessment Task:

**Summative: Oral assessment – Case Based Viva:** Students will present a complex case study (20 minutes presentation, 10 minutes questions). The presentation will focus on the whole occupational therapy process with an emphasis upon influencing factors and the impact of occupational therapy for the individual/community.

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

- Journal club
- Keynote lectures by tutors and clinicians
- Tutorials
- Peer led group work and presentations
- Case study workshops focussing on complexity in practice
- Inter-professional sessions/events
- Completion of a contracted study with topic supplied by practice setting.

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.

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.
- 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
- The contracted study provides opportunity to communicate clearly the potential impact of occupational therapy for a practice-based challenge.
- There will be opportunity to explore and communicate alternative ways of working.
- The group work provides an opportunity to further develop leadership and teamwork skills.

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**

Lever-Fawcett A, Cox D, (2021) *Principles of Assessment and Outcome Measurement for Allied Health Professionals: Practice, Research and Development*. Wiley Blackwell.

### **Other indicative reading**

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

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

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

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 (3<sup>rd</sup> ed)*. Philadelphia: FA Davies

Schell B, Schell J (2017) *Clinical and Professional Reasoning in Occupational Therapy (2<sup>nd</sup> Ed)*. Lippincott and Williams and Wilkins.

## **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