

SYLLABUS

Occupational Therapy: Practice-based education, part 1 7.5 credits A0050H

Arbetsterapi: Verksamhetsförlagd utbildning, del 1

Course syllabus admitted: Autumn 2024 Sp 1 - Present

**DECISION DATE
2024-02-13**

Occupational Therapy: Practice-based education, part 1 7.5 credits A0050H

Arbetsterapi: Verksamhetsförlagd utbildning, del 1

First cycle, A0050H

Education level	Grade scale	Subject	Subject group (SCB)
First cycle	U G VG	Arbetsterapi	Therapy, Rehabilitation and Dietary Treatment

Entry requirements

In order to meet the general entry requirements for first cycle studies you must have successfully completed upper secondary education and documented skills in English language and the course requires the following approved courses

A0044H Occupational therapy: The profession and the subject, 15 Hp

A0045H Occupational therapy: Pedagogy for change processes, 7,5 Hp

A0043H Psychology in position to Occupational Therapy, 7,5 Hp

M0118H Medical science: Anatomy and physiology in position to occupational therapy, 15 Hp

A0046H Occupational therapy: Evaluation of needs and conditions for activity, 15 Hp

The course also requires corresponding knowledge

M0120H Medical science: Pathology in position to occupational therapy, 15 Hp

A0047H Occupational Therapy: Interventions promoting occupation in various conditions of ill-health, Part 1, 15 Hp

A0048H Occupational Therapy: Interventions promoting occupation in various conditions of ill-health, Part 2, 7,5 Hp

Specific eligibility means that all qualifying courses must have passed course grades. The requirements for special qualification when the course is scheduled for reading period 3 must be met by the exam period reading period 1. The requirements for Special qualification when the course is scheduled for reading period 1 must be met by the exam period reading period 4.

Selection

The selection is based on 1-165 credits.

Course Aim

After passing the course, the student should be able to apply knowledge, skills and judgement for occupational therapy competence and a person-centered approach. The student will be able to integrate theoretical and practical knowledge by reflecting, reasoning and making decisions about professional tasks supported by clinical reasoning in the occupational therapy process.

Objective 1. Describe the service and follow laws and regulations of the service and demonstrate the ability to plan own work.

Objective 2. Demonstrate proficiency in obtaining person-centered occupational history.

Objective 3. Demonstrate competence in planning the assessment of people's needs and problems in occupation as well as in justifying the choice of methodology based on scientific methods, valid and reliable measurement and proven experience.

Objective 4. Demonstrate proficiency in assessing the needs and problems of persons in daily occupations and documenting the results.

Objective 5. Demonstrate proficiency in assessing people's capacity for occupations using observation, interview and assessment measurement and documenting the results.

Objective 6. Demonstrate proficiency in assessing impact of environmental factors on a person's occupation and participation and documenting the results.

Objective 7. Demonstrate proficiency in analyzing the results of the assessments to assess resources and problems in people's occupation and participation in order to identify the need for preventive, ameliorative and/or compensatory measures.

Objective 8. Demonstrate the ability to summarize and document the conclusions of the assessments and to formulate person-centered outcomes as a basis for selecting, planning and implementing interventions.

Objective 9. Demonstrate proficiency in applying and describing clinical reasoning influencing assessment of occupational problems, taking into account gender equality and intersectional perspectives.

Objective 10. Participate in the planning, implementation and evaluation of intervention to reflect on and explain how intervention are planned and implemented based on the results of the assessments.

Objective 11. Demonstrate the ability to act and communicate professionally and demonstrate the ability to cooperate with clients, relatives, colleagues and other staff.

Objective 12. Demonstrate the ability to create a person-centered therapeutic relationship and reflect on and discuss how treatment and approach can affect clients' experiences of interventions within the service.

Objective 13. Demonstrate the ability to identify own needs for additional knowledge and skills in order to continuously develop own professional competence.

