



Higher National Unit specification: general information

Unit title: Occupational Therapy: Core Concepts and Processes

Unit code: H18H 35

Superclass: PJ

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Version: 02

Unit purpose: This Unit is designed to enable candidates to develop knowledge, skills and attributes appropriate to working within occupational therapy. Candidates will develop knowledge of the core concepts, frameworks and processes of the profession. Candidates will also further develop skills within the context of the sector area. This understanding will be used to evidence their contribution to the occupational therapy process.

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

- 1 Explain occupational therapy.
- 2 Analyse occupational performance in relation to life roles.
- 3 Evaluate major current theoretical approaches.
- 4 Explain the occupational therapy process.
- 5 Demonstrate and critically evaluate knowledge, skills and attributes to support the occupational therapy process as appropriate to the workplace.

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. Relevant HNC in Allied Health Professions (*Radiography — Diagnostic or Therapeutic, Physiotherapy or Speech and Language*), Occupational Therapy Support, Care and Administrative Practice, Health Care, Social Care or SVQ level 3. It is however **essential** that this Unit be taught after previous learning in **Anatomy and Physiology and Psychology/Sociology** (eg *Anatomy and Physiology for Support Workers* (H1SS 34) and *Psychology/Sociology in Health Care* (DR3T 34)).

In order to undertake this Unit, candidates must have experience of working in a care environment, and should be currently carrying out the role of a support worker within an occupational therapy setting, under supervision of an occupational therapist.

General information (cont)

Credit points and level

2 Higher National Unit credits at SCQF level 8: (16 SCQF credit points at SCQF level 8*)

**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.*

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes of this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed in the subject area of the Group Award to which it contributes.

This is a mandatory Unit in the Level 8 PDA Occupational Therapy Support. It is recommended that it should be taught and assessed within the subject area of the Group Award, PDA Occupational Therapy Support to which it contributes. It is however **essential** that this Unit be taught after previous learning in **Anatomy and Physiology and Psychology/ Sociology**. The nature of this Unit requires it be delivered over a sufficient period of time to enable candidates to complete work based activities. Candidates must be working within a setting appropriate to occupational therapy.

Higher National Unit specification: statement of standards

Unit title: Occupational Therapy: Core Concepts and Processes

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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 occupational therapy.

Knowledge and/or Skills

- ◆ Origins, development and regulation.
- ◆ Definitions and all core skills of occupational therapy.
- ◆ The role of occupation and occupational therapy in relation to health and wellbeing.

Evidence Requirements

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

- ◆ investigate and explain the origins, development and regulation of occupational therapy over the 20th and 21st centuries
- ◆ analyse three definitions of occupational therapy
- ◆ analyse all occupational therapy core skills
- ◆ analyse the importance of occupational therapy in relation to health, well being and person centred practice.

Higher National Unit specification: statement of standards (cont)

Unit title: Occupational Therapy: Core Concepts and Processes

Outcome 2

Analyse occupational performance in relation to life roles.

Knowledge and/or Skills

- ◆ Life roles.
- ◆ Domains of occupation.
- ◆ Person centred nature of occupation.
- ◆ Activity analysis.
- ◆ Occupational performance components.
- ◆ Factors affecting occupational performance.

Evidence Requirements

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

- ◆ analyse the three domains of activity in relation to the person centred nature of occupation
- ◆ carry out activity analysis within each of the three domains of occupation evaluating possible modifications of each activity
- ◆ analyse factors which may affect occupational performance to include life roles and occupational performance components

Outcome 3

Evaluate major current theoretical approaches.

Knowledge and/or Skills

- ◆ Theoretical frameworks.
- ◆ Occupational science.
- ◆ Occupational therapy models.

Evidence Requirements

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

- ◆ explain the role of theoretical frameworks in informing effective practice
- ◆ define and describe occupational science
- ◆ evaluate and apply elements of two occupational therapy models

Higher National Unit specification: statement of standards (cont)

Unit title: Occupational Therapy: Core Concepts and Processes

Outcome 4

Explain the occupational therapy process.

Knowledge and/or Skills

- ◆ Referral and consent systems used within current occupational therapy.
- ◆ Assessment methods — standardised and non-standardised.
- ◆ Intervention planning.
- ◆ Evaluation within occupational therapy.

