

MODULE SPECIFICATION FORM

Module Title: Evaluating Occupational Interruption (3.15)	Level: 6	Credit Value: 20
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Module code: OCC601 (if known)	Cost Centre: GATY	JACS2 code: BP30
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When offered: Year 3 Trimester 2-3	With effect from: September 2013
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Office use only: To be completed by AQSU:	Date approved: September 2012 Date revised: May 2013 Version no: 2
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Existing/New: Existing	Title of module being replaced (if any): N/A
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Originating Academic area:	Occupational Therapy	Module Leader:	Helen Carey
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Module duration (total hours):	200	Status	Core
Scheduled learning & teaching hours:	80		
Independent study hours:	120		
Placement hours:	N/A		

Programme(s) in which to be offered:	Pre-requisites per programme (between levels):	Co-requisites per programme (within a level):
BSc (Hons) Occupational Therapy	NA	NA

Module Aims:

To consolidate students' understanding of occupational therapy of people with complex problems in challenging contexts critically analysing the evidence to support the practice.

Expected Learning Outcomes

At the end of this module, students should be able to:

Knowledge and Understanding:

Demonstrate a systematic appreciation of the value of evidence based practice and critically debate its application.

Synthesise comprehensive knowledge and understanding of the nature and needs of people with a range of complex problems and reflect these in areas for service improvement.

Intellectual Skills:

Critically evaluate and synthesise the impact of occupational interruptions resulting from complex biological, psychological, social and cultural factors across the lifecycle.

Select, synthesise and critically evaluate evidence and strategies to formulate an argument for effective management of complex problems.

Discipline Specific (including practical) Skills:

Critically analyse and evaluate occupational therapy for a range of complex occupational interruption issues in challenging or non-traditional settings and develop strategies for quality improvement .

Reflect upon the clinical reasoning involved in management of complex cases, selecting and justifying specific occupational therapy approaches and techniques with reasoned argument.

Critically evaluate and synthesise the key legislative, policy and ethical factors that influence OT service provision within a range of practice settings.

Transferable Skills:

Synthesise, articulate and reflect upon complex information in a comprehensive way.

Develop and apply advanced communication and clinical reasoning skills to justify decisions.

Assessment:

Formative Assessment

Description: Journal club and complex case analysis: Within pairs, each student will have the opportunity to facilitate a journal club discussion and lead a group in the planning of occupational therapy intervention and general management for a given complex case analysis. Expert practitioners will be invited to discuss and critique the final conclusions of the complex case analysis with a larger group.

Summative Assessment: Viva (45 minutes)

Description: The viva will take the form of a presentation relating to a given complex scenario. Within the presentation the student will be required to highlight the evidence and articulate clinical reasoning for all stages of the therapeutic process. The questions following the presentation will seek clarification of understanding or explore issues raised in greater depth.

Specific regulations that apply to this module are:

Students are permitted three attempts at this module, but in line with COT requirements, students submitting an assessment for the third time (in the absence of extenuating circumstances) are required to engage fully with the module in order to receive further academic learning

and

A pass mark of 40% must be achieved

Assessment	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count or equivalent if appropriate
1	All	Oral assessment	100%	45 minutes	NA

Learning and Teaching Strategies:

The predominant learning method will be the use of Appreciative Inquiry with field based issues as the trigger for learning. Students will undertake contracted studies to support this. Other methods employed are as follows:

Journal club	Key note lectures	Discussion and debate
Field based work	Peer led seminar	Complex case scenarios

Syllabus outline:

The focus of this module will be the critical analysis of current and contemporary practice for the more complex areas of occupational interruption across the life stage and will provide the

theoretical background for the final practice placement.

Journal clubs will develop the ability of students to explore and discuss/debate evidence for specific areas of practice, debating and developing strategies for improvement of services. Appreciative Inquiry groups and complex case scenarios undertaken with practitioners will also be utilised to encourage students to explore issues relating to occupational therapy management.

Contracted studies will entail students exploring the evidence for contemporary or innovative practice and quality improvement. This will involve them investigating the need, examining the evidence, and developing clinical guides and/or specific projects in occupational therapy. Projects can also be tendered by occupational therapists and presentations on these will allow students to share their ideas with the group.

Bibliography

Essential

Higg J (2008) Clinical Reasoning in the Healthcare Professional. London. Elsevier.

Associated Reading

Addy L, (Editor), (2006) Occupational Therapy Evidence in Practice for Physical Rehabilitation, Oxford, Blackwell.

Brown G, Esdaile SA, Ryan SE, (2003) Becoming an Advanced Healthcare Practitioner, Edinburgh, Butterworth Heinemann.

Crouch R, Alers V, (Editors), (2005) Occupational Therapy in Psychiatry and Mental Health, 4th Edition, London, Whurr.

Long C, Cronin-Davis J, (Editors), (2006) Occupational Therapy Evidence in Practice for Mental Health, Oxford, Blackwell.

Unsworth C, (2003) Cognitive and Perceptual Dysfunction – A Clinical Reasoning Approach to Evaluation and Intervention, Pennsylvania, FA Davis Co.