

## Studieplan 2015/2016

### Bachelor in Occupational Therapy

#### Studyprogramcode

BERG

#### Short description

Our society is in constant development and change. This has a great impact on citizens and their possibilities to be included in and to participate in society. This also influences the possibility of individuals to cope with activities in different situations and arenas in life.

Norway has seen major changes in society over the last few years, where especially lifestyle-related illnesses are increasing. The major health challenges in today's welfare society are: muscle- and skeleton diseases, mental health and drug-related problems, migration health, lifestyle illnesses (COPD, obesity, type 2 diabetes and cardiovascular diseases), neurological diseases and injuries, as well as cancer. These health challenges can complicate the individual person's ability to function in daily life.

The aim of the occupational therapy programme is to qualify client-centred and reflective professionals in order for them to promote health and quality of life among the population. Occupational therapists are creative problem-solvers who work to restore lost activity following illness or injury, and to promote adaption to a new living situation. This can take place by training injured body functions, by using technical solutions to compensate for a loss, or by learning new ways of performing an activity.

The essence of occupational therapy is the human being's participation in play, work and self-care. As an occupational therapist you will contribute to people participating and taking part in daily life. Cooperation across professional boundaries within the field of health and technology is therefore important to achieve a development of the human being's ability to cope, the adaption of activities and change of environment.

The occupational therapy programme at Gjøvik University College (GUC) focuses especially on the areas of welfare technology and universal design.

**Welfare technology** is technology that can contribute to increased comfort, safety, activity and participation in society. Welfare technology can strengthen elderly persons and persons with a reduced functionality to a more independent life. Welfare technology can support next-of-kin and contribute to better accessibility, use of resources and quality both for users and for personnel in the health and care service. Welfare technology can also support people living at home, prevent and complement care needs as well as being financially profitable from society's point of view.

**Universal design** involves designing products, environments, programmes and services to be usable by all persons to the greatest extent possible. Universal design respects the diversity among persons, and stands for including everyone in all phases and situations in life. Universal design is about creating a more inclusive society. It does not mean special adaptation design for individuals or groups, but solutions that secure good accessibility for all and benefit everyone.

Technology in health- and care services can be:

**Safety- and security technology** ; it can be a portable alarm that contributes to the individual always being able to make contact with or receive help from the municipal health service no matter the location of one's home.

**Compensation- and well-being technology** ; may be a unit hooked up with the TV in the home making it possible for the person to communicate with the municipal health service or with next-of-kin. Making contact via both picture image and sound results in an experience of increased presence and safety.

**Technology for social contact** becomes especially important when the different members of a family no longer live in the same area. Younger generations move out, leaving the elderly left behind. This calls for technical applications like for example cell-phone technology and all the possibilities this type of technology offers.

**Technology for treatment and care** ; many examples of software and products that provide effective and safe treatment and care are available today, for example pill dispensers, insulin pumps, epilepsy applications and more.

It is important that the technology is adapted to the individual person's needs, and that the individual person understands and is provided training in the use of the technological products. Occupational therapists contribute to an ethical and professional use of welfare technology.

The occupational therapist is responsible for contributing to the individual person's health and life quality, but also to society being developed in such a way that, products environments and services to the greatest extent possible can be used by everyone. Achieving this involves creative attitudes as well as an interest and commitment to finding new and innovative solutions. Occupational therapists deal with the seven fields of occupational therapists (special competence): the general state of health, health at the work place, the health of children, elderly health, public health, mental health and somatic health.

Authorised occupational therapists mainly work in the health- and social service. In municipal-based health services, in rehabilitation institutions, in somatic and psychiatric hospitals, in mental health care, NAV (the Norwegian Labour and Welfare Administration), schools, company health care services or as consultants in municipalities or private companies. Occupational therapists also work with universal design and product development. All these fields involve an innovative approach, and occupational therapists are especially well suited to lead change- and improvement projects because of their holistic view of human beings and their role as problem solvers. The Norwegian Coordination Reform and the white paper NOU 11:2011 (Innovation in the Care Services) clearly states that the competence of occupational therapists must be strengthened, especially at the municipality health service level. Occupational therapy is an international profession, and occupational therapists work worldwide.

### **Duration**

The programme is a full-time basic education in occupational therapy over three academic years. A completed semester of study corresponds to 30 credits. The programme results in a Bachelor of Occupational Therapy, and qualifies for applying for authorization as an occupational therapist pursuant to the Norwegian Health Personnel Act of July 2, 1999, nr.64 including additional Regulations of January 1, 2001. The programme is offered as a full-time study.

The curriculum is warranted in the National Curriculum Regulations for Occupational Therapy Programmes of December 1, 2005, laid down by the Norwegian Ministry of Education and Research.

