



Higher National Unit specification

General information for centres

Unit title: Occupational Therapy: Philosophy, Theory and Practice

Unit code: F3NK 34

Unit purpose: This Unit enables candidates to link the theory of occupational therapy to practice. Candidates will develop a knowledge of the philosophy, theory and diversity of the profession. This is essential to their understanding of the influences on intervention and their role as a support worker. Candidates will also further develop interpersonal skills within the context of practice and develop skills appropriate to their role, in assessment, care planning, activity analysis and the evaluation of intervention. This understanding will be used to evidence their contribution to the occupational therapy process. This Unit also enables candidates to analyse their continuing professional development to date.

On completion of the Unit the candidate should be able to:

- 1 Explain the philosophy of occupational therapy.
- 2 Analyse occupation in relation to the health and wellbeing of individuals.
- 3 Describe the occupational therapy process.
- 4 Demonstrate skills to support the occupational therapy process as appropriate to the work place.
- 5 Appraise personal continuing professional development.

Credit points and level: 2 HN credits at SCQF level 7: (16 SCQF credit points at SCQF level 7*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Recommended prior knowledge and skills: While entry to this Unit is at the discretion of the centre, it is recommended that candidates have good communication skills. These could be evidenced by the achievement of a nationally recognised qualification, for example English at SCQF level 6, or by pre-course interview and assignment. It is recommended that this Unit be taught after *Occupational Therapy: Context and Development*, *Occupational Therapy: Needs and Rights of Individuals*, *Occupational Therapy: Policies, Procedures and Professional Standards* and *Occupational Therapy Support: Anatomy and Physiology*. In order to undertake this Unit, candidates should have experience of working in a care environment, and should typically be carrying out the role of a support worker within an occupational therapy setting, under supervision by an occupational therapist.

Core Skills: There are opportunities to develop the Core Skills of *Communication*, *Working with Others*, and the component Critical Thinking of the Core Skill of *Problem Solving* at SCQF level 5, and the Core Skill of *Information Technology* at SCQF level 4 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

General information for centres (cont)

Context for delivery: If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes. This Unit was developed as part of the HNC Occupational Therapy Support. It could be delivered in tandem with *Occupational Therapy Support: Psychology and Human Development*, and *Occupational Therapy Support: Aspects of Sociology*.

Assessment: This Unit may be assessed by a range of assessment instruments including extended response questions (Outcomes 1, 2, 3 and 5), a presentation (Outcome 1), a project (Outcome 2), a given case study (Outcome 3) and a supervisor marked assessment could be used (Outcome 4).

Higher National Unit specification: statement of standards

Unit title: Occupational Therapy: Philosophy, Theory and Practice

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Explain the philosophy of occupational therapy

Knowledge and/or Skills

- ◆ Origins, history and development
- ◆ Definitions of occupational therapy
- ◆ The person centred nature of occupational therapy
- ◆ The role of occupation and/or activity in relation to function and wellbeing
- ◆ Occupational therapy paradigms
- ◆ Core Skills of occupational therapy
- ◆ Models used within occupational therapy

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ explain the origins, history and development of occupational therapy over the 20th and 21st centuries highlighting the importance of occupation and/or activity and person centred practice
- ◆ compare and contrast a minimum of three referenced definitions of occupational therapy
- ◆ explain the role of occupation and/or activity in relation to function and wellbeing
- ◆ identify and explain three differing occupational therapy paradigm changes
- ◆ identify and explain at least four occupational therapy Core Skills
- ◆ identify and explain the key elements and merits and limitations of two current models used within occupational therapy

Assessment Guidelines

Extended response questions may cover the first four Evidence Requirements. A presentation or extended response question may cover the fifth Evidence Requirement.

