|  | **Foundations of Occupational Therapy Practice** | **Personal academic and professional development** | **Health Wellbeing and Participation** | **Finding, Evaluating and Consuming Knowledge** | **Occupational Therapy Process and Practice** | **Preparation for PBL1** |
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|  | **ALL LEARNERS** | **Master of Occupational Therapy route only** | **Master of Occupational Therapy route only** | **Master of Occupational Therapy route only** | **MSc (pre-reg) route only** | **ALL LEARNERS** |
| **K N O W L E D G E** | **Theory**  **Occupational therapy**: Organisation of theory in occupational therapy; Paradigm shifts; Contemporary paradigm – occupation as a core construct. Intro to OT conceptual models for practice  Introduction to OT process.  **Theories of health, wellness, disability and disablement :** e.g. Biomedical; Biopsychosocial model, International Classification of Functioning and Health (ICF); Social Model of  Disability,  **Underpinning sciences:** Introduction to body systems and biomedicine;  Underpinning sciences  (biopsychosocial ) relevant to module scenarios  **Skills**  Group/ team working skills  Self as therapeutic agent: Intentional relationship; Non-verbal communication; Active listening; Listening blocks  Interviewing: Interviewing principles with role plays to practice interview skills  Observation skills:  observing and analysing occupational performance  Intro to documentation  Teaching skills  Occupation and activity analysis  **Values**  Inter-professional education:  Becoming an allied health care professional-professionalism and core values  Roles and functions of regulatory and professional bodies  Codes of ethics and professional conduct and standards of practice | Personal Transformation to role of occupational therapy student    Health wellbeing resilience and support while in university    Occupation and occupational science concepts  Experiences of occupation, including Flow  Transition  Reflection  Communication & self-awareness | **Theory**  Overview of key occupational science concepts (e.g. disruption, dysfunction, deprivation)  Psychology and sociology, social determinants of health  Dimensions of health and well-being and relationship to occupation  Occupational therapy models for practice- applying knowledge from practice based learning  Applied anatomy, physiology and pathophysiology of a variety of lifespan conditions  The person / group / community in different contexts  Diversity, human rights  **Skills**  Group/ team working skills  Presentation and debating skills  Conceptualising real-world scenarios  Practical skills in grading and adapting occupations  **Values**  Person centredness  Citizenship  Respecting diversity, respecting individual and cultural narratives and journeys | Definitions and concepts of knowledge. Relationships to decision making and the social contract of health professions. Critical thinking as a skill for professional practice inc. decision making. Philosophy of science and ways of creating knowledge to inform decision making. Research methods and how to critically read qualitative and quantitative research | **Theory:**  Developing understanding of systems and complexity theory in context of occupational therapy process, with intention learn to approach practice components (intervention, assessment etc) with understanding of the occupational function of each component. Theories and frames of reference relevant to the chosen OT processes will be explored by students.  Occupational therapy models for practice- applying knowledge from practice based learning  Applied anatomy, physiology and pathophysiology of a variety of lifespan conditions  The person / group / community in different contexts  Diversity, human rights  **Skills:**  Presentation of reasoning  Therapeutic use of self/critical reflection and reflexivity.  Goal-setting  Interviewing  Intervention planning  Evaluation | Describe and recognise the importance of stakeholder and learner roles and responsibilities within the context of the practice environment.  Demonstrate knowledge, skills and understanding of the principles and application of legislation, policies and procedures to minimise risk and maintain own and others’ health, well-being, safety and security  Demonstrate personal responsibility and professional behaviours congruent with the Health and Care Professions Council Standards of Conduct, Performance and Ethics and the Royal College of Occupational Therapists Code of Ethics and Professional Conduct.  Demonstrate the knowledge and skills required to develop an analytical, reflective and professional approach to implementing safe manual handling |
| **A**  **C**  **A**  **D**  **E**  **M**  **I**  **C**  **SKILLS** | Independent thinking and participation in class  Reflecting on own bias and prejudice  Active learning in workshops  Reading academic texts  Engagement in Q&A board  Independent learning  Small group learning | Reflection  Good scholarship  Active learning  Digital literacy  Literature searching  Professionalism,  Safe use of a variety of online media.  Plagiarism & referencing  Academic writing skills | Critical thinking and appraisal skills are part of the module. Development of both encouraged through critical approach to literature, development of skills for debate and evaluation of references in support of summative viva voce and conceptual essay. | Critical thinking and appraisal are key to module. Critical reading key to the assignment (focused on appraising an article) but also using literature to inform conclusions is heavily stressed throughout. | Developing critical reflexive skills and critical thinking required to make informed decisions about the ‘best’ approach to the occupational therapy process. Development primarily through active learning workshops and critical writing skill development. | Active learning  Professionalism  Reflecting on own strengths and areas for development  Small group learning |
| **A**  **S**  **S**  **E**  **S**  **S**  **M**  **E**  **N**  **T** | **Formative:**  Self-evaluation of professional behaviour  Multiple Choice Question (MCQ) examinations in e-learning modules, quizzes  Peer, and staff feedforward feedback in relation to professional skills  Group presentations oral defence of conceptualisation of case scenarios  Student discussion posts to Hub module area    **Summative:**  2 hr open text examination Weighting 100% | **Formative:**  Presentation of occupation  Reflective workbook on occupation  Feedback from staff and peers on learning activities  **Summative**  1500 word essay reflecting on occupation | **Formative**:   * MCQ examinations in e-learning modules * group debate * facilitated small group discussions   **Summative:**   * 2,000 word scenario-based conceptualisation * individual 10 minute viva voce | Formative – fillable word form submitted to the Hub detailing are of interest, literature search, choice of paper to be used in summative assignment and initial reading of methods.  Summative – responses to written questions focused on competing a critical appraisal of a peer-reviewed research paper. | Formative:  -Mock vivas practicing assessment, goal-setting, intervention and evaluation.  Summative:  -Viva voce (50%)  -Essay to critically consider potential assessment and intervention processes in context of a community-orientated case study. | Practice Education Passport – pass/ fail grade |