UNIVERSITY of BRADFORD

Module Details

Module Title	Occupational Therapy Process
Module Code	OCT4503-B
Academic Year	2024/5
Credits	20
School	School of Allied Health Professions and Midwifery
FHEQ Level	FHEQ Level 4

Contact Hours

Type	Hours
Practical Classes or Workshops	14
Directed Study	158
Seminars	14
Lectures	14

Availability

Occurrence	Location / Period
BDA	University of Bradford / Semester 2

Module Aims

This module will introduce students to the occupational therapy process with an emphasis on assessment of occupation.

Outline Syllabus

In this module students will develop foundation knowledge about the occupational therapy process. This process will be situated within the context of an interdisciplinary approach and health and social care systems.

Students will focus on a collaborative and empowering process with service users and/or carer for consent, assessment, formulation, goal setting and evaluation, including exercising a duty of care. A top-down approach to assessment will be adopted with consideration of assessment of occupations followed by assessment of performance components.

Students will learn how to administer and interpret a range of standardised and non-standardised assessments, including consideration of accessibility, resources, cultural relevance, and adaptation/reasonable adjustment.

Consideration will be given to scope of practice and when to refer or seek further investigations. Professional reasoning will be introduced to support students to develop and adapt their communication style and to underpin equality, recording decisions, establishing capacity, maintaining confidentiality, understanding when disclosure may be required and safeguarding. This module will use a range of case studies and services users to enable application and collaboration with real-life situations.

Learning Outcomes

Outcome Number	Description
01	Identify key components of a person-centred Occupational Therapy Process.
02	Apply and interpret appropriate occupational therapy assessments of occupational, physical, psychological, cultural, and environmental needs.
03	Demonstrate foundations of professional reasoning.
04	Display effective communication and collaboration with diverse service users and/or carers and the interdisciplinary team in the occupational therapy process.

Learning, Teaching and Assessment Strategy

This module will engage students as an active learner and uses a modified problem-based learning approach. We are committed an inclusive universal design for learning. Students will take part in lectures, seminars, practical and directed and self-directed learning. Students are expected to prepare for classes which focus on relating and applying knowledge to case and learning activities. Small group work will enable students to work through complex problems, with an emphasis on depth of content and learning.

There will be interactive opportunities, such as group work and peer teaching. Experts from practice, service user and carer team, and from the multidisciplinary team will contribute to teaching content and/or delivery. Students will experience face to face and online learning which may include synchronous and asynchronous activities. Canvas will be used as a virtual learning environment for module information, handbooks, resources, teaching materials, films, and web-based materials.

Formative assessment, that informs the summative assessment, is embedded into the module teaching, and provides opportunity for selfevaluation and peer and tutor feedback. There is one summative assessment. The module assessment must be passed at 40%

Mode of Assessment			
Type	Method	Description	Weighting
Summative	Clinical Assessment	OSCE: Occupational Therapy assessment and goal setting	100%
Formative	Clinical Assessment	Practice OSCE in groups with tutor and peer feedback.	N/A

Reading List
To access the reading list for this module, please visit https://bradford.rl.talis.com/index.html

Please note:
This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.