Higher National Unit specification: statement of standards (cont)

Unit title: Occupational Therapy: Philosophy, Theory and Practice

Outcome 2

Analyse occupation in relation to the health and wellbeing of individuals

Knowledge and/or Skills

- ◆ Idiosyncratic patterns of activity
- ◆ Domains of occupation (self-care, leisure, productivity)
- ◆ Activity analysis
- ◆ Occupational performance components
- ◆ Modification and grading of activity

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ compare and contrast idiosyncratic patterns of activity between at least two individuals
- ◆ analyse three activities — one from each domain of occupation
- ◆ identify five aspects, within **each** of the following occupational performance components: emotional, cognitive, physical
- ◆ discuss modification and grading of one of the activities above

Assessment Guidelines

A project could be used to assess all Evidence Requirements

Outcome 3

Describe the occupational therapy process

Knowledge and/or Skills

- ◆ Referral systems used in current occupational therapy practice
- ◆ Consent procedures
- ◆ Assessment methods — standardised and non standardised
- ◆ Intervention planning
- ◆ Evaluation within occupational therapy

Higher National Unit specification: statement of standards (cont)

Unit title: Occupational Therapy: Philosophy, Theory and Practice

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ describe three referral systems which may be used within current occupational therapy practice
- ◆ describe the system of referral and consent procedures used within their own area of practice
- ◆ compare and contrast standardised and non standardised assessment
- ◆ identify assessment methods used within the workplace
- ◆ provide an intervention plan, with person centred aims and objectives relevant to their own area of practice
- ◆ explain the process of evaluation within occupational therapy

Assessment Guidelines

Extended response questions may be used for Evidence Requirements one, two, three, four and six. A given case study may be used for Evidence Requirement five.

Outcome 4

Demonstrate skills to support the occupational therapy process as appropriate to the workplace

Knowledge and/or Skills

- ◆ Information gathering
- ◆ Team working
- ◆ Evaluation
- ◆ Reporting — verbal and written

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ demonstrate skills appropriate to the workplace (each of the four Knowledge and/or Skills above must be carried out)

Assessment Guidelines

An assessment in the form of four reflective logs — one for each Knowledge and/or Skills element and a supervisor marked assessment could be used to cover all Evidence Requirements.

Higher National Unit specification: statement of standards (cont)

Unit title: Occupational Therapy: Philosophy, Theory and Practice

Outcome 5

Appraise personal continuing professional development

Knowledge and/or Skills

- ◆ Learning styles review
- ◆ Learning resources
- ◆ Learning goals
- ◆ Portfolio production

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ discuss and appraise their learning style
- ◆ appraise their use of a minimum of six learning resources
- ◆ evaluate learning goals from their CPD portfolio
- ◆ appraise their portfolio production
- ◆ set learning goals for the future — personal, professional and organisational

Assessment Guidelines

Extended response questions may be used for Evidence Requirements one, two, three and four and a short response question used for Evidence Requirement five.

Administrative Information

Unit code: F3NK 34

Unit title: Occupational Therapy: Philosophy, Theory and Practice

Superclass category: PJ

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Higher National Unit specification: support notes

Unit title: Occupational Therapy: Philosophy, Theory and Practice

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

Guidance on the content and context for this Unit

This Unit was developed as part of the HNC Occupational Therapy Support. It is recommended that it should be taught and assessed within the context of this particular Group Award.

The Unit draws together and builds on workplace experience and knowledge and understanding developed from previous Units.

It is recommended that this Unit be taught after: *Occupational Therapy: Context and Development*, *Occupational Therapy: Needs and Rights of Individuals*, and *Occupational Therapy: Policies, Procedures and Professional Standards*. Candidates are also recommended to have achieved *Occupational Therapy Support: Anatomy and Physiology*. The content of this Unit will be enhanced through understanding of psychology, including life span development and sociological concepts and it is suggested that this Unit be delivered in tandem with *Occupational Therapy Support: Psychology and Human Development* and for *Occupational Therapy Support: Aspects of Sociology*.

Outcome 1

This Outcome examines the foundations and philosophy of the occupational therapy profession and could be delivered first. Support workers should become confident in the role that activity and occupation play in the life of individuals and in the promotion and maintenance of health and wellbeing. The fundamental nature of person centred occupation and practice should be clear.