### **Expected learning outcomes**

On completion of the programme, the intention is for the students to have obtained the following competence:

#### **Knowledge**

- Be familiar with global health- and environmental challenges in a changing society and be familiar with administrative- and public planning
- Have a broad knowledge of basic professional topics, legislation, theories, processes, tools and methods within the field of occupational therapy with a special focus on welfare technology and universal design
- Understand research- and development work within the field of occupational therapy and make use of this in their work
- Can identify needs for both the individual and society that are important for the development of health for both parties
- Make use of updated professional knowledge and relevant results from research- and development on practical and theoretical questions and make reasoned choices
- Know the history, traditions, character and place in society of occupational therapy

#### **Skills**

- Perform occupational therapy that contributes to promoting health, making activity possible through adaption for mastering the activities of daily life. This concerns health promoting and preventive work, treatment, rehabilitation, habilitation and maintenance work.
- Master relevant professional tools, techniques and expressions and use these in an ethically justifiable way. Make use of interventions like training, adaption, supervision and coordination
- Apply activity analyses, occupational analyses and function assessments with a focus on performance and interaction between activity, person and environment
- Reason professionally, cooperate with individuals and across professional boundaries
- Initiate and lead projects with the aim of developing the core values of occupational therapy
- Apply the possibilities of welfare technology based on the needs of the individual
- Work in a knowledge-based and innovative way, and develop competence
- Master the task of managing relevant projects within the field of occupational therapy
- Carry out innovation projects within the field of the occupational therapy profession

#### **General competence**

- Show a holistic view of mankind and respect for the integrity and rights of human beings in all one's practice
- Have insight in relevant professional ethical issues and show sound ethical judgement in all written and oral descriptions and assessments concerning individuals
- Plan and implement varied tasks and projects that stretch out over a period of time, alone and as part of a group, and in line with ethical requirements and guidelines
- Receive a passing mark on basic subject material like theories, issues and solutions both in written and oral form and through other relevant expressions
- Exchange views and experience with others with similar professional backgrounds and thus contribute to a constant development of good practices
- Reflect on one's own professional practice and adjust this under supervision
- Document and evaluate one's own work

## **Target Group**

The occupational therapy programme is suitable for those who as creative problem solvers wish to participate in the process of helping people with a functional disability achieve a rich and active life.

The student will acquire a holistic view of human beings and an understanding of the interaction between persons, environment and participation. If you wish to work to motivate, find solutions and want an inspiring profession, occupational therapy is the right choice.

The course programme is suitable for students who are interested in using technology to help people achieve independence and/or increase safety for people with a functional disability. It is suitable for those who are interested in health and activity, and wish to take advantage of the good sides in human beings. This education is relevant for interested in choosing among many interesting professions related to policlinic treatment, emergency wards, care for the elderly, habilitation, care for persons with impairment, vocational rehabilitation, and so on. Occupational therapy is furthermore a very international profession.

Occupational therapy is suitable for those who wish to work with training the individual to regain abilities fully or partly, or to give advice and assistance in order to make adaptations to the home, at school or at the job location.

The programme qualifies for admission to various further education programmes within the field of occupational therapy, and for a number of different master programmes. Examples are a master's degree in gerontology, health-promoting work in the local community, professional health studies, the science of public health, rehabilitation, health management or the like. Occupational therapy is an international profession and master's programme studies therefore also exist in many other countries.

## **Admission Criteria**

Admission is based upon a passing grade in the [Higher Education Entrance Qualification](#) or on the basis of an evaluation and accreditation of prior learning and work experience.

Applicants with prior learning and work experience will be ranked according to an overall professional evaluation. Specific criteria will be applied in these cases.

## **Course Structure**

### **Course content, structure and composition**

Each semester consists of 30 credits. The course programme is divided into 12 theoretical courses and five practice periods.

The Norwegian National Curriculum Regulations are binding for the content of the programme. Students will after the three-year programme have completed 180 credits distributed between four main areas. This includes practice studies corresponding to 45 credits and skills training (taking place on school premises), corresponding to 30 credits.

The course combinations are presented in a tabular at the end of this document.

## **First Year of study: The Society and the Individual**

The first year of study consists of five theoretical courses and one practice period. Relevant topics for

the first year of study are: the history of occupational therapy, the role of occupational therapy in an international and national societal perspective and from the perspective of the individual, basic knowledge of anatomy and physiology, psychology, activity balance, activity analysis, welfare technology, universal design, a three-hour creativity course in innovative work. Students will participate in a brief observation practice during their first semester in order to get some insight into the occupational therapist profession early in the course, and a longer practice period with skills training during the second semester.

### **Second Year of study: The Individual in a functional perspective**

The second year of study consists of four theoretical courses and two practice periods. Relevant topics are rehabilitation and habilitation, psychiatric and somatic pathology with a special focus on neurology, geriatrics, rheumatology and orthopaedics, project management, research theory and research methods. Students will work in an interdisciplinary way with innovation in the third semester when they take part in brainstorming lab session 24.

### **Third Year of study: Health**

The third year of study consists of three theoretical courses and two practice periods. During this year of study the students will work on an in-depth study of occupational therapy with a special focus on welfare technology and universal design. Relevant topics are also somatic health and public health, vocational health, mental health and child health. The bachelor thesis corresponds to 20 credits. The practice period during the sixth semester is an in-depth practice period preparing the students for the bachelor presentation and for professional working life.

Each academic year lasts about 40 weeks and the expected working week is 40 hours in total including timetable-scheduled teaching, self-study and practice.

Both the theoretical- and practice studies are organized in line with the main focuses during the years of study. The learning outcome during the courses is organized so that disciplines from the different main courses are based directly on each other throughout the programme. This is made clear by requiring that individual disciplines (theory and supervised practice) must have been awarded a passing mark before the student is allowed to continue in the programme (described in the course descriptions). The purpose of switching between theoretical and practical studies is to integrate knowledge from different sources.

