Module specification

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Refer to the module guidance notes for completion of each section of the specification.

Module code	NHS7C9
Module title	Contemporary Practice in Occupational Therapy
Level	7
Credit value	20
Faculty	Social and Life Sciences
Module Leader	Liz Cade
HECoS Code	100246
Cost Code	GATY

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
Standalone module aligned to MSc Professional Practice in Health for QA and assessment purposes	Standalone
MSc Professional Practice in Health	Negotiated module

Pre-requisites

A graduate qualification in Occupational Therapy or equivalent.

Breakdown of module hours

Learning and teaching hours	21 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	**21** hrs
Placement / work based learning	0 hrs
Guided independent study	179 hrs
Module duration (total hours)	200 hrs

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<tr><td>Initial approval date</td><td>29/06/2021</td></tr>
<tr><td>With effect from date</td><td>01/01/2022</td></tr>
<tr><td>Date and details of revision</td><td></td></tr>
<tr><td>Version number</td><td>1</td></tr>
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Version number	1

Module aims

The module aims to provide a contemporary grounding in the professional and academic fields of occupational therapy and occupational science. Students will be encouraged to utilise knowledge to enhance practice and inform future developments, championing the value of occupational therapy as a sustainable and forward-looking profession. The student will engage in learning that encourages a person-centred approach to practice, appreciating how their role contributes to the wider health and care agendas. Students will develop a systematic understanding of knowledge and a critical awareness of current problems and / or new insights that will inform practice, much of which is at the forefront of occupational science and occupational therapy theory. By gaining a critical awareness of contemporary professional practice and insight into the cultural, political, philosophy and professional dimensions of occupational therapy within health and social care organisations, students will be equipped to advance in their professional field.

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

1	Demonstrate a critical understanding of the meaning of occupation within cultural, political, philosophy and professional contexts as reflected in occupational science
2	Critically explore the policy and legislative contexts of occupational therapy practice at a national and international level
3	Comprehensively appraise the complex role of occupational therapy in meeting current and future health and social care agendas

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.

The student must produce a critical study, demonstrating their understanding of the meaning of occupation within cultural, political and professional contexts as reflected in occupational science, and explore the policy and legislative context of their practice whilst

appraising how their complex role contributes to the current and developing health and social care agendas.

To appreciate the varied roles within the occupation, the student can choose the mode of assessment and can opt for:

A) 15 minute presentation supported by an academic poster or appropriate materials.

OR

B) 4,000 word essay

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2, 3	Coursework	100

Derogations

The following derogation will apply for students undertaking the module as a Standalone module, and for students undertaking the MSc Professional Practice in Health.

Any work submitted which indicates unsafe practice by the student, or which breaches anonymity and/or confidentiality, will result in overall refer/defer of the module. In some circumstances, this may also result in the employer being informed which may trigger additional disciplinary processes.

Learning and Teaching Strategies

This module will be delivered via a 'blended learning' approach. Directed study tasks, which may include activities such as recorded lectures, discussion forums, quizzes, case studies, group tasks, workbooks, key readings , reflective activities or other appropriate learning activity, will be made available on the Virtual Learning Environment on a weekly basis. The Flipped classroom approach will be utilised as far as possible to maximise the learning opportunities during synchronous sessions. Timetabled 'live' seminars/ sessions may be held (either in a physical classroom or via an online platform), in order to facilitate discussion and debate and support students to progress with their learning. These will be recorded when appropriate and made available on the VLE, encouraging deep learning by enabling content to be revisited and reflected on at a time suitable for the student.

Indicative Syllabus Outline

- Occupation and participation in practice
- Appraising the evidence
- Contemporary drivers of occupational therapy practice
- Contemporary themes in occupational science
- Approaches to practice: Complexity and sustainability

- Using evidence to inform practice and making the case

Indicative Bibliography:

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

Essential Reads

Wilcock, AA & Hocking, C (2015) (3rd ed) *An Occupational Perspective of Health.* Throughfare,NJ: SLACK Incorporated

Other indicative reading

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

Kantartzis S (2019) he 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* Vol. 82(9) 553–566

Pollard, N. & Sakellariou, D. (2012) *Politics of Occupation-Centred Practice: Reflections on occupational engagement across cultures.* Chichester: Wiley-Blackwell

Royal College of Occupational Therapists (2021) *Career Development Framework: Guiding principles for occupational therapy* 2nd edition. London: RCOT

Royal College of Occupational Therapists (2019) *Professional Standards for Occupational Therapy Practice, Conduct and Ethics.* London: RCOT

Sakellariou, D. & Pollard, N (2017) (2nd ed) Occupational Therapy without Borders: integrating justice with practice. Edinburgh: Elsevier.

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

Twinley R (2021) *Illuminating The Dark Side of Occupation*. Routledge

Welsh Government (2019) A Healthier Wales: Our plan for health and social care.

Whiteford, GE. & Hocking, C. (2012) *Occupational Science: Society, Inclusion, Participation*. Chichester: Wiley Blackwell

WHO (2001) *International Classification of Function*. WHO.

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. Click here to read more about the Glyndwr Graduate attributes

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