Evidence Requirements

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

- ◆ examine and analyse three referral and consent systems used within current occupational therapy practice
- ◆ examine and analyse assessment methods used within occupational therapy comparing and contrasting standardised and non-standardised assessment
- ◆ prepare an intervention plan for an individual or group
- ◆ explain the process of evaluation within occupational therapy and relate to the intervention plan

Outcome 5

Demonstrate and critically evaluate knowledge, skills and attributes to support the occupational therapy process as appropriate to the workplace.

Knowledge and/or Skills

- ◆ Occupational therapy core skills
- ◆ Occupational therapy process
- ◆ Reporting — verbal and written communication
- ◆ Supervision
- ◆ Standards of Practice and Codes of Conduct
- ◆ Policies and procedures
- ◆ Self-evaluation

Higher National Unit specification: statement of standards (cont)

Unit title: Occupational Therapy: Core Concepts and Processes

Evidence Requirements

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

- ◆ demonstrate occupational therapy core skills
- ◆ implement the occupational therapy process as appropriate to their workplace using the planned intervention
- ◆ demonstrate and evaluate application of relevant Standards of Practice and the College of Occupational Therapists Code of Ethics and Professional Conduct including supervision and reporting
- ◆ demonstrate and evaluate application of policies and procedures relevant to the planned intervention
- ◆ critically evaluate their skills for practice in relation to the planned intervention.

Higher National Unit specification: support notes

Unit title: Occupational Therapy: Core Concepts and Processes

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 PDA 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 learning. Outcome 1 in particular encourages candidates to develop an in depth understanding of the broad context of occupational theory.

Outcome 1

This Outcome provides the basis for the whole Unit. The explanation of occupational therapy could include investigation of the historical foundations of the profession to develop understanding of the origins and ongoing development of occupational therapy. Candidates should develop a working knowledge of how occupational therapy has evolved over the years. Occupational therapy works across a diverse range of settings (eg acute and community health care settings, social care, education, prisons, the independent and voluntary sector) and these could also be investigated here.

Occupational therapy is a worldwide profession and as such the candidates could be invited to research and examine occupational theory and its development within and out with the UK. Examination of a range of past, current and international definitions of occupational therapy should be used to ensure understanding of the development of the profession and the language currently used within the profession. This could help understanding of the core philosophy of occupational therapy, the importance of the integral nature of occupation in health and well being, and the person centred nature of the profession.

The investigation of the development of the profession could begin by exploring the therapeutic use of occupation from ancient times to the development of occupational therapy as a regulated profession at the beginning of the 20th century. This should also include an examination of paradigms and the factors leading to the paradigm shifts over the 20th and the 21st centuries. Paradigms examined could include craft or moral, medical or reductionist and occupational or functional.

Higher National Unit specification: support notes (cont)

Unit title: Occupational Therapy: Core Concepts and Processes

The development of occupational science and its relationship with occupational therapy during the current paradigm can be alluded to here. This concept is further examined in Outcome 3. It would be essential that candidates appreciate the continual development of this profession and the variety of terminology used. The World Health Organisation International Classification of Function (ICF) can be used to illustrate the use and effect of terminology on individuals. The College of Occupational Therapists' (COT) Code of Ethics and Professional Conduct (2010 or most current) and the COT Professional Standards for Occupational Therapy Practice (2011 or most current) should be examined to enable an understanding of the current framework guiding practice. The role of the professional bodies including British Association of Occupational Therapists/College of Occupational Therapists, The World Federation of Occupational Therapists (WFOT) and the Health Professions Council (HPC) as a framework for practice could be examined as integral to the development, regulation and practice of occupational therapy.

Occupational therapy core skills required in practice will focus on core skills of enablement, collaboration, environmental adaptation, assessment, problem solving, group work and the use of activity as a therapeutic tool as defined by the College of Occupational Therapist (2009) Briefing 23 Definitions and Core Skills for Occupational Therapy (or most current). The focus of person centred practice in occupational therapy could be further developed through examination of occupational therapy core skills applied to practice situations and their relationship to current care values and principles. Real or simulated situations could be used here. The demonstration and evaluation of the candidates use of occupational therapy core skills is looked at in Outcome 5.

The role of occupational therapy in relation to health and well being can be contextualised through examination of definitions and the relationship with the paradigm shifts. It is recommended candidates examine current classifications and definitions of health, eg World Health organisation's International Classification of Function 2 to ensure understanding of the facets of health.