### **Practice and skills training**

45 credits for practice are awarded during the course of the programme, as well as 30 credits for functional training. The occupational therapy programme at Gjøvik University College has planned for five practice periods. In addition to these the students will take part in a one-week observation practice during the first semester in order to learn about the profession of occupational therapy.

Practice periods will take place in and outside institutions in the municipal health service and in the specialist health service. A plan for these periods has been developed that describes the learning outcomes for the various periods, progression requirements and practical information among other things. To cover society's need for occupational therapists, the first and the last practice period will to a large extent take place in the municipal health service.

Students will gain experience in the following areas during the practice periods:

- Various possibilities for activity and activity problems
- People of different age groups
- Individual persons, exposed groups and the population in general
- Work in relation to individuals, activity and environment (main focus on universal design)
- People with disabilities/illness over a long or short period of time
- People with problems connected to somatic and mental health (a special focus on welfare technology)
- Work in and outside institutions
- Discussion of practice experience in relation to the theoretical foundation
- Planning of and reflection in relation to practice

(Curriculum Regulations for Occupational Therapy, 2005)

During the practice periods students will as a rule be supervised by occupational therapists at the practice location and by the programme instructors. All students must be prepared to travel and to arrange for extra lodging during several of the practice periods. The University College will provide financial support to cover extra lodging expenses as well as travel expenses during practice periods.

### **Practice period 1**

This discipline consists of 5 credits skills training on school premises and 5 credits practice in the municipal health service, thus 10 credits in total. The main focus for the practice period is professional meetings between people, universal design, individually adapted activities, activity balance and activity analysis.

### **Practice period 2**

10 credits supervised professional training in occupational therapeutic work aimed at people with challenges within the fields of neurology, orthopedics, rheumatology and geriatrics. By the end of this practice students will follow a patient through the course of an illness and acquire competence in the teamwork that is necessary for attending to the needs of the individual. Interdisciplinary cooperative learning is fundamental during this period.

### **Practice period 3**

10 credits supervised practice focusing on public health and lifestyle diseases. The period entails work experience placement where the students meet people with challenges related to COPD, diabetes, obesity and allergy will be especially relevant. Students work in a health promoting way in several of these areas. The topics of migration and health are also included in the practice period.

### **Practice period 4**

10 credits supervised practice with a special in-depth study of universal design and welfare technology. During the practice period the students will be deployed at different areas of practice, but will focus on the service's work with universal design and how the practice location utilizes welfare technology as a tool. During this period they will work in an innovative way with the possibilities of welfare technology in real life by performing an improvement project.

### **Practice period 5**

10 credits supervised practice in the occupational therapy profession. This practice will run parallel to the work of writing the bachelor thesis. The practice period will include an in-depth study of occupational therapeutic professional work. The students are allowed to ask for the practice to be in a discipline they have a special interest in. Parts of the practice period will focus on the practical presentation of knowledge. Students will work on relevant presentation techniques. This will among other things mean to include preparing for a poster presentation of the bachelor thesis.

### **Pedagogical methods**

In line with the programme's overall objectives of educating responsible, dynamic and reflective occupational therapists, the students' intrinsic activity is emphasized. The programme therefore applies problem-based learning (PBL) as its basic teaching method. PBL is characterized by students learning the profession while working with real life tasks in groups. The teachers function as supervisors and resource persons/support who support the students' own learning. It is expected of students to demonstrate responsibility for their own personal and professional development. This implies active student participation throughout the entire duration of the programme, including a discussion of both the professional and pedagogical aspects of the programme. The student will through their studies realize that competence is a product of acquired knowledge, one's own experience, organization and implementation of the work, as well as an understanding of roles and attitudes. The profession of occupational therapy is based on research-based knowledge, professional experience and knowledge from the user himself or herself.

Applied work methods:

**Group work.** Students taking the occupational therapy programme will be organized in basic units from the beginning of the programme. All groups will receive guidance and supervision. The group's work both with a supervisor present in the group and with a supervisor available when necessary. The basic units are formal cooperative groups meeting regularly and staying together as groups over time. The basic units are an important learning arena for the students. Work in the basic units result in written papers, posters, seminars, dialogue and/or discussion of professional issues. In the basic units the students will acquire knowledge and skills that in turn through adaptation and development will become their own basis of knowledge and basis for taking action on their own.

**Lectures** give an overview and insight into issues related to the students' own studies.

**Skills practice** is aimed at the practical side of the profession and corresponds to 30 credits. This means that the student practices basic skills for this profession. This is a question of testing and training activities in connection with activities of daily life, creative activity, work techniques/-operations and movement activities. Skills practice is necessary for the students' acquirement of the profession's basic skills and forms the basis for the students' later qualification in these. Skills practice takes place in various laboratories in groups and in cooperation with students from other disciplines within health and technology. The university college has separate laboratories for simulation, universal design, clinical work and so on.

**Self-studies.** High demands are placed on the students' own activity, and students are expected to spend time studying corresponding to a full week's work, meaning about 40 hours.

**Practice** corresponds to 45 credits. The student is to perform practice in the field of activity at relevant

locations. The purpose is for the student to be able to use knowledge, practice skills and develop attitudes in line with the objectives of the programme. The practice periods will take place in the municipalities in the specialist health service and in other relevant areas.

