

MODULE SPECIFICATION PROFORMA

<b>Module Title:</b>	Occupational Intervention 2	<b>Level:</b>	5	<b>Credit Value:</b>	20
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<b>Module code:</b>	OCC505	<b>Is this a new module?</b>	NO	<b>Code of module being replaced:</b>	
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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>	3	<b>With effect from:</b>	September 17
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<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Rhiannon Macpherson
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Scheduled learning and teaching hours	80hrs
Guided independent study	120hrs
Placement	0hrs
<b>Module duration (total hours)</b>	200hrs

<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**

For students to explore the management of complex occupational barriers, focussing upon application of intervention methods and evaluation of outcomes for individuals/communities.

**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	Demonstrate appropriate evidence based, occupationally focussed interventions for individual's/communities experiencing complex occupational barriers.	KS1	KS2
		KS3	KS4
		KS6	KS8
2	Justify intervention decisions for complex issues utilising evidence based clinical reasoning and reflection.	KS1	KS2
		KS3	KS4
		KS6	KS8
3	Evaluate outcomes of intervention utilising appropriate methods within an inter-professional context	KS1	KS2
		KS3	KS4
		KS6	KS8
4	Evaluate the impact of underpinning occupational therapy theory upon interventions and evaluation of outcomes for those with complex occupational barriers.	KS1	KS2
		KS3	KS4
		KS6	KS8

5	Evaluate the factors that influence service provision in a range of diverse settings	KS1	KS2
		KS3	KS4
		KS6	KS8
6	Justify potential methods to improve service delivery and quality of service user experience	KS1	KS2
		KS3	KS4
		KS6	KS8

**Transferable/key skills and other attributes**

Team working  
Interdisciplinary team working  
Reflective skills  
Communication skills  
Research skills  
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 – Students will work in small teams to identify, analyse and apply an intervention to a given complex case study. Evidence from current literature will be utilised to justify decisions. The proposed intervention and intended outcomes will be presented to peers and will include in depth theoretical and evidence based reasoning for decisions. Questions and discussion with the whole cohort will promote reflection and options for further development.

Summative – **Intervention evaluation report** - students will write a report evaluating an occupationally focussed intervention for a service user preferably from their intervention placement setting. The student will draw upon their placement experience and utilise their reflective skills to explore and evaluate the intervention and the subsequent outcomes. Service provision and delivery will be evaluated alongside the individual therapy outcomes. Suggestions for quality improvements will be made. Confidentiality will be maintained throughout.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4,5,6	Report	100%		3000

**Learning and Teaching Strategies:**

The teaching for this module will embrace a variety of approaches. When new concepts are introduced keynote lectures will be utilised. The main approach to learning will be students' working autonomously in teams focussing on case studies. Service users will be an integral part of case study presentation and discussion; to whole cohort and in small group working. Students will be expected to work in a self-directed manner to explore relevant evidence. Experiential and creative workshops will be used to develop and refine students' hands on intervention skills. Inter-professional sessions will enable a cross discipline perspective of concepts.

**Syllabus outline:**

This module will consolidate and build on knowledge gained in Occupational Intervention 1. The focus will be upon occupation focussed interventions in areas of practice and will include the evaluation of intervention outcomes. Interventions will include those routinely utilised in health and social care provision but importantly those which service users have informed the team that are less utilised in present provision, for example, information technology access and vocational rehabilitation.

A range of complex occupational barriers will be explored in relation to individuals and communities. Exploration of emerging and specialist areas of contemporary practice will be an inherent part of the module. Interventions explored in Occupational Intervention 1 will need to be developed and adapted to meet the unique needs of diverse individuals/communities with complex needs. Students will utilise underpinning occupational therapy theory and philosophy to frame and justify intervention decisions. Consideration will be given to the range of factors that influence service provision.

Clinical reasoning skills will be further developed and challenged with an emphasis upon effective and meaningful evaluation of outcomes for both service users and service providers. The challenges of evaluating practice with diverse populations will be explored and related to relevant policy and legislation.

Meaningful evaluation will be analysed in relation to overall management considerations within interdisciplinary and multi-agency contexts. Potential ethical and professional issues will be explored and reflected upon. Service and quality improvement strategies will begin to be explored in relation to intervention outcomes.

Students will continue to develop their reflective skills, continuously reflecting upon decisions and their impact within the context of inter-professional teams and service settings.

**Bibliography:**

**Essential reading**

Boniface, G. and Seymour, A. (eds.) (2012) *Using Occupational Therapy Theory in Practice*. London: Wiley-Blackwell.

Law, M., and MacDermid, J.(eds.) (2014) *Evidence-Based Rehabilitation: A Guide to Practice*. 3<sup>rd</sup> ed. Thorofare: Slack Inc.

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

Merino, C., and Latella, D. (2016) *Occupational Therapy Interventions. Functions and Occupations*. Thorofare: Slack Inc.

**Other indicative reading**

[College Occupational Therapists SPEAR topics](#)

[College Occupational Therapists Practice Guidelines](#)

[Relevant Cochrane Collaboration reviews](#)

[Relevant NICE guidelines](#)

Bryant, W., Fieldhouse, J. and Bannigan, K. (eds.) (2014) *Creek's Occupational Therapy and Mental Health*. London: Churchill Livingstone-Elsevier.

Case-Smith, J.and O'Brien, J. (2010) *Occupational Therapy for Children*. 6<sup>th</sup> ed.Missouri: Mosby.

Duncan, E (ed.) (2009) *Skills for Practice in Occupational Therapy*.L ondon: Churchill Livingstone.

Goodman, J., Hurst, J. and Locke, C. (2008) *Occupational Therapy for People with Learning Disabilities*. London: Elsevier.

Gustafsson, L., Molineux, M. and Bennett, S. (2014) Contemporary Occupational Therapy Practice: The Challenges of Being Evidence Based and Philosophically Congruent. *Australian Occupational Therapy Journal*, 61(2), pp. 121-123.

Law, M. and McColl, M.(2009) *Interventions, Effects and Outcomes in Occupational Therapy*. New Jersey: Slack Inc.

Pendleton, HM.and Schultz-Krohn, W. (eds), (2006) *Pedretti's Occupational Therapy Practice Skills for Physical Dysfunction*. 6<sup>th</sup> ed.Missouri: Mosby.

Rodger, S. (ed.) (2010) *Occupational Centred Practice for Children*. London: Wiley Blackwell.

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