# Module Specification Template

## Module Details

<table>
<thead>
<tr>
<th>Module title</th>
<th>Maximising Occupational Capacities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module code</td>
<td>HEM53</td>
</tr>
<tr>
<td>Credit value</td>
<td>20 CATS, 10 ECTS</td>
</tr>
<tr>
<td>Level</td>
<td>Level 7 X Level 8</td>
</tr>
</tbody>
</table>

**Entry criteria for registration on this module**

- **Pre-requisites**: Attendance on HEM51
- **Co-requisite modules**: None

### Module Delivery

- **Mode of delivery**: Taught X Distance Placement Other
- **Pattern of delivery**: Weekly Block X Other
- **When module is delivered**: Semester 1 Semester 2 X Throughout year Other

### Brief description of module content and/or aims

Overview (max 80 words)
Building on recent practice placement experience where assessment skills were refined, this module focuses on developing goals and plans for occupational therapy. Using scenarios, based on assessments of people with a range of occupational challenges, students select daily living, work or leisure occupations to maximise capacities and foster improved quality of life. Occupations/tasks, the environment and personnel are chosen, graded, and reconsidered. The research, theory and policy base of the chosen therapeutic interventions will be addressed.

**Module team/ author/ coordinator(s)**

- Josh Cameron

### School

- SHS

### Site/ campus where delivered

- This module will normally be delivered at Eastbourne

### Course(s) for which module is appropriate and status on that course

- **Mandatory**: a module that must be taken and passed;
- **Compulsory**: a module that must be taken but may be compensated for if failed
- **Optional/mandatory**: used in the Faculty of H&SS where a student has a choice of modules. Once chosen, the module must be passed.
- **Optional/compulsory**: used in the Faculty of H&SS where a student has a choice of modules. Once chosen, the module must be taken but may be compensated for if failed.

#### MSc Occupational Therapy (Pre-registration)

- **Mandatory**
1. To facilitate competence in planning, designing and implementing occupational therapy in a variety of settings – including critical application of related theory evidence and policy.

2. To develop clinical reasoning skills to support tailoring the form, function or meaning of self-maintenance, productive and leisure occupations, according to service-users’ unique needs.

3. To design changes to the environment or task to facilitate improvements in participation or performance.

4. To expand understanding of the environmental, bio-psychosocial, and pathological sciences related to human occupation.

Learning outcomes

On successful completion of the module the student will be able to:

- LO1. Identify, select, synthesise and apply evidence and theory based practice knowledge from the field of occupational therapy and related disciplines to creatively plan interventions for given individuals requiring change.
- LO2. Competently express, verbally and in writing, intervention goals/aims/objectives that incorporate a client-centred approach and which identify and address potential ethical challenges.
- LO3. Combine knowledge of human and environmental subsystems with the skill of activity analysis to modify/grade activities to ensure successful performance of human occupations.
- LO4. Justify choice of safe and effective interventions through comprehensive understanding of techniques applicable to the requirements and supported by critical understanding of research, theory and policy.

Content

**Theory of occupations**: Effects of occupation on health and well-being; occupations for working, maintenance and pleasure; function and meaning of occupations (purpose); occupational therapy practice models and approaches involving compensation, adaptation, restoration, maintenance; occupational performance areas, techniques, media and modalities; teaching and learning; flow theory; creativity.

**Occupational capacities**: Physical & Biologic: Human gait; motor pathways; brain areas (function & dysfunction); blood vessels; cancer; respiration; cerebral vascular accidents; physiology of anxiety & stress including flight or fight response; fatigue. **Information processing**: intention and attention; memory; cognitive responses to stress; fear; perception; pain; Socio-cultural: the family; social attitudes to death; personality, environment stress; stigma; occupational therapy in diverse ethnic, cultural and geographic (including international) contexts. **Symbolic-evaluative**: motivation; meaning of occupations as affected by ill health/disability/health & social care systems; independence & dependence. **Transcendental**: spirituality and belief systems & therapy; occupational identity at different life stages; actualisation.