**Seminars** . Seminars will be held where students present their knowledge to teachers and fellow students, followed by feedback and discussions. Ethical attitudes should be clarified and formed during the dialogue and in all oral activity during the programme.

**ICT Learning Platform** . GUC has chosen Fronter as their learning platform and all students will be users of this.

**Information and source competence** . The students will develop skills in searching for and finding databases of high quality within their disciplines, and apply correct use of these resources when writing papers among other tasks. Information competence is the ability to localise, evaluate and use information and subject material for your own use. This is a key competence for professionalism, and a basis for lifelong learning. The programme also gives an introduction to the use of the library and various resources – printed and digital. Subject teachers and library staff will cooperate in order to give the students the necessary training in searching and evaluating good and reliable information and to use the information in an efficient and correct way. All written work in the programme will take place according to universal design. This presupposes both knowledge about, and techniques for collecting, critically selecting, editing, structuring and disseminating information. It is therefore important that the student is trained in these skills.

**Exams** are in addition to being a form of assessment also an important learning arena. Here students are trained in oral and written formulation, and professional discussion through different types of exams.

### **Compulsory attendance**

Attendance is compulsory at all learning sessions throughout the programme. Parts of the scheduled work is also obligatory. This refers to when students are unable by means of self-study can acquire the knowledge, skills and attitudes that are part of the teaching of this programme.

### **Theory**

At the end of each discipline students themselves must be able to document that they have participated in at least 80% of the theoretical obligatory teaching to be able to take the exam following the lectures. In cases where a student has been absent more than 20% of the time, the student must contact the person in charge of the discipline about how to catch up with the missing parts of the study programme. The student is responsible for contacting the person in charge as soon as possible in order to make an agreement.

### **Practice**

All practice is obligatory and absence beyond 10% means that the practice period will not be approved. The learning that takes place at the respective practice locations is part of exercising the profession of occupational therapy itself and therefore difficult to acquire elsewhere.

### **Literature**

The teachers will provide students guidance and supervision in the choice of literature so that they throughout the programme develop skills in assessing relevant literature related to the professional field of occupational therapy. Resource literature has been prepared and listed so that students themselves can choose relevant literature for the programme. This list can be found on GUC's website. This is in line with the pedagogical method focusing on students being responsible for their own learning, and developing a competence they can make use of in their own profession. Knowledge-based practice means that the students will acquire competence in searching for relevant literature. Students will receive training in searching databases and in how to use the library.

### **Suitability assessment in higher education**

The profession of occupational therapy is subject to the Norwegian government's Regulations Relating to Suitability Assessment in Higher Education established by the Ministry of Education and Research on June 30, 2006 pursuant section 4-10, sixth paragraph of the Act of April 1, 2005, No. 15 relating to Universities and University Colleges.

<http://www.regjeringen.no/en/dep/kd/documents/legislation/regulations/2010/regulations-relating-to-suit>

All students must hand in a valid Criminal Records Certificate (Politiattest) at the start of the programme.

### **Technical Prerequisites**

Students will receive training in the use of Fronter. Papers and home-based exams are to be handed in electronically, in pdf-format or the like. Control of plagiarism will be conducted. Students are expected to have access to a PC with internet connection.

### **Internal/external examiner**

Varied forms of assessment will be applied in the theoretical exams. For example, students will be tested individually or in groups. Some possible forms of exams may be in-class exams, take-home exams, portfolio exams, practical tests, practice and oral tests. The exams are marked as passed/failed or the letters A-F.

The assessment criteria will:

Ensure that the students have acquired the necessary qualifications for practicing the profession and provide the basis for registration and authorization as an occupational therapist.

Show the students throughout the programme whether they maintain a satisfactory professional standard and stimulate to the best possible learning later in the programme studies.

Contribute to the active student participation in assessing their both own and their fellow-students' learning process and student situation, and through this develop their professional judgement for future use.

Exam regulations are in accordance with the regulations of GUC. External examiners are used for quality control in relation to the exam papers ahead of the exam, and as examiners at the specific exams.

Practical training periods will be planned and targeted, and the students' learning will at the same time be connected to situational practice. The occupational therapy programme has drawn up specific

learning outcomes and allocation of responsibilities described in the Plan for Practice for the Programme of Occupational Therapy. The practice periods will be assessed as approved/non-approved.

### **Internationalization**

Occupational therapy is an international profession and the curriculum has been established according to the requirements of The World Federation of Occupational Therapists (WFOT).

A majority of the textbooks in the occupational therapy programme are in English. International publications are also used in the programme. The expression “think globally – act locally” is a basic concept to the occupational therapy profession. The programme focuses on giving students an understanding of occupational therapy as an international profession, and provides a basic overview of global health challenges. One area of focus is migration health, among others.

The programme is organized in a manner that students can complete part of their studies abroad, and exchange students from our partner universities can study in Gjøvik during the same period (fifth semester). In situations where English-speaking exchange students are present, teaching will be held entirely in English. Norwegian students who decide to study abroad must have been awarded passing marks in all exams and internal tests of the programme.

