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MODULE DESCRIPTOR

Module Title

Occupational Performance Through The Lifespan

Reference	HS2124	Version	4
Created	May 2019	SCQF Level	SCQF 8
Approved	May 2015	SCQF Points	30
Amended	May 2019	ECTS Points	15

Aims of Module

To enable the student to explore the relationship between the impact of health conditions, occupational performance and participation in daily life.

Learning Outcomes for Module

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

- 1 Discuss the impact of a range of health conditions in relation to human performance and participation in daily life.
- 2 Explain the value of occupation relating to the health and well being of individuals throughout the life span.
- 3 Demonstrate a range of practical skills applied within the context of the occupational therapy process.
- 4 Identify the core and specialist skills of the occupational therapist in relation to interprofessional working
- 5 Discuss strengths and weaknesses of outcome measures relevant to specific populations.

Indicative Module Content

Normal development, principles of motor control and its development, principles of skill acquisition, analysis of movement, posture and balance, selected conditions and occupations throughout the life-span, application of anatomy and physiology and understanding of key health conditions, pathology, children, acquired neurological conditions, neurodegenerative conditions, spinal injury, oncology and palliative care, elderly people, multiple pathology, self-management, empowerment, effects of environment on the individual, policy drivers and guidelines related to different health conditions, complexity and co-morbidity of health conditions, human occupation and occupational performance, health and wellbeing, psychology, health improvement, public health, occupational analysis, occupational performance, conceptual models of occupational therapy practice, integration of theory in practice, approaches in occupational therapy practice, practical skills, splinting, simulated practice and volunteer patients, service users, evidence based health care.

Module Delivery

This module is delivered utilising a blended learning approach incorporating key note lectures, tutorial sessions, practical workshops, case studies, group work, simulated practice, online resources and directed study. There will be the opportunity to be involved in collaborative learning during the module with other professions and service users.

Indicative Student Workload

	Full Time	Part Time
Contact Hours	70	N/A
Non-Contact Hours	230	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:	Practical Exam	Weighting:	100%	Outcomes Assessed:	1, 2, 3, 4, 5
Description:	Plan, implement and document occupational therapy intervention				

MODULE PERFORMANCE DESCRIPTOR**Explanatory Text**

Submission of written aspects and practical aspect will be graded using the assessment grid and final module grade awarded determined by performance descriptor

Module Grade	Minimum Requirements to achieve Module Grade:
A	A.
B	B.
C	C.
D	D.
E	E.
F	To achieve this grade you will have failed to achieve the minimum requirements for an E.
NS	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	HS2122 Occupational Performance Engagement and Well-being.
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 ATWAL, A., and MCINTYRE., A 2013. Occupational therapy and older people, 2nd Ed. Chichester: Wiley Blackwell.
- 2 CURTIN, M., EGAN, M., ADAM, S. J., 2017. Occupational Therapy for people experiencing illness, injury or impairment. Edinburgh: Churchill Livingstone
- 3 GRIEVE, J., 2008. Neuropsychology for occupational therapists: Cognition in occupational performance, 3rd Ed. Chichester: Wiley Blackwell.
- 4 MASKILL, L. & TEMPEST, S., 2017. Neuropsychology for Occupational Therapists: Cognition in Occupational Performance, 4th Ed. Wiley Blackwell.
- 5 PENDELTON, H. & SCHULTS-KROHN, W., 2018. Pedretti's Occupational therapy practice skills for physical dysfunction 8th Ed. St. Louis: Mosby Elsevier
- 6 PRESTON, J. & EDMANS, J., 2016 Occupational Therapy and Neurological Conditions. 1st Ed. Wiley Blackwell
- 7 SHERIDAN, M. D. 2021. From birth to five years. 5th Ed. London: Routledge .SIEGAL, A. & SAPRU, H. N., 2011.
- 8 SIGELMAN, C. K. and RIDER E. A., 2018. Life-span human development. 6th Ed. Belmont, CA: Wadsworth Cengage Learning.