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MODULE DESCRIPTOR

Module Title

Inclusive Environments: Enabling Occupational Performance, Health And Well-being.

| | | | |
|-----------|----------|-------------|--------|
| Reference | HS3113 | Version | 6 |
| Created | May 2019 | SCQF Level | SCQF 9 |
| Approved | May 2015 | SCQF Points | 30 |
| Amended | May 2019 | ECTS Points | 15 |

Aims of Module

To develop students appreciation of the impact and influence of inclusive environmental design on individuals occupational performance, participation, health and wellbeing.

Learning Outcomes for Module

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

- 1 Analyse current policy, professional, societal drivers and evidenced based practice influencing inclusive environments to enable occupational performance.
- 2 Discuss the impact of service provision and environmental design on participation in meaningful occupations and health and wellbeing.
- 3 Evaluate the health risks and benefits of occupation performance in the context of environmental design and best practice principles.
- 4 Demonstrate the essential professional skills required in the evaluation of both the individual and the environmental context to promoting occupational performance and social inclusivity.

Indicative Module Content

Societal, political, economic drivers and the legislative context; health, safety and comfort at work; inequalities; population health; public health; workforce competencies; clinical conditions influencing inclusion and participation; performance participation; productive occupations; social, cultural and physical environmental factors; ergonomics; absence management; stakeholder partnerships; settings based health promotion; work-life balance; leisure, employment, education, housing and transport; assessment and analysis of the worker/work/work environment; service design; accessibility and environmental design, access audit; new ways of working; rehabilitation strategies and reasonable adjustments supporting inclusion and participation, evidenced based practice within an inter-disciplinary team; telecare; vocational rehabilitation; strategies supporting occupational participation; supported work retention.

Module Delivery

This is a practical based, blended learning module with supporting key note lectures, facilitated workshops, external visits, use of web based resources, directed and self-directed study.

Indicative Student Workload

| | Full Time | Part Time |
|--|-----------|-----------|
| Contact Hours | 60 | N/A |
| Non-Contact Hours | 240 | 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 |
| Description: | Individual facilitated poster presentation | | | | |

MODULE PERFORMANCE DESCRIPTOR

Explanatory Text

Coursework will be graded against the criteria identified on the module assessment marking grid. Final grade awarded will be calculated using the module 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 2 modules of the Master of Occupational Therapy course modules or equivalent. |
| Corequisites for module | None. |
| 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 CHRISTIANSEN, C.H., BAUM, C. M. & BASS, J.D., 2015. Occupational Therapy Performance, Participation and wellbeing 4th Ed. New Jersey: Slack Incorporated
- 2 CONWAY, M., 2008. Occupational therapy and inclusive design. Chichester: Blackwell Publishing.
- 3 CURTIN, M., EGAN, M., and ADAMS, J., 2017. Occupational therapy and physical dysfunction: enabling occupation. 7th Ed. Edinburgh: Churchill Livingstone
- 4 MASLIN, S., 2021, Designing mind friendly environments: architecture and design for everyone. London. Joanne Kingsley Publishers.
- 5 STEINFELD, E. & MAISEL, J. 2012. Universal design: creating inclusive environments. New Jersey: Wiley.
- 6 THOMAS, H., 2022, Occupational and activity analysis. 3rd edition. New Jersey: Slack Incorporated.