### **Publiser**

Yes

### **Approval**

This programme was approved as item STY 55/12 by the University College Board at Gjøvik University College on November 16, 2012. The curriculum was recognized and approved by the Board of Studies on January 3, 2013.

### **Degree**

Bachelorgrad

### **Samordna opptak**

207 700

**Programme syllabus for the Bachelor Degree of Occupational Therapy 2014-2017**

Coursecode	Course name	C/E *)	ECTS each. semester						
			S1(A)	S2(S)	S3(A)	S4(S)	S5(A)	S6(S)	
ERG1001	<u>Introduction to occupational therapy</u> Introduksjon til ergoterapi	C	10						
ERG1011	<u>Anatomy and physiology for occupational therapy</u>	C	10						
ERG1021	<u>Health and activity</u>	C	10						
ERG1031	<u>Introduction to universal design and welfare technology</u>	C		10					
ERG1041	<u>Participation in activity</u>	C		10					
EPR1001	<u>Practice period 1 Skills training and practice</u>	C		10					
ERG2001	<u>Psychosocial and somatic disabilities Part 1</u>	C			10				
ERG2011	<u>Psychosocial and somatic disabilities Part 2</u>	C			10				
ERG3001	<u>Project management in occupational therapy</u>	C			5				
EPR2021	<u>Practice period 2 Occupational therapy for somatic and psychosocial disabilities</u>	C				20			
ERG3031	<u>Occupational therapy in society</u>	C				15			
EPR3021	<u>Practice period 3 with in-depth study in innovation, universal design and welfare technology</u>	C					20		
ERG3021	<u>Public health and universal design</u>	C					7,5	7,5	
ERG3011	<u>Research and development in occupational therapy</u>	C							5
ERG3901	<u>Bachelor thesis in occupational therapy</u>	C							20
Sum:			30	30	25	35	25	35	

\*) C - Compulsory course, E - Elective course

## Emneoversikt

### **ERG1001 Introduction to occupational therapy** Introduksjon til ergoterapi - 2015-2016

**Course code:**

ERG1001

**Course name:**

Introduction to occupational therapy Introduksjon til ergoterapi

**Course level:**

Bachelor (syklus 1)

**ECTS Credits:**

10

**Duration:**

Autumn

**Duration (additional text):**

Autumn first semester

**Language of instruction:**

Norwegian

**Expected learning outcomes:**

The purpose of this course is to give an introduction to occupational therapy, nationally and internationally, and to present and discuss ethical and philosophical issues concerning the science of health. Further to introduce a scientific attitude to the compilation of and processing of data. Innovation in the public sector will be introduced.

**Knowledge :** The student will

- Render the tasks and function of health care as well as the challenges and the development of the welfare state.
- Explain the structure and composition of written papers in higher education.
- Reproduce basic knowledge about ethics and communication relevant in connection with patients and next-of-kin who have varied backgrounds, traditions and culture.

**Skills :** The student will

- Make use of the programme's pedagogical methods, and learn to use appropriate learning strategies.
- Reflect on one's own and the occupational therapist code of ethics when approaching patients/users/clients.
- Become familiar with and use different methods for compiling and processing data, through use of library and searching for literature in databases.

**General competence :** The student will

- Know the history of occupational therapy and describe the occupational function of occupational therapists and their areas of responsibility globally and nationally.
- Understand the role played by occupational therapists in interdisciplinary cooperation.
- Recognise and value the values and principles of the professional code of ethics and comply with the duties that follow the pledge of secrecy.

**Topic(s):**

Communication, ethics, health work, occupational therapy

**Teaching Methods:**

PBL (Problem Based Learning)

**Teaching Methods (additional text):**

The course uses PBL as the method of learning. This means that the work takes place in basic units in addition to lectures, seminars, writing papers and self-study. During this course students take a week's observation practice, where they experience different sides of occupational therapeutic activities.

**Form(s) of Assessment:**

Oral presentation

**Form(s) of Assessment (additional text):**

Oral exam in the form of 3 exams consisting of an oral seminar based on group work within the areas of ethics and communication, the function and structure of health care and the professional function of occupational therapists. All three seminars must receive a passing grade for the course to be awarded a passing grade. Each of the three exams counts equally in the final grade.

**Grading Scale:**

Pass/Failure

**External/internal examiner:**

Internal assessment, 2 internal examiners

**Re-sit examination:**

Ordinary re-sit in accordance with the exam plan for Bachelor in occupational therapy. Published on the university college's home page. All three exams must be passed for the course to be awarded a passing grade. In case of failing a discipline, the student is only obliged to retake the seminar related to the failing grade.

**Tillatte hjelpemidler:****Coursework Requirements:**

Approved obligatory attendance in the course. Details are described in the curriculum and in the schedules.

**Academic responsibility:**

Avdeling for helse,omsorg,sykepleie

**Course responsibility:**

Høgskolelærer Eli Lysen

**Teaching Materials:**

Bachelor in occupational therapy at Gjøvik University College has resource literature. An overview of updated resource literature can be found on the home pages of the university college well ahead of the start of term teaching.

**Additional information:**

The course includes one week of observation practice. This will be conducted in the different practice areas, and seeks to give students a varied experience of the occupational function of occupational therapists.