**Clinical reasoning**: Core processes of occupational therapy; case management; theory and process driven patterns of implementing therapy; conditional reasoning (motive, choosing activities, habits & meaningful experiences, selection of activities); narrative reasoning (imaging, prospective stories, prognosis); supporting clinical decisions and action with theoretical underpinning; activity analysis

**Therapeutic skills**: organising/running a therapeutic group; domestic and personal activities of daily living; handling skills in hemiplegia; goal forming; mobility techniques; therapeutic use of self; compassion and rapport; resource management; environmental adaptation; interventions for hypertonus, creative activities.
<table>
<thead>
<tr>
<th>Learning support</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research:</strong> Searching for evidence; critical evaluation of evidence; evidence in guidelines; Cochrane date base; transference of evidence.</td>
</tr>
<tr>
<td>Up-to-date reading lists, suggested websites, journals and online learning resources will be provided on commencement of the module, using Studentcentral.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicative Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latest editions of the following texts:</td>
</tr>
<tr>
<td>Aveyard H and Sharp P. <em>A beginner's guide to evidence based practice in health and social care professions</em></td>
</tr>
<tr>
<td>Bannigan K, Fieldhouse J, Bryant W. <em>Creek's occupational therapy and mental health.</em></td>
</tr>
<tr>
<td>Duncan EAS. <em>Foundations for practice in occupational therapy.</em></td>
</tr>
<tr>
<td>Duncan EAS. <em>Skills for practice in occupational therapy.</em></td>
</tr>
<tr>
<td>Iwama MK. <em>The Kawa model: culturally relevant occupational therapy.</em></td>
</tr>
<tr>
<td>Kielhofner G. <em>Model of human occupation</em></td>
</tr>
<tr>
<td>McMillan IR, Tyldesley B, Grieve JI. <em>Tyldesley and Grieve's muscles, nerves and movement in human occupation.</em></td>
</tr>
<tr>
<td>Söderback I. <em>International Handbook of Occupational Therapy Interventions.</em></td>
</tr>
<tr>
<td>Sumson T. <em>Client-centred practice in occupational therapy: a guide to implementation.</em></td>
</tr>
<tr>
<td>Townsend E; Polatajko H. <em>Enabling occupation II: advancing an occupational therapy vision for health, well-being, &amp; justice through occupation.</em></td>
</tr>
<tr>
<td>Turpin M, Iwama M. <em>Using occupational therapy models in practice: a field guide.</em></td>
</tr>
<tr>
<td>Willard and Spackman's <em>Occupational Therapy.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Websites:</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.cot.org.uk">www.cot.org.uk</a></td>
</tr>
<tr>
<td><a href="http://www.dh.gov.uk">www.dh.gov.uk</a></td>
</tr>
<tr>
<td><a href="http://www.nice.org.uk">www.nice.org.uk</a></td>
</tr>
<tr>
<td><a href="http://www.wfot.org">www.wfot.org</a></td>
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<table>
<thead>
<tr>
<th>Key Journals:</th>
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<tbody>
<tr>
<td><em>British Journal of Occupational Therapy</em></td>
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<tr>
<td><em>Canadian Journal of Occupational Therapy</em></td>
</tr>
<tr>
<td><em>American Occupational Therapy Journal</em></td>
</tr>
<tr>
<td><em>Australian Occupational Therapy Journal</em></td>
</tr>
<tr>
<td><em>Journal of Occupational Science</em></td>
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<table>
<thead>
<tr>
<th>Teaching and learning activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Details of teaching and learning activities</strong></td>
</tr>
<tr>
<td>Content will be learned and developed using completed assessments for the following, or similar, situations within a Problem Based Learning approach:</td>
</tr>
<tr>
<td>• Anonymous case study from placement will form the content of the first week study material.</td>
</tr>
<tr>
<td>• A 40 year old woman who has cancer of the lung and receiving hospice care.</td>
</tr>
<tr>
<td>• A mixed group of persons experiencing anxiety and depression who qualify for attendance at a therapeutic group in the community (results of initial assessment presented).</td>
</tr>
</tbody>
</table>
A 74 year old man with a history of hypertension and a smoker who is admitted with a stroke and is anxious to return home as soon as possible.

An 80 year old woman living at home with a diagnosis of dementia who is experiencing limitations to participation social, leisure and domestic activities of daily living.

