

<b>Module Title:</b>	Occupational Barriers	<b>Level:</b>	4	<b>Credit Value:</b>	20
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<b>Module code:</b>	OCC408	<b>Is this a new module?</b> Yes	<b>Code of module being replaced:</b>	OCC403
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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>	2, 3	<b>With effect from:</b>	September 17
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<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Neil Robdale
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Scheduled learning and teaching hours	90hrs
Guided independent study	110hrs
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>
Not applicable.

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**

The aim of this module is to introduce the student to the physical, psychological and socio-cultural barriers to occupational performance and to explore in depth the impact these barriers have on the service user and their carers.

**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	Interpret the elements of occupational science in terms of the impact upon dysfunction.	KS1	KS2
		KS3	KS4
		KS5	KS6
2	Distinguish the physical, psychological and socio-cultural barriers to occupational performance.	KS1	KS3
		KS4	KS5
		KS6	KS7
3	Analyse and integrate occupational barriers with life-cycle, cultural and spiritual factors.	KS1	KS2
		KS4	KS5
		KS6	KS7
4	Apply assessment and planning elements of the occupational therapy process to scenarios of occupational barriers.	KS2	KS3
		KS9	KS7
5	Operate an appropriate listening style appropriate to illicit perceptions of occupational barriers.	KS1	KS2
		KS3	KS9

**Transferable/key skills and other attributes**

Listening skills  
Interpersonal communication skills  
Problem solving skills  
Presentation Skills  
Team working  
Clinical reasoning skills.

**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: Presentation of occupational barrier.** This will be a group presentation relating to a specific occupational barrier (physical or psychological) which the group are provided with. The presentation explores the fundamental problems within the barrier and how it impacts upon occupational performance. The presentation will be for 15 minutes to peers.

**Summative assessment -Poster Presentation.** The students will be placed within groups and delegated a service user who will act as a live case study. The service user will discuss their occupational barriers with this group. The students will compose a poster which illustrates the occupational barrier as perceived by the client. The group will highlight the method of assessment and produce objectives within planning aspect of the occupational therapy process. The group will present the poster to the cohort in a ten minute presentation. The students will present the poster as small groups of 3, with each individual of a group receiving the same mark.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4,5	Poster Presentation	100%	10 minutes	

**Learning and Teaching Strategies:**

This module combines a range of teaching and learning strategies relevant to Level 4 study. The predominant learning and teaching methods will be the use of lectures, discussion and debate, demonstration, role play and individual and group work.

Service users are a key aspect of the learning and teaching strategy of this module; the service users are involved in the delivery of the knowledge regarding their occupational barrier and how this impacts upon them.

Patient stories directly from the service users are a strategy to enable the students to develop listening, empathy and attention to personalisation.

**Syllabus outline:**

This module will cover a range of barriers to occupational performance, encompassing physical, psychological and socio-cultural elements. Students will explore these barriers across the human life-cycle and will consider the impact on the individual in terms of their occupational engagement.

The student will explore how the occupational therapist engages with the service user in their assessment and planning process to enable the barriers to be overcome. The focus on personalisation and self-management will be reflected through the module syllabus.

The module will encourage the student to integrate the occupational therapy process incorporating the underpinning theories of occupational science and contemporary models of occupational therapy to understand the barriers.

The module will explore the relevant local and national policies and legislation that impact upon these barriers, while taking into account relevant social, cultural and spiritual influences.

**Bibliography:**

**Essential reading:**

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

Crouch, R. and Alers, V. (eds) (2014) *Occupational Therapy in Psychiatry and Mental Health*. (5<sup>th</sup> ed.) Chichester: Wiley Blackwell.

Curtin, M., Egan, M. and Adams, J. (2017) *Occupational Therapy for People Experiencing Illness, Injury or Impairment: Promoting Occupation and Participation* (7<sup>th</sup> ed.) Edinburgh: Elsevier

Robertson, L. (ed) (2012) *Clinical Reasoning in Occupational Therapy: Controversies in Practice*. Chichester: Wiley-Blackwell.

**Other indicative reading:**

Beckett, C. and Taylor, H. (2016) *Human Growth and Development*. (3<sup>rd</sup> ed.) London: Sage Publications.

Creek, J. and Lougher, L. (eds) (2011) *Occupational Therapy and Mental Health*.(4<sup>th</sup> ed.) Edinburgh: Churchill Livingstone.

Larkin, M. (2013) *Health and Well-Being Across the Life Course*. London: Sage Publications.

Mackenzie, L. and O'Toole, G. (eds) (2011) *Occupational Analysis in Practice*. Chichester: Wiley-Blackwell.

McGonigle-Chalmers, M. (2015) *Understanding Cognitive Development*. London: Sage Publications.

Pilgrim, D. (2014) *Key Concepts in Mental Health*. (3<sup>rd</sup> ed.) London: Sage