**Publish:**

Yes

## **ERG1011 Anatomy and physiology for occupational therapy - 2015-2016**

**Course code:**

ERG1011

**Course name:**

Anatomy and physiology for occupational therapy

**Course level:**

Bachelor (syklus 1)

**ECTS Credits:**

10

**Duration:**

Autumn

**Duration (additional text):**

Autumn first semester

**Language of instruction:**

Norwegian

**Expected learning outcomes:**

The purpose of the course is for the students to acquire knowledge in anatomy and physiology, which is basic to the profession of occupational therapy. The focus is especially on the muscle-, skeleton- and nerve system with an emphasis on the interaction of movement and cognitive functions in daily activities.

**Knowledge** : The student will be able to:

- Describe the structure of the body itself, and explain the organs and the organ systems' normal functions and interaction
- Have insight into and be able to explain the peripheral, the central and the autonomous nervous system's structure and functions
- Explain the muscle- and skeleton system's structure and function
- Explain the structure and function of the sensory apparatus
- Have a knowledge of the basic biochemical processes
- Describe the most common microorganisms, their existence, reproduction and how their existence can be reduced/destroyed
- Explain the terms microbiology, transmission, epidemiology, ethiology and symptoms
- Explain the normal bodily flora and the structure and quality of infectious matter

**Skills** : The student will be able to:

- Provide anatomical names to structures and organs, and describe the location of organs in relation to each other
- Relate anatomical names of structures and organs by means of palpation (topographically)
- Apply biomechanical terms and principles in the analysis of movements

**Topic(s):**

Cells and tissue, the nervous system, the senses, the endocrine system, the skeletal system, the muscles, the circulation system, blood and the immune system, the respiratory system, the digestive system, the regulation of temperature, kidney- and the urinary system and the system of reproduction, microbiology, biomechanics

**Teaching Methods:**

PBL (Problem Based Learning)

**Teaching Methods (additional text):**

The course uses PBL as a learning method. In this course this means working in basic units in addition to lectures, seminars, writing papers, dissection, lab exercises and self-study.

**Form(s) of Assessment:**

Written exam, 4 hours

Digital exam

**Form(s) of Assessment (additional text):**

Microbiology: one hour exam, multiple choice (counts for 10%)

Anatomy/physiology: four-hour written exam (counts for 90%)

Both parts must receive a passing grade for a pass to be awarded for the course

**Grading Scale:**

Alphabetical Scale, A(best) – F (fail)

**External/internal examiner:**

Internal and external examiners assess all papers of the four-hour written exam. Automatic exam results of the digital exam.

**Re-sit examination:**

Ordinary re-sit for the digital and the written exam in accordance with the exam regulations for the Bachelor degree of occupational therapy. This is published on GUC's website.

**Tillatte hjelpemidler:****Examination support:**

None

**Academic responsibility:**

Avdeling for helse,omsorg,sykepleie

**Course responsibility:**

Høgskolelektor Jan Porthun

**Teaching Materials:**

Bachelor in occupational therapy at GUC has a collection of resource literature. An overview of updated resource literature is published on GUC's website well ahead of the start of the programme. Tutoring in the choice of literature will be provided by the course teacher.

**Publish:**  
Yes

## **ERG1021 Health and activity - 2015-2016**

**Course code:**

ERG1021

**Course name:**

Health and activity

**Course level:**

Bachelor (syklus 1)

**ECTS Credits:**

10

**Duration:**

Autumn

**Duration (additional text):**

Autumn 1. term

**Language of instruction:**

Norwegian

**Expected learning outcomes:**

The purpose of the course is for the students to understand the relationship between the activities of human beings and their experience with health. They will know how the international set of rules form a body of regulations for work in the health sector. Students will acquire insight into the philosophy of occupational therapy, and into important models for work in practice concerning adaption and intervention.

**Knowledge** : The student will be able to:

- Explain the connection between the daily activities of human beings and their health and quality of life
- Be oriented about WHO's Framework within the field of health and the UNs Resolution on Human Rights
- Understand and reproduce ICF (International Classification of Functioning, Disability and Health) as well as be able to measure the reduction of health and function on both the levels of the individual and that of the society

**Skills** : The student will be able to:

- Account for how activity can contribute to people achieving goals that imply an increased experience of life quality, and be able to describe the interaction between the individual, activity and the environment
- Plan and implement an activity analysis
- Analyse how an activity is performed in the individual's daily environment on the basis of the requirements in order to perform the activity. This based on the person's motoric skills, process skills, communication skills and skills of interaction, among other things occupational therapeutic principles related to strain injuries.

**General competence** : The student will be able to:

- Have knowledge of theories and models within the area of activity and health
- Have knowledge of the importance of activity balance (meaning a survey of and mapping out of the activity pattern of daily life with the intention of clarifying an adapted amount of activity with the right balance between work, rest, spare time and social activities)
- Have knowledge of the basic methods within the fields of new ideas and innovation

**Topic(s):**

Activity analysis, activity balance, ICF

**Teaching Methods:**

PBL (Problem Based Learning)

**Teaching Methods (additional text):**

The course uses PBL as a learning method. In this course this means working in basic units in addition to lectures, skills practice, seminars, papers, lab exercises and self-study.