Outcome 2

Support workers in occupational therapy require understanding of life roles, occupational performance and the nature of occupation in individual's lives. It is important candidates have an overall understanding of roles (prescribed, performed, perceived) and factors affecting these through the life course. Understanding of the nature of 'occupation', 'function' and 'purposeful activity' will set the basis for this Outcome and examination of definitions of these terms could be useful.

This Outcome could focus on types of activity from each domain of occupation which could be considered as self care, work and leisure. It would be useful for candidates to recognise the interchangeable nature of occupation within the domains in relation to individuals' needs and life roles and contexts of occupation. The individual nature of occupation and idiosyncratic patterns of behaviour could also be analysed to highlight the person centred nature of occupation.

Higher National Unit specification: support notes (cont)

Unit title: Occupational Therapy: Core Concepts and Processes

Current methods of activity analysis should be introduced, for example the motor/physical, sensory, emotional, psychological, social and cultural demands of a range of activity should be carried out.

It is necessary for support workers to have a working knowledge and ability to examine occupational demands and the carrying out of a range of activity analysis could assist in the development of this skill. Due to the diversity of occupational therapy settings the range of activities analysed could be broad and assist in the development of a wider understanding of occupational therapy. The use of modification and grading of activity will be analysed and would be applied to a range of activities to enable and develop support workers ability to promote person centred activity within their current practice.

Candidates should understand occupational performance components of individuals and analyse the physical, emotional and cognitive factors which can affect individuals' occupational performance in relation to roles. Some of the factors affecting individuals' occupational performance may previously have been examined in relation to definitions of health carried out in Outcome 1. Application of previous learning from anatomy and physiology, psychology and sociology would be expected. A variety of factors examined could be from each occupational performance component. This could assist the development of understanding of the individuality of occupational deficits the support workers will deal with.

Outcome 3

The terminology surrounding theoretical frameworks — paradigms, models, frames of reference and approaches should be introduced and the theory underpinning these should be identified to provide an overview of how theory is used to support practice. This enables candidates to develop their understanding of major theoretical approaches used currently within occupational therapy.

Occupational science can be explained as a theory underpinning occupational therapy and as such should be investigated to enable the candidates to develop an understanding of its role in relation to occupational therapy and the understanding of people as occupational beings.

As an introduction to the occupational therapy models a refresher of medical and social models of care could be helpful in illustrating the concepts of models and the effects upon the individual. Theory provides rationale to explain practice. Candidates may be required in practice to explain intervention and provide rationale and justification for intervention. An understanding of current models of practice and their application relevant to the candidate's work setting can enable this justification and provision of rationale. Candidate's recognition of the merits and limitations of models and the key elements of models is required however a full working knowledge, selection or implementation of a model is not likely to be a requirement for support workers.

Higher National Unit specification: support notes (cont)

Unit title: Occupational Therapy: Core Concepts and Processes

Due to the continually developing nature of occupational therapy, models of practice and frames of references continue to evolve. This could affect the models and frames of reference defined below as part of this Outcome. Current text and consultation with workplaces could ensure the theoretical frameworks explained are relevant to the candidates and workplace needs. To provide an overview of theory the terms treatment approach, frames of reference and models should be understood. Some frames of reference may be examined to provide a basis, eg cognitive, behavioural, humanistic, rehabilitation or compensatory frames of reference.

The application of psychology, sociology and anatomy and physiology could be demonstrated through examination of theory bases of selected frames of reference. Frames of reference could be considered alongside current models used in practice which could include Model of Human Occupation (MOHO), Canadian Model of Occupational Performance (CMOP) and Person, Environment, Occupation, Performance (PEOP) and the Kawa Model. Candidates could work in groups to investigate models and discuss their use in practice. Simulated case studies could be used to provide a focus for group work.

Suggested reading could include:

Christiansen C (1997) **Occupational Therapy Enabling Function and Well-Being** Slack New Jersey

Creek J (2008) **Occupational Therapy and Mental Health**, Churchill Livingstone Elsevier, London

Creek J (2010) **The Core Concepts of Occupational Therapy A Dynamic Framework for Practice**, Jessica Kingsley Publishers, London

Duncan E (2011) **Foundations for Practice in Occupational Therapy** Churchill Livingstone Elsevier, London

Pierce D (2003) **Occupation by Design Building Therapeutic Power** FA David Co, Philadelphia

Turner A (2002) **Occupational Therapy and Physical Dysfunction** Churchill Livingstone, Elsevier London

Turpin M (2011) **Using Occupational Therapy Models** in Practice Churchill Livingstone, Elsevier London

The College of Occupational Therapists' Code of Ethics and Professional Conduct (2010 or most current)

The College of Occupational Therapists' Professional Standards for Occupational Therapy Practice (2011 or most current)

Higher National Unit specification: support notes (cont)

Unit title: Occupational Therapy: Core Concepts and Processes

Outcome 4

Candidates need to have a sound working knowledge of the occupational therapy process (referral and consent, assessment, intervention planning and implementation and evaluation) and apply as appropriate to their current workplace setting. Awareness of local policy and support worker roles and responsibility within the occupational therapy process may be examined to contextualise this Outcome.

