

MODULE DESCRIPTOR

Module Title

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

Reference	HS3113	Version	8
Created	March 2023	SCQF Level	SCQF 9
Approved	May 2015	SCQF Points	30
Amended	June 2023	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; social, cultural and physical environmental factors; stakeholder partnerships; Populations experiences of inclusive design, accessibility, occupational performance health and well-being; supporting inclusion and participation; activity analysis, Occupations, including work, education, play and productive occupations in the context of the socioeconomic and built environment. Environment and occupational performance factors; housing and transport; accessibility and environmental design. Evidence based practice, neurodiversity in the built environment; positive risk taking; digital environments.

Module Delivery

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

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: Practical Exam Weighting: 100% Outcomes Assessed: 1, 2, 3, 4

Description: Oral presentation

Component 2

Type: Coursework Weighting: 0% Outcomes Assessed: 2, 4

Description: This is the minimum of 80% mandatory attendance of all scheduled module delivery. Attendance will be assessed on a pass/unsuccessful basis.

MODULE PERFORMANCE DESCRIPTOR

Explanatory Text

Component 1 will be graded against the criteria identified on the module assessment marking grid. To pass the module a Grade D in C1 and a pass in C2 is required.

Module Grade	Minimum Requirements to achieve Module Grade:
A	C1:A and C2 pass
B	C1:B and C2 pass
C	C1:C and C2 pass
D	C1:D and C2 pass
E	C1:E and/or C2 unsuccessful
F	Fail 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.