**Form(s) of Assessment:**

Written exam, 4 hours

**Grading Scale:**

Alphabetical Scale, A(best) – F (fail)

**External/internal examiner:**

Two internal examiners

**Re-sit examination:**

Re-sit exam will be conducted according to the exam procedures for Bachelor in occupational therapy to be found on the university college's website

**Tillatte hjelpemidler:****Examination support:**

ICF model, WHO's Framework

**Coursework Requirements:**

Approved obligatory student attendance in the course. Obligatory attendance is more fully described in the curriculum and in the course schedules.

Three-hour creativity course (3IKK): The student must have participated in 3IKK, teaching and group practice

**Academic responsibility:**

Avdeling for helse,omsorg,sykepleie

**Course responsibility:**

Høgskolelærer Eli Lysen

**Teaching Materials:**

Bachelor of occupational therapy at GUC has resource literature. An overview of updated resource literature can be found on the home pages of the university college. Tutoring in the choice of literature will be given by the course teacher.

**Publish:**

Yes

## **ERG1031 Introduction to universal design and welfare technology - 2015-2016**

**Course code:**

ERG1031

**Course name:**

Introduction to universal design and welfare technology

**Course level:**

Bachelor (syklus 1)

**ECTS Credits:**

10

**Duration:**

Vår

**Duration (additional text):**

Spring second semester

**Language of instruction:**

Norwegian

**On the basis of:**

Courses from the first semester

**Expected learning outcomes:**

During the course the students will have acquired basic knowledge of how universal design and welfare technology can influence the development of the health sector, respectively concerning planning, demography and other important factors. The meeting between the perspectives of the users and that of society will be under discussion. Basic knowledge about public innovation will be introduced.

**Knowledge** : The student will be able to:

- Know how universal design means that the accessibility for disabled persons to a greatest possible degree is resolved through measures integrated in the design of products, architecture, planning and performing service
- Know how universal design is created in interdisciplinary teams and in collaboration between different sectors of society
- Appreciate how different needs may arise in the meeting between a user's perspective and a social perspective
- Know why and how welfare technology must be designed based on the user's needs and capability
- Know how technology can be applied within the health sector to increase the independence and safety of human beings
- Have a basic knowledge about different areas where technology is made use of by users with various disabilities

**Skills** : The student will be able to:

- Describe the relationship between health and people's potential for participation in society
- Describe how interdisciplinary teams work with universal design
- Describe how different welfare-technological solutions can contribute to an increased safety and independence for the individual user and their next-of-kin
- Describe the relationship between welfare technology and its benefit to society
- Present the profession orally and in writing and critically evaluate the work of others (work in a knowledge-based way)

**General competence** : The student will be able to:

- Know the national and international laws and regulations concerning universal design that are paramount to how the society develops, in relation to the right of all human beings to participate in society
- Be nationally and internationally updated within the field of welfare technology and its benefit to society
- Be oriented about ethical, moral and cultural aspects within the fields of universal design and welfare technology

**Topic(s):**

Welfare technology, Universal design, health

**Teaching Methods:**

PBL (Problem Based Learning)

**Teaching Methods (additional text):**

The course uses PBL as a pedagogical method. In this course this means skills practice, working in basic units in addition to lectures, seminars, papers, lab exercises and self-study.

**Form(s) of Assessment:**

Oral presentation

**Form(s) of Assessment (additional text):**

Oral presentation of portfolio (the portfolio is a Coursework Requirement) in smaller groups, and being an opponent in relation to the work of fellow-students. Assessment will be given after a total assessment of presentations and remarks from the opponent.

**Grading Scale:**

Pass/Failure

**External/internal examiner:**

2 internal examiners

**Re-sit examination:**

Re-sit exam will be conducted according to exam procedures for Bachelor in occupational therapy to be found on the home pages of the university college. This implies a new oral presentation and a possible new show of being an opponent.

**Tillatte hjelpemidler:****Coursework Requirements:**

Portfolio 1-2 examples that must be approved before the student can sit for the oral exam. Approved obligatory attendance during the course. Obligatory attendance is described in detail in the curriculum and in the course schedules.

**Academic responsibility:**

Avdeling for helse,omsorg,sykepleie

**Course responsibility:**

Førsteamanuensis Evastina Björk

**Teaching Materials:**

Bachelor in Occupational Therapy at GUC has resource literature. An overview of updated resource literature can be found on the homepages of the university college. Tutoring in the choice of literature will be given by the course teacher.

**Publish:**

Yes

## **ERG1041 Participation in activity - 2015-2016**

**Course code:**

ERG1041

**Course name:**

Participation in activity

**Course level:**

Bachelor (syklus 1)

**ECTS Credits:**

10

**Duration:**

Vår

**Duration (additional text):**

Spring second term

**Language of instruction:**

Norwegian

**On the basis of:**

All the courses from the first semester

**Expected learning outcomes:**

During the course the student will have acquired insight into how participation and activity are decisive factors to how people understand health and the quality of life. The aging process, participation and well-being for older people will be discussed and linked up to environmental factors. The students will be taught about how to adapt for participation and well-being for children, young people and their families. Strategies for how to cope with and tackle challenges will be discussed.

