

## MODULE SPECIFICATION FORM

Module Title: <b>Professional Studies 3 (3.12)</b>	Level: 6	Credit Value: 20
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Module code: OCC610 (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:	150		
Independent study hours:	50		
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 encourage students to critically evaluate and positively influence professional practice, in a variety of practice settings.

**Expected Learning Outcomes**

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

***Knowledge and Understanding:***

Demonstrate a coherent and comprehensive knowledge of relevant legislative and policy frameworks that address contemporary public health and social care issues.

Demonstrate extensive appreciation of the importance of reflective practice for occupational therapists alongside the concept of entrepreneurship.

***Intellectual Skills:***

Synthesise and critically analyse strategies for the management of self and other resources.

Investigate and critically evaluate a range of marketing and evaluation tools used to justify occupational therapy practice and manage change in current and evolving practice settings.

Formulate evidence based arguments/business cases to support strengths and needs of service delivery and quality improvement encountered in practice.

***Discipline Specific (including practical) Skills:***

Critically discuss how occupational therapists retain a professional identity and address service users' needs within an evolving health and social care climate.

Consolidate skills of inquiry in order to discuss and debate the professional status of occupational therapy.

Critically evaluate how the domain of occupational science informs and influences practice from a socio-political perspective.

***Transferable Skills:***

Demonstrate enhanced professional communication skills through working in a team/group to facilitate continuing professional development.

Critically analyse the ethical and professional considerations for practice.

Apply, measure and evaluate methods of quality improvement to enhance practice.

Assessment:

**Formative Assessment: Service Delivery Proposal**

**Description:** Within their groups, students will present a proposal for service delivery that will reflect and demonstrate implementation of significant and current policy/legislation.

**Summative Assessment: Service Critique**

**Description:** Students will discuss the application/implementation of a significant and current policy document to include the impact upon the service user and occupational therapy service. The assignment will require the student to discuss key management concepts in their critique.

**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	Essay	100%	NA	4000 words

**Learning and Teaching Strategies:**

The predominant methods of learning and teaching will be Keynote lectures and Appreciative Inquiry. Other methods utilised will be:

Appreciative Inquiry groups	Keynote lectures	Professional Debate
Experiential learning	Peer-led Seminar	Case based Triggers
Journal clubs	Multi-media resources	Guest lecturers
Workshops	Service user narratives	

**Syllabus outline:**

Students will be required to evaluate the quality of occupational therapy practice throughout the whole problem solving process embracing concepts such as clinical effectiveness, evidenced based practice, systems thinking, audit and ethics. Students will justify and evaluate strategies for the management of self and others. Students will also be required to explore how the needs of service users are met by occupational therapists working within their professional philosophy and value base. Students will apply entrepreneurial skills,

marketing and business planning together with the management of change to enable them to seek out new areas of practice and ensure quality improvement. Students will also critically evaluate concepts of occupational science, for example occupational alienation and apartheid and occupational justice.

*The module will therefore facilitate exploration of the following:*

The concept of evaluation and reflection for professional practitioners together with critical analysis of clinical reasoning skills from a macro perspective. Exploration of the occupational therapist as a lifelong learner including, continuing professional development requirements, e.g. supervision, mentorship etc and of the role of the therapist as a manager of self and of others. Develop transferable skills for working in diverse areas of practice including negotiation and assertion. Preparation for job applications, to include completing forms and preparation for interviews.

Concepts and models of quality improvement within health, social care, private and voluntary practice e.g. how Clinical Governance, professional standards, Best Value and 1000 lives plus impacts upon occupational therapy practice, and how this is reflected in legal and policy frameworks at a European, UK and Welsh Government level (to include public health and health promotion). Awareness of anti-discriminatory/anti oppressive practice and consumer rights and the therapist's duties in relation to these. Consumer rights, advocacy and informed choice will be examined.

Methods of evaluation of occupational therapy intervention for service users will be critiqued, including standardised outcome measures. Evaluation of the evidence in support of occupational therapy intervention and the development of the profession alongside methods of service evaluation, including audit.

Consideration of service limitations/constraints and the boundaries of change in practice provision. Critically evaluate the role of occupation and wellbeing and the role of the occupational therapist in creating occupational just societies.

## **Bibliography**

### **Essential**

Dimond BC, (2010) *Legal Aspects of Occupational Therapy*, 2<sup>nd</sup> Edition, Oxford, Blackwell Science.

Mullins LJ, (2011) *Management and Organisational Behaviour*, 9<sup>th</sup> Edition, London, Prentice Hall.

### Associated Reading

Bailey DM, Schwartzberg SL, (2003) *Ethical and Legal Dilemmas in Occupational Therapy*, 2<sup>nd</sup> Edition, Philadelphia, FA Davis Company.

Braveman B, (2006) *Leading and Managing Occupational Therapy Services*, Philadelphia, FA Davis Company.

Creek J, Lawson-Porter A, (2007) *Contemporary Issues in Occupational Therapy*, 2<sup>nd</sup> Edition,

Chichester, John Wiley and Sons.

Lorenzo T, Duncan M, Buchanan H, Alsop A, (Editors), (2006) Practice and Service Learning in Occupational Therapy: Enhancing Potential in Context, Chichester, John Wiley and Sons.

Mandelstam M, (2008) Community Care Practice and the Law, 4<sup>th</sup> Edition, London, Jessica Kingsley.

Nagayda J, Richardson J, Schindehette S, (2005) The Professional Portfolio in Occupational Therapy, New Jersey, Slack.

Parkin P. (2009) Managing Change in Healthcare. London: Sage

Rowe N, Wright C, (2005) Protecting Professional Identities: Service User Involvement and Occupational Therapy, British Journal of Occupational Therapy, 68(1), pp 45-7.

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

Wilcock P, Campion-Smith C, Elston S, (2003) Practice Professional Development Planning, Oxford, Radcliffe Medical Press.