The historical concepts introduced in the Unit *Occupational Therapy: Context and Development* could be further developed and candidates should be encouraged to research in depth the philosophy and definitions of occupational therapy practice. A brief recap of the therapeutic use of occupation before the 20th century can be carried out, but it is expected that the main focus within this Outcome will be paradigm changes or shifts over the last century and the factors which may have led to these changes. A further examination of definitions of occupational therapy can be used to illustrate paradigms. Differing terminology should be defined. Candidates may be encouraged to concentrate on UK text to simplify the semantics used. The main paradigms under review could be the craft or moral, the medical or reductionist and the current occupational or functional paradigms. Definitions from each paradigm are useful in illustrating changes and similarities. Candidates should recognise factors which promote changes and shifts within the profession.

This Outcome enables candidates to recap and integrate generic values and principles of care with occupational therapy Core Skills. Current occupational therapy text eg COT Occupational Therapy as a Complex Intervention and COT briefings should be used to inform this section. It is advised that candidates become familiar with each Core Skill and that they are able to recognise the use of these within their own working environment.

Higher National Unit specification: support notes (cont)

Unit title: Occupational Therapy: Philosophy, Theory and Practice

Theories and models provide a guide to practice. Theory provides a rationale to explain practice and models a coherent system of working. It is recognised that the framework for occupational therapy practice is continually evolving and this will affect the ongoing content of this Outcome. To ensure currency current text must be consulted. Frames of reference, as compatible theories may also be introduced here and links made between occupational therapy theory and knowledge from other Units of study eg in anatomy and physiology and psychology. It is useful if candidates are encouraged to investigate frames of reference eg Compensatory, Rehabilitation, Biomechanical, Neuro-developmental and/or current models of occupational therapy practice eg the Canadian Model of Occupational Performance, the Model of Human Occupation, the KAWA Model, the Performance, Environment and Occupation Model relevant to their own practice area.

Outcome 2

Understanding of domains of occupation (self care, leisure, productivity) is essential to provide a baseline understanding for subsequent learning. Candidates should be encouraged to identify a range of activities within each domain and to consider common factors of activity and the value of activity to the health and wellbeing of individuals. It is useful at this stage if candidates have an opportunity to relate domains of occupation to idiosyncratic patterns of activity. This could be further discussed in relation to age, gender and roles. It is recognised that support workers experience may differ and that the emphasis on specific domains of occupation will vary depending on the type of service and the individual who are in receipt of occupational therapy. However, candidates must be aware of the holistic of occupation within individuals' lives. Activity analysis should be considered in detail and related to activities within each domain of occupation. Demands of activity could be highlighted under the following headings: motor, sensory, cognitive, emotional and interpersonal. Candidates should understand the terms function/dysfunction and occupational performance may then be considered within the components of emotional, cognitive, physical (thinking, doing and feeling). Candidates may be offered opportunities to integrate learning from other subject areas to their understanding of function and causes and effects of dysfunction. The modification and grading of activity will also be addressed and should be related to the occupational needs of individuals.

Outcome 3

Candidates will be provided with an overview of all the elements underpinning the occupational therapy process (ie referral, consent, assessment, intervention planning, evaluation including Outcome measures). Reconsideration could be made here to factors which may influence this process in differing practice settings (eg interdisciplinary working, workplace systems; methods of documentation, resources, standards, integration, roles and responsibilities, supervision, group/team dynamics, partnerships, conflict).

It is recognised that support workers will not be expected to have the higher order reasoning skills of an occupational therapist however they do require an understanding of each stage of the process in order to work effectively and appropriately. Candidates should be encouraged throughout to relate the occupational therapy process to their own workplaces and also to share knowledge with each other thus increasing awareness of occupational therapy within differing areas of practice. The focus of domains of occupation will vary from workplace to workplace.

Higher National Unit specification: support notes (cont)

Unit title: Occupational Therapy: Philosophy, Theory and Practice

The purpose of referral should be discussed and differing referral systems (eg blanket, self, written, multi agency, duty systems, allocation meetings,) used in current practice highlighted. Awareness of varying consent procedures in practice should also be encouraged. Cognisance of current College of Occupational Therapist Standards is useful here.

