

Module specification

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Module Code	OCC423
Module Title	Foundations in Professional Practice 2
Level	4
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	36 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	36 hrs
Placement / work based learning	0 hrs
Guided independent study	164hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	2 nd August 2022
With effect from date	Sept 22
Date and details of revision	October 2023 updated Reading List with immediate effect.
Version number	2

Module aims

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

To enable students to begin to understand themselves as occupational beings.

To introduce students to the occupational therapy process.

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

1	Explain the concept of occupation and the underpinning theory of occupational science.
2	Apply conceptual models of practice and the core principles of occupational therapy.
3	Distinguish between the different elements of the occupational therapy process.
4	Identify the link between occupational engagement and health and wellbeing.

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.

Summative: Students will complete a 15-minute individual presentation focussing upon application of the underpinning theory and occupational therapy process to a case study. Students will need to clearly articulate the link between occupation and health and wellbeing for the individual.

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

- Experiential and practical workshops
- Keynote lectures
- Seminar group discussions
- Peer led presentations
- Reflection
- Expert by experience narrative

Module content will include pre-recorded asynchronous online content that will inform synchronous 'workshop' 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 inter professional peers. Expert by experience participants will provide a key narrative and opportunity for reflection.

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 professional practice pillar.
- Students will apply and build upon insights gained in Foundations of Professional Practice.
- Students will continue to develop in their professional identity.
- The core principles of occupational science will be explored with an emphasis upon the link between occupation and health and wellbeing.
- The core values of occupational therapy will be integrated to include skills of reflection, person-centred and occupation-based practice.
- Conceptual models of practice will be introduced and related to self and practice settings.
- The occupational therapy process will be embedded with a particular emphasis upon occupational analysis as a core skill.
- Trends in service provision such as public health, prevention and primary care will be explored in relation to the underpinning theory.
- Students will apply the concepts to themselves, enhancing their understanding of human's as occupational beings.
- Reflection upon their practice placement experience.

Inter-professional education:

- Events as per IPE topic days
- Linking of all contexts to inter-professional practice
- Inter-professional workshop exploring case studies/scenarios

Indicative Bibliography:

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

Essential Reads

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

Duncan, E.A (Ed). (2022) *Skills for Practice in Occupational Therapy (2nd Ed)* Elsevier.

Other indicative reading

Dancza, K and Rodger, S (eds) (2018) *Implementing occupation-centred practice: A Practical Guide for Occupational Therapy Practice Learning*. Oxon: Routledge.

Parkinson, S., Brooks, R. (2020) *A Guide to the Formulation of Plans and Goals in Occupational Therapy*. London: Routledge.

Turpin, M.J. and Iwama, M.K., (2011) *Using Occupational Therapy Models in Practice E-Book: A Fieldguide*. Elsevier Health Sciences.

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
Ethical

Key Attitudes

Commitment
Curiosity
Confidence

Practical Skillsets

Digital Fluency
Organisation
Leadership and Team working
Critical Thinking
Emotional Intelligence
Communication