

## Module specification

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Module Code	OCC519
Module Title	Overcoming Occupational Barriers Through Intervention
Level	5
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	30 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
<b>Total active learning and teaching hours</b>	<b>30 hrs</b>
Placement / work-based learning	0 hrs
Guided independent study	170 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

<b>For office use only</b>	
Initial approval date	2 <sup>nd</sup> August 2022
With effect from date	Sept 22
Date and details of revision	
Version number	1

## Module aims

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To enable students to consider the broad range of occupational barriers that an individual/community may experience.

To address occupational barriers through the provision of relevant, evidence informed interventions in a range of settings across the life span.

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

1	Analyse the diverse range of occupational barriers that can potentially affect the individual/community and address these within interventions.
2	Analyse the diverse range of policy, legislative and political drivers influencing the occupational therapy process within an inter-professional context.
3	Apply underpinning occupational therapy theory and philosophy through interventions within an inter-professional context.
4	Justify, with clinical reasoning and reflection, appropriate, evidence-informed intervention decisions, within an inter-professional context.

## Assessment

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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 – Intervention analysis – students will complete a 3000-word written assignment analysing an occupationally focussed intervention for a service user from their placement. The student will draw upon their placement experience and utilise their reflective skills to explore the occupational barriers and intervention in relation to occupational therapy theory and philosophy, influencing factors, and the inter-professional context. Confidentiality will be maintained throughout.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1,2,3,4	Written Assignment	100%

## **Derogations**

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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**

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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
- Tutorials
- Peer led presentations
- Discussion groups
- Reflection
- Expert by experience narrative
- Inter-professional sessions/events
- Case study workshops

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 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**

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- The Career Development Framework (RCOT 2021) will be used to frame learning, specifically, but not exclusively, professional practice and facilitation of learning pillars.
- Occupationally focussed interventions to address a range of occupational barriers across the life span.
- Application of Frames of Reference to interventions.
- Professional reasoning and reflection within inter-professional context.
- Influences upon interventions, including wider determinants of health, policy, and legislation.

- Safe, effective, sustainable practice within the context of Prudent Healthcare.
- The place of the educational approach within occupational therapy interventions and the wider context of service provision for example preventative and/or public health contexts.
- Exploring learning and education as a part of occupational therapy interventions with individuals and groups.
- Use of a range of evidence to reason and justify intervention decisions.
- The importance of demonstrating and promoting professionalism, equity, equality, diversity, and inclusion in all interventions.

Inter-professional education:

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

### **Indicative Bibliography:**

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

### **Essential Reads**

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.

### **Other indicative reading**

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

Curtin, M., Molineux, M., & Supyk, J. A. (2009) *Occupational Therapy and Physical Dysfunction E-Book: Enabling Occupation*. Elsevier Health Sciences.

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

## **Employability skills – the Glyndŵr Graduate**

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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  
Creative  
Ethical

### **Key Attitudes**

Commitment  
Curiosity  
Confidence

### **Practical Skillsets**

Digital Fluency  
Organisation  
Critical Thinking  
Emotional Intelligence  
Communication