Contents

Within the course, knowledge of:

Occupational therapy assessment

Concept models and process models

Related knowledge

Interview methodology

Observation methodology

Assessment instrument

Person-centered approach

Ethics

Therapeutic relationship and communication methodology

Laws, regulations, general advice, local procedures

Individual work planning

Realization

Each course occasion's language and form is stated and appear on the course page on Luleå University of Technology's website.

During the first week of the course, knowledge for objective 1 is developed through an understanding of the role and place of the department in the health care organisation with governing regulations and the occupational therapist's tasks and responsibilities within the department.

During the course period, skills for objectives 2 - 12 are applied and developed by carrying out work tasks with a focus on assessment. Emphasis is placed on the ability to develop therapeutic client-centered relationships and to develop a professional approach to co-workers, clients and family members.

The course is mainly carried out in regional or municipal health services. Students work on professional tasks under the supervision of a licensed occupational therapist and in collaboration with other professionals. A mid-course assessment with pedagogical support for learning and a final assessment of the student's competence must be carried out by supervisor and teacher in collaboration.

Studies are conducted with the support of a web-based course room that guides the student in the course teaching methods towards the course objectives and describes the study assignments and examinations. Learning in the course requires students to actively seek knowledge and solve problems through an investigative and critically reflective approach. This means that the student takes personal responsibility for achieving the course objectives by planning his/her learning and cooperation with the tutor and the teacher. Learning towards the course objectives is also based on the student acquiring an understanding of the importance of the course content for the occupational therapist's competence and the level of progression of the course in relation to other courses in the occupational therapy program.

Examination

If there is a decision on special educational support, in accordance with the Guideline Student's rights and obligations at Luleå University of Technology, an adapted or alternative form of examination can be provided. The grading scale used for the course is Pass (VG), Pass (G) and Fail (U).

Objective 1 is examined via oral presentation

Objectives 2-11 are examined by practical test and oral presentation

Objective 12 is examined by study assignment and practical test

Objective 13 is examined by study assignment with learning reflections continuously throughout the course

Study assignments are compulsory and included in the course modules. Grading criteria for examinations within each module are given in the online course room. All examination modules must be completed for the final grade of the course. For practical courses, there is one regular and only one re-examination. The course objectives are examined continuously during the course, at the course examination period and at the re-examination period as indicated in the course room.

When the examiner interrupts the practice-based education period assigned to the activity, it means that the student fails prematurely and an examination opportunity on the practice-based education component is forfeited.

If a student chooses to cancel or not complete the practice-based education period, this means that the student fails prematurely and an examination opportunity on the practice-based education component is forfeited unless special reasons exist and are supported by a medical certificate.

Unauthorized aids during exams and assessments

If a student, by using unauthorized aids, tries to mislead during an exam or when a study performance is to be assessed, disciplinary measures may be taken. The term “unauthorized aids” refers to aids that the teacher has not previously specified as permissible aids and that may assist in solving the examination task. This means that all aids not specified as permissible are prohibited. The Swedish version has interpretative precedence in the event of a conflict.

Remarks

It is a first-level course. Successful completion of the course will provide the special entry requirements for the program's Practice-based education part II and III and the Thesis course. The course is compulsory for students on the Occupational Therapy program.

Transition terms

The program syllabus in which this course is included applies from the autumn semester year 2022. For students who have been admitted to the previous program syllabus, and who resume their studies under the current program syllabus after a break in their studies, the head of education and subject coordinators will decide on individual study plans and credit transfers.

If the course is discontinued or has undergone a major change, students will be offered two opportunities for examination in the first year after the change and then once more per year for the following two years.

Course offered by

Department of Health, Education and Technology

Modules

Code	Description	Grade scale	Cr	Status	From period	Title
0001	Assessment methodology	U G VG	6.5	Mandatory	S24	
0002	Case	U G#	0.5	Mandatory	S24	
0003	Person-centered therapeutic relationship	U G#	0.5	Mandatory	S24	

Last revised

by Jenny Jäger, Director of Undergraduate Studies at the Department of Health, Education and Technology 2024-02-13

Syllabus established

by Anna Öqvist, Director of Undergraduate Studies at the Department of Health, Education and Technology 2023-02-14