The reason for clear referral and consent systems and local systems in place could be examined. Referral and consent systems used currently in occupational therapy are specific to each setting and an examination of a range of these could be carried out. Methods of referral could include blanket, self and inter agency. The ability to explain different referral methods and the reasons for those used in practice could be carried out considering current influences on the selection of these, eg single shared assessments, joint working systems and COT Standards for Practice.

The role of assessment in occupational therapy should be examined and related to the core skills. The differences, similarities and value of standardised and non standardised methods of assessments will be examined. Concepts of reliability and validity in assessment methods should be contextualised in relation to standardised assessment. Review of assessment methods and Outcome measures used in the candidates' workplaces will develop a broader understanding of methods available. The role of the support worker in assessment is varied and the responsibilities held will be specific to the workplace.

Intervention planning can be a key role for support workers or implementation of intervention planned by other staff. A clear focus should be on person centred aims and objectives and the use of activity relevant to the choices and preferences of the individuals.

Evaluation is integral to occupational therapy and is a key aspect of reflective practice and throughout the occupational therapy process. Methods of evaluation could be considered from a local and wider perspective and the use of the information gathered through evaluation examined eg towards research. The process of intervention planning and the importance of evaluation could be carried out using given case studies where candidates could be given the opportunity to practice planning of intervention for individuals.

Outcome 5

The context of this Outcome will depend upon the candidate's role within their workplace setting.

Practice skills required in support work within occupational therapy to implement the occupational therapy process must be demonstrated within the workplace.

Higher National Unit specification: support notes (cont)

Unit title: Occupational Therapy: Core Concepts and Processes

All aspects of this Outcome could be practised using role play/simulation situations to ensure candidates are aware of their own effectiveness. Integral to all support work in occupational therapy is effective use of communication skills including reporting - written and verbal. Communication methods and barriers should be well known to this level of candidate however revision and highlighting of some of these especially in relation to the worker's attitudes and values would be helpful. Some candidates may be expected to have a supervisory role and the difference between being the supervisor and supervisee and models of supervision, eg Kadushin's Model or Proctor's Model could be examined.

Examination and evaluation of candidates' roles in relation to current relevant standards of practice and codes of conduct should be carried out. Reflecting and evaluating their skills and knowledge and the efficacy of their relationships with service users, team members and in the supervision relationship is key to support worker roles. It is expected that the standards and codes of conduct examined will include the current COT Standards of Practice and COT Code of Ethics and Professional Behaviour. Reference to other relevant current Codes of Practice and Standards should also be made, eg to HPC or Scottish Social Service Council (SSSC) the Scottish 'Care Inspectorate'. Analysis of how these standards and codes influence practice and how they are implemented should be carried out, eg examination of sections of 'the codes' relevant to support worker roles can be highlighted and used as tools for evaluation of their skills. Relevance of 'the codes' could also be examined using given case scenarios. Local policies and procedures and their influence on practice could also be investigated and considered in relation to case scenarios.

Guidance on delivery and assessment of this Unit

The Unit will be delivered and assessed by an occupational therapist to provide currency of practice information and knowledge and to enable the application of occupational therapy theory. Delivery of the Unit would be greatly enhanced if candidates are made aware of the wider context of occupational therapy.

The Unit should be taught within the framework and pathways of the Level 8 PDA Occupational Therapy Support. It is essential that this Unit be taught after: Sociology/ Psychology, Anatomy and Physiology learning. It should also be taught in the context of a relevant working environment.

In line with the developmental nature of this Unit the Outcomes should be delivered in sequential order.

Higher National Unit specification: support notes (cont)

Unit title: Occupational Therapy: Core Concepts and Processes

Assessment

This Unit may be assessed by a range of assessment instruments including extended response questions, projects, case studies, portfolio of evidence, supervisor assessed checklists and reflective logs. Where possible assessment of Outcomes could be integrated.

