MODULE DESCRIPTOR

<table>
<thead>
<tr>
<th>TITLE</th>
<th>Assessing Occupational Performance</th>
</tr>
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<tr>
<td>SI MODULE CODE</td>
<td>23-7367-00S</td>
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<td>CREDITS</td>
<td>15</td>
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<td>LEVEL</td>
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<td>JACS CODE</td>
<td>B930</td>
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<td>SUBJECT GROUP</td>
<td>HWB Occupational Therapy</td>
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<tr>
<td>DEPARTMENT</td>
<td>Allied Health Professions</td>
</tr>
<tr>
<td>MODULE LEADER</td>
<td>Melanie Bryer</td>
</tr>
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<table>
<thead>
<tr>
<th>MODULE STUDY HOURS (based on 10 hours per credit)*</th>
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<tbody>
<tr>
<td>Scheduled Learning and Teaching Activities</td>
<td>Placement (if applicable)</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>---------------------------------</td>
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<td>30</td>
<td>120</td>
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MODULE AIM

The module aims to develop your ability to determine a person’s occupational needs, wishes, engagement and performance and to assess their functional potential taking account of disability, prognosis and environmental situation. It will enable you to evaluate the purpose and range of standardised and non-standardised assessments appropriate to different areas of occupational therapy practice making use of relevant theory to justify this. The application of assessment outcomes to intervention strategies will also be considered.

MODULE LEARNING OUTCOMES

By engaging successfully with this module as a student you will be able to:

1. Critically appraise different assessment theories and approaches and consider their merits with regard to use with people who have complex needs from a variety of settings and also in relation to a current evidence base

2. Evaluate a variety of assessment tools including standardised, formal non-standardised assessments and assessment equipment, in order to be able to appropriately select and carry out different methods of assessment safely

3. Critically discuss the purpose and value of assessment for both service users and health and social care personnel, taking into consideration other relevant issues such as resource constraints, policies and environmental considerations

4. Apply assessment information to formulate relevant SMART goals and identify potential interventions for people with complex and long term needs within a variety of practice settings
INDICATIVE CONTENT

These are examples of the possible (indicative) content of this module:

- evidence base and best practice
- assessment philosophy, purpose, processes, strategies and techniques
- standardized and non-standardised assessments, outcome measures
- generic and profession-specific assessments
- assessment skills; observation, verbal and written communication, numeracy and accuracy in recording
- determining functional performance, deficits and potential through assessment, including psychological, physical, cultural and environmental dimensions
- assessments common in practice; eg self-care, domestic, mobility/gait, wheelchair, cognitive/perceptual assessments, physical (Local), productivity, vocational
- Falls assessments/Home Hazards
- environmental assessment/home visits
- motivating and engaging the service user in decision-making, client centred practice
- ethics and risk in assessment
- interpreting assessment data
- using assessment information to establish goals, plan an intervention strategy
- technology and assessment

LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS

An introductory session will orientate you to the requirements of the module.

Keynote lectures and seminars will introduce you to the theory and practice of assessment and range of assessment strategies as related to various user groups. Assessment outcomes will be considered in relation to key features of some common/long term conditions in these sessions.

During workshops, you will explore and critically appraise different assessments and tools drawing on placement experiences and sharing these exemplars with your peers in the university setting.

The development of your knowledge will be promoted through various learning strategies and supported by Blackboard. You will be encouraged to make use of appropriate research studies related to assessment and clientele.

Tutorial support will be provided for assignment development.

ASSESSMENT TASK INFORMATION

The assignment is a 3000 word written paper that explores and evaluates the assessment of an individual selected from your practice placement. The case study selected will be negotiated with your practice educator. Service user and placement anonymity and confidentiality will be maintained.

TWO assessments, will be critically compared and contrasted. Where possible, one of these should normally include a standardised assessment. Assessment findings and/or outcomes will be critically evaluated. The assignment should be supported throughout by appropriate theory and evidence and related to the case study.
### Task Details

<table>
<thead>
<tr>
<th>Task No.*</th>
<th>Short Description of Task</th>
<th>SI Code</th>
<th>Task Weighting %</th>
<th>Word Count or Exam Duration*</th>
<th>In-module retrieval available</th>
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<tr>
<td>1</td>
<td>Written assignment</td>
<td>CW</td>
<td>100%</td>
<td>3000 words</td>
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**FEEDBACK**

**Formative feedback**

Throughout the module you will have the opportunity to take part in a range of classroom learning opportunities and you will be guided to reflect on your learning. Tutorial support will be provided to enable development of the assignment.

**Summative feedback**

Feedback on your assignment will be provided once internal moderation has taken place and within the period set by university guidelines. Feedback will address to what extent you have met the learning outcomes and will give you specific guidance on areas for improvement.

**LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)**

This module is supported by an on-line module resource list (RLO) which is updated year on year. Below is an indication of some of the resources you may find relevant.

**Resources**

Selected current standardised assessments
Examples of non-standardised assessments
Case studies
Assessment technology and Equipment; e.g. E Link, IT Apps.
College of Occupational Therapists Publications & Guidelines; reports, publications etc.

**Journals**

American Journal of Occupational Therapy
Australian Occupational therapy journal
British Journal of Occupational Therapy
Canadian Journal of Occupational therapy

**References**


WALLACE, Caroline and DAVIES, Michelle (2009). Sharing assessment in Health & Social Care; a Practical handbook for Inter-professional working. Sage.
SECTION 2  MODULE INFORMATION FOR STAFF ONLY

MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

<table>
<thead>
<tr>
<th>NEW MODULE</th>
<th>EXISTING MODULE - NO CHANGE*</th>
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<tr>
<td>N</td>
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<tr>
<td>Title Change</td>
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<td>Credit Change</td>
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<td>Assessment Pattern Change</td>
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<tr>
<td>Change to Delivery Pattern</td>
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<tr>
<td>Date the changes (or new module) will be implemented</td>
<td>11/01/2016</td>
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*slightly revised learning outcomes

MODULE DELIVERY PATTERN - Give details of the start and end dates for each module. If the course has more than one intake, for example, September and January, please give details of the module start and end dates for each intake.

<table>
<thead>
<tr>
<th>Course Intake 1</th>
<th>Module Begins</th>
<th>Module Ends</th>
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<td>08/09/2016</td>
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<td>15/12/2016</td>
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<tr>
<td>DD/MM/YYYY</td>
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Is timetabled contact time required for this module? Y
Are any staff teaching on this module non-SHU employees? Y
If yes, please give details of the employer institution(s) below
Various NHS Trusts

What proportion of the module is taught by these non-SHU staff, expressed as a percentage? 25%

MODULE ASSESSMENT INFORMATION

Indicate how the module will be marked

*Overall PERCENTAGE Mark of 50% Y
*Overall PASS / FAIL Grade N

*Choose one only – module cannot include both percentage mark and pass/fail graded tasks

SUB-TASKS

Will any sub-tasks (activities) be used as part of the assessment strategy for this module? N

If sub-tasks / activities are to be used this must be approved within the Faculty prior to approval. Sub-task / activity marks will be recorded locally and extenuating circumstances, extensions, referrals and deferrals will not apply to sub-tasks / activities.

FINAL TASK

According to the Assessment Information shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Information Grid in Section 1 of the Descriptor) 1

NON-STANDARD ASSESSMENT PATTERNS

MARK ‘X’ IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg MODEL B, ALL TASKS MUST BE PASSED AT 50%.

NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance. notes.
<table>
<thead>
<tr>
<th>Date</th>
<th>Reason</th>
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<tr>
<td>Aug 2015</td>
<td>SI set up to follow</td>
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