

**This Version is No Longer Current**  
The latest version of this module is available [here](#)

## MODULE DESCRIPTOR

### Module Title

Occupational Performance, Engagement And Well-being

Reference	HS2122	Version	6
Created	June 2021	SCQF Level	SCQF 8
Approved	May 2015	SCQF Points	30
Amended	August 2021	ECTS Points	15

### Aims of Module

To enable the student to explore the multiple factors which can impact upon on health, well-being and participation in daily life.

### Learning Outcomes for Module

On completion of this module, students are expected to be able to:

- 1 Examine and understand how complex psychosocial circumstances impact on occupational performance, engagement and well-being.
- 2 Understand and apply occupational therapy theory and evidence-based practice to complex individuals within populations.
- 3 Identify and interpret key policies and strategies influencing occupational therapy service delivery.
- 4 Explain the core and specialist skills of occupational therapy and their application to complex individuals within populations.
- 5 Consider the strengths and weaknesses of outcome measures relevant to specific, complex individuals within population groups.

### Indicative Module Content

Mental health conditions, acute and enduring, profound and multiple learning disabilities, psychology, sociology, occupational therapy models, occupational therapy process, recovery, empowerment, preventative health, health inequalities, enablement, populations, environments, adaptation, group work, ethnicity, journal clubs, evidence based practice, informed practice, research, contemporary practice, policy drivers, legislation, sex and sexuality.

### Module Delivery

Blended delivery comprising on campus and online learning and engagement. This will include Workshops, Tutorials, Seminars, Keynote Lectures, Digital Learning Resources and Simulation

**Indicative Student Workload**

	Full Time	Part Time
Contact Hours	56	N/A
Non-Contact Hours	244	N/A
Placement/Work-Based Learning Experience [Notional] Hours	N/A	N/A
TOTAL	300	N/A
<i>Actual Placement hours for professional, statutory or regulatory body</i>		

**ASSESSMENT PLAN**

If a major/minor model is used and box is ticked, % weightings below are indicative only.

**Component 1**

Type:	Coursework	Weighting:	100%	Outcomes Assessed:	1, 2, 3, 4, 5
Description:	Individual submission of Short answer questions				

**Component 2**

Type:	Coursework	Weighting:	0%	Outcomes Assessed:	2, 4, 5
Description:	This relates to a minimum of 80% mandatory attendance of all scheduled module delivery. Attendance will be assessed on a pass/unsuccessful basis.				

**MODULE PERFORMANCE DESCRIPTOR****Explanatory Text**

Individual submission of short answer questions will be graded. To pass the module a Grade D in C1 and a pass in C2 is required.

Module Grade	Minimum Requirements to achieve Module Grade:
<b>A</b>	C1:A and C2:pass
<b>B</b>	C1:B and C2:pass
<b>C</b>	C1:C and C2:pass
<b>D</b>	C1:D and C1:pass
<b>E</b>	C1:E and/ or C2:unsuccessful
<b>F</b>	To achieve this grade you will have failed to achieve the minimum requirements for an E.
<b>NS</b>	Non-submission of work by published deadline or non-attendance for examination

**Module Requirements**

Prerequisites for Module	Successful completion of Stage 1 of the Master of Occupational Therapy course or equivalent.
Corequisites for module	HS2124 Occupational Performance Through the Life Span
Precluded Modules	None.

**ADDITIONAL NOTES**

Failure to meet the minimum of 80% attendance at first attempt of the module will normally lead to a fail and the requirement to return the next year to complete the module as a second diet attempt. If a student fails to have a provisional pass in any module which is a prerequisite to a practice placement they will be withdrawn from the subsequent placement. Failure to meet 80% attendance on a second diet attempt will normally lead to a fail for the course.

**INDICATIVE BIBLIOGRAPHY**

- 1 ATCHISON, B.J. & DIRETTE, D.K. 2017. Conditions in occupational therapy, 5th Ed. Philadelphia: Wolters Kluwer, Lippincott Williams & Wilkins.
- 2 BOWLING, A., 2014. Research methods in health: investigating health and health services. 4th Ed. Maidenhead: Open University Press
- 3 BYANT, W., BRANNIGAN, K., FIELDHOUSE, J., 2022. Creeks' occupational therapy and mental health. 6th Ed. Edinburgh: Churchill Livingstone, Elsevier
- 4 CARA, E. & MACRAE, A. 2019. Psychosocial Occupational Therapy : an evolving practice. E. 4th Ed. Thorofare, NJ : Slack Incorporated
- 5 GOODMAN J, HURST J, LOCKE C, (2008) Occupational therapy for people with learning disabilities: a practical guide. London: Churchill Livingstone
- 6 HARRISON, P., COWEN, P., BURNS, T. & FAZEN, M. (2017) Shorter Oxford Textbook of Psychiatry. Oxford: Oxford University Press.
- 7 PENTLAND, D. et al. 2017. Occupational therapy and complexity: defining and describing practice. LONDON: RCOT Publication
- 8 YUILL, C., CRINSON, I. & DUNCAN, E., 2010. Key concepts in health studies. London : Sage Publications.