

<b>Module Title:</b>	Professional Studies	<b>Level:</b>	4	<b>Credit Value:</b>	20
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<b>Module code:</b>	OCC407	<b>Is this a new module?</b>	YES	<b>Code of module being replaced:</b>	OCC418
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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>	Bethan Owen-Booth
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Scheduled learning and teaching hours	140hrs
Guided independent study	60hrs
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>
NA

Office use only

Initial approval April 2017

APSC approval of modification N/A

Version 1

Have any derogations received Academic Board approval?

Yes

**Module Aims**

To enable the student to gain an understanding of theoretical frameworks, occupational science and the philosophy of occupational therapy which underpin practice and the occupational therapy process

**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	Explain how the concept of occupation and the theory of occupational science are fundamental to the history, philosophy, identity and role of occupational therapy	KS1	KS4
		KS6	KS7
		KS8	KS9
2	Apply core principles of occupation based assessment and planning within the context of the occupational therapy process in practice.	KS1	KS2
		KS3	KS5
		KS6	KS7
3	Develop an understanding of professionalism (values, beliefs, identity, behaviours, conduct, essence of self, reflection and reflective practice) and its meaning within contemporary practice	KS1	KS2
		KS3	KS7
		KS8	KS9
4	Develop and apply an understanding of theoretical frameworks, policy and legislation which impact upon occupational therapy practice.	KS1	KS2
		KS3	KS4
		KS5	KS6

5	Explore and develop communication and interpersonal skills within team / group work across a range of inter-professional contexts	KS1	KS2
		KS3	KS4
		KS7	KS8
6	Develop an understanding of evidenced Based Practice and how this informs the clinical reasoning process for occupational therapists	KS3	KS4
		KS5	KS6
		KS8	KS9

**Transferable/key skills and other attributes**

Professional skills  
Team working  
Communication skills  
Reflective skills  
Inter-professional working

**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: **CPD Portfolio**

The student will compile a CPD portfolio throughout the programme. This portfolio will include numerous aspects based upon the TRAMm Model (Hearle et al 2016). The student will include in their portfolio reflections upon their engagement in their voluntary participation as part of the action based project. The aim of which is to enable them to identify the variety of areas that occupational therapists can use their core skills and acknowledge the learning gained in the community. This portfolio will include consideration of the initial exploration for potential resources and include justification for the project.

Summative assessment: **Occupational Identity**

Students will complete a written reflection of 2500 words based upon a pertinent quotation from occupational science. The assignment will ask students to synthesise the theory of occupational science to their own occupational identity and to explore their understanding of humans as 'occupational beings' through the essence of self.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	All	Reflective Practice	100%		2500

**Learning and Teaching Strategies:**

This module employs a range of learning and teaching strategies but it is primarily delivered through keynote lectures and debate/discussion. Paired working and small group working start to build team working skills.

Other methods of delivery include: -  
Workshops and practical sessions  
Self-Directed learning  
Personal reflection  
Seminars  
Journal Club

**Syllabus outline:**

Students will be introduced to the history and philosophy of occupational therapy in order to help them identify the context of their profession and to facilitate the development of their own professional identity. Professionalism and the understanding of values, beliefs, behaviours and attributes will be embedded throughout this module. This will be enhanced through inter-professional learning in the form of joint session delivery with social work students.

Underpinning theoretical frameworks and models of practice will be explored and applied within the field of occupational therapy in a variety of health and social care contexts. Alongside this students will begin to develop their understanding of driving forces, proficiency and competency, to include The Code of Conduct, the role of the Health & Care Professions Council including the Standards of Proficiency and legislation affecting the work of the occupational therapist. Students will also be introduced to pertinent health and care agendas, NHS values and how service delivery can promote health and well-being at individual and community levels. In preparation for exploring the role of the occupational therapist in a changing society there will be an introduction to creativity and entrepreneurship, as a foundation for skill development in Level 5.

Students will be expected to explore and develop skills and knowledge, in particular those of 'Assessment' and 'Planning' within the context of the occupational therapy process, where students will prepare for their practice placements in these areas. Theoretical frameworks and the concepts of occupational science will be introduced in terms of defining occupation and how the occupational therapist can facilitate meaningful occupational performance and engagement. In particular, they will explore the process of occupational and activity analysis.

The importance of effective communication skills, to include written and verbal reporting, will be explored and practised in preparation for practice placement. Within this module students will also investigate the role of occupational therapy in an inter-professional context. Students will also begin to develop an understanding of concepts of clinical reasoning alongside reflective practice to facilitate continuing professional development.

The syllabus introduces the concept of continuing professional development by embedding reflection and portfolio building which is then built on throughout the programme. The syllabus also introduces the Action Based Project which threads within continuing professional development and is reported within Negotiated Study module in Level 6.

**Bibliography:**

**Essential reading**

Duncan, E.A.S. (2011) *Foundations for Practice in Occupational Therapy*. (5<sup>th</sup>ed.) London: Elsevier Health Sciences.

Hearle, D, Lawson, S, and Morris, R (2016) *A Strategic Guide to Continuing Professional Development for Health and Care Professionals: The TRAMm Model*. Keswick: M & K Publishing

**Other indicative reading**

Bryant, W., Fieldhouse, J. and Bannigan, K. (eds), (2014) *Creech's Occupational Therapy and Mental Health*. (5th ed.) Edinburgh: Churchill Livingstone.

Joosten, A.V. (2015) Contemporary Occupational Therapy: Our Occupational Therapy Models are Essential to Occupation Centred Practice. *Australian Occupational Therapy Journal*, 62(3), pp.219-222.

Thomas, H. (2015) *Occupation-Based Activity Analysis*. New Jersey: Slack Inc

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