Typically include: PBL tutorials, group discussions, workshops, skills, therapeutic activities, fixed resources sessions, inter-professional learning sessions and self-directed learning. During therapeutic activities sessions, focus will be on the activities as treatment tools to improve performance.

Students will be prepared for the next practice placement module through the identification of the potential of occupation, justification of the choice of therapeutic activity, and adaptation of activities. They will explore the use of clinical reasoning and critical consideration of research, theory and policy.

Formative activities: Portfolio of PBL cases reflecting on occupational therapy strategies. Therapy planning during PBL.

<table>
<thead>
<tr>
<th>Allocation of study hours (indicative)</th>
<th>Study hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCHEDULED</strong></td>
<td></td>
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<tr>
<td>Principally (approx. 1/3 of total for the following):</td>
<td>75</td>
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<tr>
<td>1) PBL seminars</td>
<td></td>
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<tr>
<td>2) Therapeutic Activities/Practical sessions</td>
<td></td>
</tr>
<tr>
<td>3) Fixed Resource Sessions (whole group interactive teaching – includes Inter professional Sessions)</td>
<td></td>
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<tr>
<td><strong>GUIDED INDEPENDENT STUDY</strong></td>
<td></td>
</tr>
<tr>
<td>All students are expected to undertake guided independent study which includes wider reading/practice, follow-up work, the completion of assessment tasks, and revisions.</td>
<td>125</td>
</tr>
<tr>
<td><strong>PLACEMENT</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>TOTAL STUDY HOURS</strong></td>
<td>200</td>
</tr>
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**Assessment tasks**

**Details of assessment for this module**

A 15 minute individual presentation of an occupational therapy plan based on an anonymous client seen in practice to an audience of fellow students and tutor(s) followed by 5 minutes of questions. This should explain the overall plan and justify one of its occupational therapy interventions demonstrating robust clinical reasoning synthesising critically appraised research, theory and policy. (Learning outcomes 1, 2 [verbal aspects], 3 [elaborating upon the written plan], 4).

The presentation should be supported with a 500 word written plan

This overview intervention plan should set out goals/aims/objectives and be written in a style suitable for practice and not exceed 500 words. (It will help the student demonstrate written aspects of learning outcomes, and make an introductory contribution to demonstrating learning outcome).

A single mark will be allocated for both elements as they are considered 2 interdependent elements of a single assessment task.

<table>
<thead>
<tr>
<th>Types of assessment task¹</th>
<th>% weighting</th>
</tr>
</thead>
</table>

¹ Set exercises, which assess the application of knowledge or analytical, problem-solving or evaluative skills, are included under the type of assessment most appropriate to the particular task.
<table>
<thead>
<tr>
<th>WRITTEN</th>
<th>COURSEWORK</th>
<th>PRACTICAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Written therapy plan</td>
<td>Presentation</td>
</tr>
<tr>
<td></td>
<td>100% (Combined with the presentation)</td>
<td>100% (Combined with the written plan)</td>
</tr>
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</table>

**EXAMINATION INFORMATION**

**Area examination board**

Refer to Faculty Office for guidance in completing the following sections

**External examiners**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and institution</th>
<th>Date appointed</th>
<th>Date tenure ends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane Cronin-Davis</td>
<td>Senior Lecturer, York St John University</td>
<td>01/09/17</td>
<td>30/09/21</td>
</tr>
<tr>
<td>Robert Brooks</td>
<td>Course Director, Leeds Beckett University</td>
<td>01/09/18</td>
<td>30/09/22</td>
</tr>
</tbody>
</table>

**QUALITY ASSURANCE**

<table>
<thead>
<tr>
<th>Date of first approval</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of last revision</td>
<td>2010; April 2015 - <strong>Q&amp;S published August 2016</strong>;</td>
</tr>
<tr>
<td>Date of approval for this version</td>
<td>June 2018 – Editorial changes</td>
</tr>
<tr>
<td>Version number</td>
<td>4.1</td>
</tr>
<tr>
<td>Modules replaced</td>
<td></td>
</tr>
<tr>
<td>Available as free-standing module?</td>
<td>Yes</td>
</tr>
</tbody>
</table>