To ensure authentication of the candidate's evidence it is recommended centres utilise their own authentication procedures. This will be supported by authentication from the workplace by approved practice educators.

Assessment Guidelines

Outcome	ER 1	ER 2	ER 3	ER 4	ER 5
1	One extended response question				-----
2	Project			-----	-----
3	Extended response question		Case study(given)	-----	-----
4	Case study (workplace)				-----
5	Reflective logs/ supervisor checklists				Report

Outcome 1

Candidates should evidence they can explain occupational therapy through examination of the development, definitions and regulation of the profession, the integral nature of occupational therapy core skills and the relationship between health, well-being and person centred practice. The role of the professional bodies in regulation will also be evidenced.

One extended response questions may cover all Evidence Requirements.

An essay should be set to include the origins, development and regulation of the profession This will include definitions of occupational therapy (at least three), paradigms (at least three), all occupational therapy core skills and analysis of the role of occupation and the importance occupational therapy in relation to health and well being. It should be clear throughout that candidates understand the person centred nature of occupational therapy.

Evidence of extended reading and investigation should be clear and used to support explanation and analysis. References should be provided using a recognised system, eg Harvard.

Higher National Unit specification: support notes (cont)

Unit title: Occupational Therapy: Core Concepts and Processes

Outcome 2

Candidates will evidence that they have an understanding of occupation, function and purposeful activity through analysis of occupational performance.

A project may be used to cover all Evidence Requirements. This could be structured to include 3 sections:

Section 1: Candidates could be asked to analyse each domain of activity (work, leisure, self care) highlighting idiosyncratic patterns and the person centred nature of occupation thus highlighting individual's life roles.

Section 2: Candidates should carry out a minimum of three activity analysis, one within each domain and evaluate possible modifications of each.

Section 3: Candidates should evidence that they can analyse factors which may affect an individual carrying out their daily occupations (occupational performance). This should include analysis of occupational performance components (cognitive, physical, emotional) and the environment.

Outcome 3

Candidates should evidence that they understand the role of theory in informing practice. Within this they should be able to explain the language used (models, approaches, frames of reference and occupational science) and that they can explain and apply current relevant models of practice.

Extended response question may be used for Evidence Requirements 1 and 2, eg explain theoretical frameworks and how these inform effective practice. This would include a definition and description of occupational science. It should be noted that this is a qualification for support workers and hence the depth of knowledge required should reflect this.

For Evidence Requirement 3 candidates could be asked to evaluate two current occupational therapy models (eg merits and limitations of COPM, KAWA, MOHO) and apply these models to given case study situations. A range of case studies should be available reflecting a diverse range of occupational therapy settings. At this stage and level it is appropriate to use given case studies rather than workplace examples. This would prevent barriers which may occur for some where exact models are not applicable.

Higher National Unit specification: support notes (cont)

Unit title: Occupational Therapy: Core Concepts and Processes

Outcome 4

Candidates should evidence that they understand and can explain the occupational therapy process (referral, consent, assessment, intervention planning, intervention and evaluation).

A case study from the candidates workplace may be used here to illustrate all Evidence Requirements. The case study questions could be set as follows:

- ◆ Examine and analyse referral and consent systems used within current occupational therapy practice.
- ◆ Examine and analyse assessments used within occupational therapy comparing standardised and non-standardised.
- ◆ Prepare an intervention plan for an individual or group. Recognised models of intervention planning may be used as relevant to candidates' workplace setting.
- ◆ Explain the process of evaluation (what, when, why and how) within occupational therapy and relate to the above intervention plan.

Outcome 5

Candidates should demonstrate and critically evaluate, within their workplace setting how they apply knowledge and occupational therapy core skills to support the occupational therapy process.

The use of four comprehensive reflective logs (a minimum of 500 words) and detailed supervisor checklists could be used to demonstrate Evidence Requirements 1, 2, 3 and 4.

Reflective logs should follow a recognised Model of reflection which include description, feelings, evaluation, analysis, conclusion and follow up, eg John's Model of Reflection or Gibbs Model of Reflection.

For Evidence Requirement 5 — an extended response question in the form of a critical evaluation report reviewing their own practice skills in the implementation of the above intervention could be used. Alternatively a portfolio of evidence with reflective logs and supervisor marked checklists to cover all Evidence Requirements. This could be carried out in conjunction with a case study for 4.