Assessment should be viewed as the basis of all occupational therapy practice. Assessment methodology within each area of practice will vary. Candidates should be clear about the purpose of assessment within occupational therapy, for example, assessment used as a screening tool or as a baseline for intervention. The difference between standardised and non standardised formats will be covered. Within this candidates should become familiar with the concepts of validity and reliability. Attempts should be made to provide access to as large a selection of assessment tools/Outcome measures as possible. Candidates should be encouraged to recognise the role assessment has in the setting of person centred aims and objectives. The importance of person centred intervention planning should be highlighted. Aims and objective setting, the recognition of positive aspects and problem areas in every situation should be highlighted. The candidate should be encouraged to review their understanding of occupational domains and performance components in relation to the setting and implementation of an intervention programme.

The purpose and format of Outcome measures (subjective, functional and objective) within the workplace should be highlighted. Evaluation and reflection in practice should be considered from both the intervention plan perspective but also as a component of quality improvement and as part of reflective practice.

Outcome 4

Candidates are expected to implement and demonstrate skills relevant to support the occupational therapy process as appropriate to the workplace. As stated above the context of this will depend on the candidate's workplace. Information gathering including interviewing and observation could be covered. Team working skills may be related to current models (eg Belbin). Teams could include multidisciplinary, uni-professional, multi-agency and partnership working with carers and individuals; depending on the candidate's workplace. Cognisance may also be given to previous learning and experience. Candidates can be encouraged to review previous learning in relation to role and responsibilities, supervision, interpersonal and communication skills, referral, reporting and recording and evaluation.

Outcome 5

It is vital in all areas of occupational therapy practice that principles of lifelong learning are adopted by all staff. Candidates should be reminded of current literature, legislative and registration requirements to support the appraisal of their continuing professional development.

For some candidates this Outcome may build on work started in Outcome 1 of the HN Unit *Occupational Therapy: Context and Development*. Candidates should be asked to review their learning styles and appraise any changes which may have occurred due to their development of knowledge. Their choice, availability and use of learning resources should also be appraised. They should evaluate any growth in their confidence and ability to use resources such as text, internet, supervision, libraries, colleagues, the media and virtual learning environments. Referencing skills should also be considered. This overall appraisal should support the review of their previously set

Higher National Unit specification: support notes (cont)

Unit title: Occupational Therapy: Philosophy, Theory and Practice

learning goals. These goals should be evaluated in terms of personal needs, organisation needs and professional requirements. The planning and setting of future learning goals should be clear and in line with their evaluation of previous goals and learning, awareness of their own development and needs, awareness of the needs of their organisation and an understanding of professional standards/needs taken into account.

Candidates are expected to have continued with the production of a CPD portfolio throughout the duration of the programme. In order for this portfolio to be useful, production to date should be appraised. Within this, factors and skills such as organisation of time, resources and materials used, reflective logs chosen and utilised and overall format should be considered.

Guidance on the delivery and assessment of this Unit

Outcome 1

Candidates should evidence that they understand the basis and developmental nature of the profession of occupational therapy and can discuss this in relation to the philosophy and diversity of practice. The origins, history and development of occupational therapy over the 20th and 21st Centuries can be researched highlighting the importance of occupation/activity and person centred practice. Candidates should show that they understand the changes or shifts within the profession and be able to examine referenced definitions in relation to differing paradigms. They should be able to identify and explain occupational therapy Core Skills with reference to current occupational therapy text.

Candidates should not study models in detail but be expected to identify the key elements, merits and limitations of one model and be clear on the relevance to both their role and area of practice. A group investigation and presentation may be used for assessment and to share learning.

Outcome 2

This Outcome could start by identifying a range of activities within differing domains of occupation. From this, the idiosyncratic nature of activity could be highlighted. Factors which influence individuals' patterns of activity throughout their life course eg age, gender and roles could be discussed and related to previous learning and their experience of working with individuals within an occupational therapy setting. Candidates should develop an understanding of the demands that a range of activities from all domain of occupation may place on an individual through carrying out activity analysis. This may be done within the classroom setting.

