

Module Details	
Module Title	Occupation in Context
Module Code	OCT5504-B
Academic Year	2024/5
Credits	20
School	School of Allied Health Professions and Midwifery
FHEQ Level	FHEQ Level 5

Contact Hours	
Type	Hours
Directed Study	158
Seminars	14
Lectures	14
Practical Classes or Workshops	14
Practical Classes or Workshops	<p>This module will engage students as an active and reflective learner. We are committed an inclusive universal design for learning. Students will take part in lectures, seminars, practical?s and directed and self-directed learning. Experts from practice and by experience will contribute to teaching. Students in this module will use enquiry-based learning and will co-produce knowledge. Students are expected to prepare for classes which focus on relating and applying knowledge to case and learning activities. Small group work will provide brave and safe learning spaces that enable students to work through complex problems, with an emphasis on depth of content and learning. There will be interactive opportunities and where possible we will involve community partners and service-user/carers in creating and facilitating the sessions and assessments. 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.</p>
Practical Classes or Workshops	<p>Formative assessment, that informs the summative assessment, is embedded into the module teaching, and provides opportunity for self-evaluation and peer and tutor feedback. There is one summative assessment component. In this module students will develop the assessment content and marking criteria with the module leader. The module assessment must be passed at 40% Formative Assessment: Coursework - Presentation and discussion of assessment plan with peer feedback - 15 mins</p>
Practical Classes or Workshops	<p>This module will take a contextualised view of human occupation and health on an individual, community, local, national, and global level. Students will consider health and social inequities including wider determinants of health such as, environmental, economic, social, political, and cultural factors. Using an occupational lens teaching will draw on knowledge and evidence from occupational science to consider the impact of concepts such as potential, privilege, rights and disruption on the occupational participation, occupational justice and the health of people and populations. Students will reflect on and develop an awareness of how oppression, inequality, intersectionality, structural competency, and cultural safety can inform equality in occupational therapy practice. Students will consider how to work in partnership with individuals and groups to harness their potential, motivation, skills, and resources and to actively involve them in addressing their health and wellbeing</p>

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 2

Module Aims
To apply and reflect on the context of occupation and health from an individual, local, national, and global perspective and to consider how wider determinants of health and occupation impact on occupational equality, rights, choice, and participation.

Outline Syllabus

This module will take a contextualised view of human occupation and health on an individual, community, local, national, and global level. Students will consider health and social inequities including wider determinants of health such as, environmental, economic, social, political, and cultural factors. Using an occupational lens teaching will draw on knowledge and evidence from occupational science to consider the impact of concepts such as potential, privilege, rights and disruption on the occupational participation, occupational justice and the health of people and populations. Students will reflect on and develop an awareness of how oppression, inequality, intersectionality, structural competency, and cultural safety can inform equality in occupational therapy practice. Students will consider how to work in partnership with individuals and groups to harness their potential, motivation, skills, and resources and to actively involve them in addressing their health and wellbeing

Learning Outcomes

Outcome Number	Description
01	Analyse how wider determinants can influence a person's health and health inequalities.
02	Use an occupational perspective to evaluate local, national, and global perspectives on health.
03	Use an occupational perspective to evaluate local, national, and global perspectives on health.
04	Demonstrate awareness and commitment to structural competency and cultural safety in occupational therapy practice.

Learning, Teaching and Assessment Strategy

This module will engage students as an active and reflective learner. We are committed an inclusive universal design for learning. Students will take part in lectures, seminars, practical's and directed and self-directed learning. Experts from practice and by experience will contribute to teaching. Students in this module will use enquiry-based learning and will co-produce knowledge. Students are expected to prepare for classes which focus on relating and applying knowledge to case and learning activities. Small group work will provide brave and safe learning spaces that enable students to work through complex problems, with an emphasis on depth of content and learning. There will be interactive opportunities and where possible we will involve community partners and service-user/carers in creating and facilitating the sessions and assessments. 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 self-evaluation and peer and tutor feedback.

There is one summative assessment component. In this module students will develop the assessment content and marking criteria with the module leader.

The module assessment must be passed at 40%

Formative Assessment: Coursework - Presentation and discussion of assessment plan with peer feedback - 15 mins

Mode of Assessment			
Type	Method	Description	Weighting
Summative	Coursework - Written	Creative presentation: Using an occupational perspective to address health inequality. 2000 words equivalent.	100%
Referral	Coursework - Written	Creative presentation: Using an occupational perspective to address health inequality. 2000 words equivalent.	100%

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.

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