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MODULE DESCRIPTOR

Module Title

Occupational Therapy: Integrating a Public Health Approach

| | | | |
|-----------|---------------|-------------|---------|
| Reference | HSM188 | Version | 2 |
| Created | November 2018 | SCQF Level | SCQF 11 |
| Approved | July 2018 | SCQF Points | 30 |
| Amended | November 2018 | ECTS Points | 15 |

Aims of Module

Develop a critical perspective and analysis of integrating an occupational perspective of health in relation to public health, occupational therapy and the implications for professional practice .

Learning Outcomes for Module

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

- 1 Critically analyse an occupational perspective of health in relation to occupational therapy and public health.
- 2 Critically appraise and synthesise the research evidence for integrating a public health approach, within occupational therapy theory and practice.
- 3 Critically examine the complex and wider determinants of health in relation to, occupation, populations, and settings.
- 4 Critically debate the contribution of occupational therapy in the prevention of illness and the promotion of health and wellbeing to improve health outcomes.

Indicative Module Content

An occupational perspective of health and public health are the overarching paradigms which inform the module content and focus. Topics and themes will reflect a diversity of contexts, populations and settings, in relation to public health, global health, epidemiology, epigenetics, health promotion and occupation, occupational therapy practice, peripatetic working. Health literacy, models of health, salutogenesis, humanising healthcare, humanities in healthcare, human rights, justice, politics of health, occupational science, complex adaptive systems, health inequalities, human rights, prevention, trans-disciplinary working, implications for practice ,evidence, research, methodologies, scholarship of practice, international collaboration, reflexivity, reflection, boundary - spanning, disaster preparedness, sustainability.

Module Delivery

The module will adopt a blended learning and iterative approach to debate explore, critically analyse and synthesise the evidence for integrating public health approach within occupational therapy theory and practice. Key note lectures, workshops, seminars, photo-voice, tutorials, situated learning. Virtual learning ,self-directed learning, research methodologies, trans -disciplinary working, reflection and reflexivity will underpin knowledge development and learning experiences.

Indicative Student Workload

| | Full Time | Part Time |
|--|-----------|-----------|
| Contact Hours | 100 | N/A |
| Non-Contact Hours | 200 | 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: | Seminar supported by audio visual tools | | | | |

MODULE PERFORMANCE DESCRIPTOR

Explanatory Text

A minimum of a Grade D is required to pass the Module

Module Grade Minimum Requirements to achieve Module Grade:

| | |
|-----------|---|
| A | A: A |
| B | B: B |
| C | C: C |
| D | D: D |
| E | E: E |
| F | To achieve this grade you will have failed to achieve the minimum requirements for an E. And/OR Fails to meet module attendance requirements |
| NS | Non-submission of work by published deadline or non-attendance for examination |

Module Requirements

| | |
|--------------------------|---|
| Prerequisites for Module | Successful completion of all Stage Three modules of the Master of Occupational Therapy. |
| Corequisites for module | None are required |
| Precluded Modules | None are required |

INDICATIVE BIBLIOGRAPHY

- | | |
|---|---|
| 1 | COLE,M,B,.CREEK,J,.2015.Global Perspectives in Professional Reasoning. Thorofare,NJ : Slack Incorporated. |
| 2 | HANNAH,M,.2014.Humanising Healthcare: Patterns of Hope for Systems Under Strain. Triarchy Press:Devon |
| 3 | NAIDOO,J,WILLIS,J.2016. Health Promotion 4th Ed. Edinburgh: Elsevier. |
| 4 | PIERCE D. 2014.Occupational science for occupational therapists. Thoroefare, NJ: Slack Incorporated |
| 5 | RUSHFORD,N,.THOMAS,K.2015.Disaster and Development: An Occupational Perspective. Edinburgh: Churchill Livingstone |
| 6 | THOMPSON,S,R,2014. The Essential Guide to Public Health and Health Promotion. London: Routledge |
| 7 | WILCOCK,A,A,.HOCKING,C,.2015 An Occupational Perspective of Health. Thorofare,NJ: Slack Incorporated. |
| 8 | WILLS, J., 2022. Foundations for Health Promotion. 5th ed. London: Elsevier Health Sciences |