Higher National Unit specification: support notes (cont)

Unit title: Occupational Therapy: Philosophy, Theory and Practice

The terms function/dysfunction and occupational performance may be defined. Candidates could then consider the occupational performance components — emotional, cognitive, physical (thinking, doing and feeling). Integration of learning from other subject areas will enhance their understanding of function and causes and effects of dysfunction. A variety of case studies, videos and vignettes may be used. The grading and modification of activity will be discussed in relation to the occupational needs of individuals.

A range of extended response questions and activity analysis logs may be used to generate evidence of learning and relevant integration to the candidate's workplace.

Outcome 3

This Outcome can be delivered in conjunction with Outcome 4. Candidates will be taken through the process of occupational therapy, from the gathering of information, referral and consent procedures to assessment, intervention planning and evaluation. They should be encouraged to consider this process within their own workplace situations and to share information, through group work, to enhance understanding of occupational therapy across the range of practice areas. Candidates will be encouraged to incorporate their practice knowledge of the occupational needs of the individuals with whom they work. Throughout exposition of the occupational therapy process they should be encouraged to consider and relate to their own roles, responsibilities and skills. Assessment of this Outcome can be carried out through extended response questions and case studies. Each candidate should be clear on the process of occupational therapy within their workplace and evidence this through their assessment.

Outcome 4

This Outcome could be taught in conjunction with Outcome 3. Candidates will further develop and evidence their own interpersonal skills within the context of their practice area and develop skills, appropriate to their role, in information gathering, interviewing, observation, supervision, evaluation, reporting and recording and team working. They should be provided with an overview of the key elements of each Knowledge and/or Skills point. Opportunities to practice the skills required for interviewing, observation and evaluation within a class/group situation would be beneficial. A variety of role play scenarios could be utilised. An assessment in the form of reflective logs and a supervisor marked assessment could be used to ensure relevant skills are demonstrated appropriately to the practice area.

Outcome 5

Content and delivery of this Outcome continues the development and reflective nature of this programme. Candidates are expected to appraise their CPD production to date and to set in place goals for their future learning.

Higher National Unit specification: support notes (cont)

Unit title: Occupational Therapy: Philosophy, Theory and Practice

It is suggested that this Outcome be taught last within this particular Unit. This Outcome builds on Outcome 1 from the Unit: *Occupational Therapy Context and Development*. Candidates are required to appraise and review their learning and development over the course of this HNC with a view to evaluating their overall professional and personal development. It is expected that they demonstrate not only an understanding of their own development in relation to their current practice but also the importance of continuing professional development in relation future personal and organisational needs. The delivery of this Outcome could be on a tutorial basis after completion of all previous Outcomes. A range of extended response questions may be used to assess this Outcome.

Opportunities for developing Core Skills

There are opportunities to develop the Core Skills of *Communication*, *Working with Others*, and the component Critical Thinking of the Core Skill of Problem Solving at SCQF level 5, and the Core Skill of *Information Technology* at SCQF level 4 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

The delivery and assessment of this Unit may contribute towards the component Written Communication of the Core Skill of *Communication* at SCQF level 5. The general skills of the component (see Core Skills Framework at <http://www.sqa.org.uk>) are ‘read, understand and evaluate written communication’ for its reading element and ‘produce well-structured written communication’ for its writing element. Specific reading skills required by candidates at SCQF level 5 include identifying and summarising significant information, ideas and supporting details in a written communication, and evaluation of the effectiveness of the communication in meeting its purpose; and specific writing skills include presenting all essential ideas, information and supporting detail in a logical and effective order, and use of a structure which takes account of purpose and audience, emphasising the main points.

Candidates may use the skills outlined above in covering the Evidence Requirements across all Outcomes. Structured, extended responses, are likely to be used throughout covering such topics as the origins, history and development of occupational therapy system (in Outcome 1) and the process of evaluation within occupational therapy (in Outcome 3). Outcome 2 may be assessed by the production of a project which, together with the information gathering aspect of Outcome 4, may involve a certain amount of research by candidates eg searching/reading of relevant texts, consulting websites, summarising and referencing information. These activities may provide opportunities for candidates to develop the reading element, of the Written Communication component.