Online and Distance Learning

This Unit is suitable for open or distance learning provided there are clear guidelines and quality systems in place to ensure sufficiency and authentication of the candidate's evidence. The placement supervisor would require clear supervisor guidelines and support for supervisors and candidates could be through a virtual learning environment such as Blackboard or Moodle.

Higher National Unit specification: support notes (cont)

Unit title: Occupational Therapy: Core Concepts and Processes

Opportunities for developing Core Skills

There is no automatic certification of the Core Skills, however assessment of this Unit will assume the development of Core Skills necessary in the performance of tasks at this level. For example, assessments are likely to include the use of appropriate information technology and the demonstration of skills required to undertake presentations written and oral which will include the use of complex information.

Candidates will have the opportunity to develop the following Core Skills:

Communication: written and verbal communication will be developed and evidenced through a range of activities including class and small group plenary discussions.

Working with Others: can be developed as certain activities will require candidates to collaborate with each other, as well as colleagues in the candidates workplace to research concepts.

Problem Solving: can be developed as candidates collaborate on group investigations and research information.

Information and Communication Technology (ICT): candidates should develop basic skills in the use of IT skills for research and written assessments.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

History of changes to Unit

Version	Description of change	Date
02	QO amends to clarify support notes.	08/05/12

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General information for candidates

Unit title: Occupational Therapy: Core Concepts and Processes

This Unit is intended to provide you with a clear understanding of the current context and philosophy of occupational therapy and develop the skills you require in your role as a support worker. Within this Unit you will analyse the historical background, development and regulation of the profession. Examination of relevant Codes of Conduct, eg British Association of Occupational Therapists/College of Occupational Therapists Code of Ethics and Professional Conduct and professional organisations, eg British Association of Occupational Therapists/College of Occupational Therapists and Health Professions Council will be carried out.

You will examine and demonstrate occupational therapy core skills and develop your knowledge regarding the role of the occupational therapy in relation to health and well being. You will learn about current theoretical approaches used in occupational therapy and develop understanding of the merits and limitations of a range of current models of practice. These will be relevant to your place of work. The idea of occupational science will be investigated and described. You will analyse occupational performance and factors affecting performance. This will take into account occupational performance components and the person centred nature of occupation.

The occupational therapy process and an understanding of this relevant to your own role and the broader context of occupational therapy will be developed. Within this you will develop an intervention plan for individual/s with whom you are working. The process of evaluation, integral to the occupational therapy process and applied to the developed intervention will be explained and will contribute to you developing reflective practice skills. The final Outcome of this Unit requires you demonstrate and evaluated a range of knowledge, skills and attributes you need and use to support the occupational therapy process. This can be carried out in your workplace.

The Unit will be delivered by a suitably qualified occupational therapist with experience in occupational therapy education.

On completion of the Unit you will be able to:

- 1 Explain occupational therapy
- 2 Analyse occupational performance in relation to life roles
- 3 Evaluate major current theoretical approaches
- 4 Explain the occupational therapy process
- 5 Demonstrate and critically evaluate knowledge, skills and attributes to support the occupational therapy process as appropriate to the workplace

The overall requirements for assessment will be the production of evidence that demonstrates that you understand the philosophy and person centred nature of occupational therapy and the occupational therapy core skills that are inherent to the profession.

General information for candidates (cont)

Unit title: Occupational Therapy: Core Concepts and Processes

Current models used in the provision of occupational therapy, assessment methodology and the journey of individuals through the occupational therapy process will be evidenced through extended response questions and case studies. The Unit may be assessed by a range of assessment instruments including extended response questions, a project, a given case study and a work based case study and a portfolio of evidence. Demonstration and evaluation of your skills in the workplace may be assessed by your supervisor through the use of checklists and your production of reflective logs.

Assessment of Outcomes may be integrated, for example Outcomes 2, 4 and 5 may be assessed using a case study based on an individual you are working with in an occupational therapy setting. The use of reflective logs as an assessment method will enhance your reflective practitioner skills and contribute to your development of your continuous professional development portfolio.

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*.

The list of websites given below is not exhaustive and was correct at time of publication

www.cot.co.uk
www.hpc-uk.org
www.scotland.gov.uk
www.sensory-processing-disorder-com/history-of-occupational-therapy
www.sssc.com
www.otseeker.com
www.csoscanada.com
[www.jsot-jo.org/model of human occupation](http://www.jsot-jo.org/model%20of%20human%20occupation)
www.kawamodel.com