Outcome 4 of the Unit offers opportunities to develop the component Oral Communication of the Core Skill of *Communication* at SCQF level 5. The general skill of the component is ‘produce and respond to oral communication’. Specific skills include sequencing and linking information, opinions ideas, using vocabulary and spoken language structures appropriate to the purpose and audience, and responding to others, taking account of their contributions.

Higher National Unit specification: support notes (cont)

Unit title: Occupational Therapy: Philosophy, Theory and Practice

Candidates may use these skills in particular, over the course of Outcome 4, where demonstrating skills which support the occupational therapy process for example when involved in information gathering, team working and verbal reporting. They may be used in seeking and responding to feedback from others particularly within the team working aspect of the Outcome. In the workplace, candidates' oral skills will be particularly important as they need to communicate clearly and effectively to ensure others understand what is required and individual needs are met.

This Outcome also provides opportunities to develop the Core Skill of *Working with Others* at SCQF level 5. The general skill of the component is the ability to 'work with others in a group to analyse, plan and complete an activity'. Specific skills include analysing the activity and identifying component tasks and roles, agreeing allocation of responsibilities and supporting co-operative working. These skills are suited to Outcome 4's focus on skills appropriate to the workplace, though for this Core Skill candidates must also evaluate and draw conclusions about their own contribution to group activity.

Outcome 2 provides candidates with the opportunity to develop the component Critical Thinking of the Core Skill of *Problem Solving* at SCQF level 5. The general skill of the component is 'analyse a situation or issue'. Candidates need to identify the factors in a situation or issue, assess the relevance of these factors, and then develop an approach to deal with the situation or issue. They may utilise these skills in analysing how occupation relates to health and wellbeing and performing the related tasks such as analysis of activities from different domains of occupation, and discussing the modification and grading of such activities.

Depending on the methods used to produce candidates' responses, the delivery and assessment of this Unit may contribute towards the Core Skill of *Information Technology* at SCQF level 4, the general skill of which is to use 'an IT system effectively to perform a range of straightforward tasks.'

Specific skills required at SCQF level 4 include making effective use of a computer system, carrying out straightforward processing using three applications, and carrying out straightforward searches. Candidates may opt to use IT systems and specific applications in drafting and editing responses for all Outcomes, but in particular for Outcome 2 where they may be producing a project and Outcome 4 where information gathering. IT skills are relevant both to research tasks involved in the latter, and in producing a project.

Open learning

This Unit is suitable for open or distance learning provided there is clear centre planning to ensure sufficiency and authentication of the candidate's evidence.

Evidence for all Outcomes could be sent to the centre assessor in paper or CD format. Arrangements with workplace supervising occupational therapists can be made to ensure authenticity.

Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

General information for candidates

Unit title: Occupational Therapy: Philosophy, Theory and Practice

This Unit is intended to enable you to link occupational therapy theory to your own practice skills and area. You will develop knowledge of the philosophy, theory and diversity of the profession. This is essential to your understanding of the influences on occupational therapy intervention and your role as a support worker within this. You will develop a broader understanding of occupation and the occupational needs of the individual. You will also further develop interpersonal skills within the context of practice; and develop skills appropriate to your own role in assessment, care planning, activity analysis and evaluation. This understanding will be used to evidence your contribution to the occupational therapy process. This Unit also enables you to evaluate your CPD production to date.

On completion of the Unit you will be able to:

- 1 Explain the philosophy of occupational therapy.
- 2 Analyse occupation in relation to the health and wellbeing of individuals.
- 3 Describe the occupational therapy process.
- 4 Demonstrate skills to support the occupational therapy process as appropriate to the workplace.
- 5 Appraise personal continuing professional development.

The overall requirements for assessment will be the production of evidence that demonstrates that you understand the history and philosophical development of occupational therapy and the Core Skills that are inherent to the profession. Current models used in the provision of occupational therapy, assessment methodology and the journey of individuals from referral through to discharge from occupational therapy (the occupational therapy process) will be evidenced through extended response questions and case study scenarios.

Over the course of this Unit, there may be opportunities to develop important Core Skills in the areas of *Communication*, *Working with Others*, *Problem Solving* and *Information Technology*.