**Knowledge** : The student will be able to:

- Account for how the concept participation is related to the individual level, the group level and the level of society
- Understand how laws, regulations and guidelines influence the practice of occupational therapists
- Account for basic theories and concepts within the field of occupational therapy in relation to creativity and meaningful activities
- Based on scientific literature, be able to describe the importance of meaningful activity in case of physical, respectively mental illness

**Skills** : The student will be able to:

- Use occupational therapeutic methods to suggest and motivate for meaningful participation in activities
- Describe the importance of active participation in the patient's rehabilitation
- Describe the interaction between individual, activity and the environment, and how this is linked to the performance of and the participation in activities
- Perform activity analysis
- Apply theoretical models that can be used as a basis for clinical work, and give support to how the collection and analysis of data, objectives and action plans can be implemented

**General competence** : The student will be able to:

- Work in a knowledge-based way when giving occupational therapeutic treatment
- Reflect on the choice of activity and motivational factors when meeting people of different age, sex, background, ethnicity and functional level
- Understand the role of occupational therapists in connection with problem solving

**Topic(s):**

Anatomy, physiology, biomechanics, cognition, activity analysis, the process of occupational therapy, knowledge based practice

**Teaching Methods:**

PBL (Problem Based Learning)

**Teaching Methods (additional text):**

The course uses PBL as a pedagogical method. In this course this means skills practice, working in basic units in addition to lectures, seminars, papers, lab exercises and self-study.

**Form(s) of Assessment:**

Portfolio Assessment

Other

**Form(s) of Assessment (additional text):**

2 individual exams:

- Part 1; written portfolio to be handed in with 1-2 papers (50%)
- Part 2; poster presentation with an oral presentation (50%)
- Both parts must be awarded a passing grade in order for the course to be awarded a passing grade

Part 1; grading will be based on a comprehensive assessment of the portfolio.

Part 2; An assessment of the poster presentation made on the basis of the portfolio, and the oral presentation will also be made on the basis of a comprehensive assessment of the poster presentation and of the oral presentation.

**Grading Scale:**

Alphabetical Scale, A(best) – F (fail)

**External/internal examiner:**

2 internal examiners

**Re-sit examination:**

Re-sit exam will be conducted according to exam procedures for Bachelor in occupational therapy to be found on the home pages of the university college. Part 1 must have received a passing grade in order for the student to perform Part 2. In case of not being awarded a passing grade for part 2, the student will be obliged to do a re-sit exam for this part only.

**Tillatte hjelpemidler:****Coursework Requirements:**

Approved obligatory attendance during the course. Obligatory attendance is described in detail in the curriculum and in the course schedules.

**Academic responsibility:**

Avdeling for helse,omsorg,sykepleie

**Course responsibility:**

Høgskolelektor Marte Ørud Lindstad

**Teaching Materials:**

Bachelor in Occupational Therapy at GUC has resource literature. An overview of updated resource literature can be found on the homepages of the university college. Tutoring in the choice of literature will be given by the course teacher.

**Publish:**

Yes

## **EPR1001 Practice period 1 Skills training and practice - 2015-2016**

**Course code:**

EPR1001

**Course name:**

Practice period 1 Skills training and practice

**Course level:**

Bachelor (syklus 1)

**ECTS Credits:**

10

**Duration:**

Vår

**Duration (additional text):**

Spring second semester

**Language of instruction:**

Norwegian

**On the basis of:**

All previous courses

**Expected learning outcomes:**

The purpose of the course is for the student to practice, and to reflect on basic skills for work in the profession, at the school location and when meeting service users/patients.

**Knowledge** : The student will be able to:

- Show basic knowledge of the interaction between the human being, the activity and the environment when meeting service users
- Understand the conditions people have for participation in activities and be able to design activities on the basis of the resources of the individual

**Skills** : The student will be able to:

- Perform activity analysis when meeting service users
- Evaluate universal design in the school environment, and at the practice location in question
- Describe how the way the environment is designed influences the possibility for activity and participation the individual has
- Identify service user needs with occupational therapeutic methods of data collection in connection with the development of welfare technology
- Participate in therapeutic use of activity by means of relevant methods

**General competence:** The student will be able to:

- Perform all of the practice in a knowledge-based way and in accordance with professional guidelines for occupational therapists
- Include the service user perspective in all professional practice as well as participate in cross-professional work at the location of the practice
- Reflect on one's own practice, seek supervision and make use of research and professional experience

**Topic(s):**

- Skills training in occupational therapy. Subject-based occupational therapeutic professional work:
- Anatomy and physiology
- Psychology and the science of education
- Ethics
- Communication, coordination and conflict resolution
- Professional ethics and a professional basis in the role of being a health professional
- Activity analysis
- Function analysis

**Teaching Methods:**

PBL (Problem Based Learning)

**Teaching Methods (additional text):**

The course uses PBL as a pedagogical method. In this course this means skills practice, working in basic units in addition to seminars, papers, self-study, skills training, clinical practice and reflection.

**Form(s) of Assessment:**

Assessment of Practicum

**Grading Scale:**

Pass/Failure

**External/internal examiner:**

Practice will be assessed by the contact teacher and the daily tutor/main tutor of the practice field

**Re-sit examination:**

Students who are awarded a failing grade for a period of practice, must contact the Study Programme Coordinator in order to agree on how to continue the course.

**Tillatte hjelpemidler:****Coursework Requirements:**

Approved obligatory attendance during the course. Obligatory attendance is described in detail in the curriculum and in the course schedules.

A written paper related to the focus of the practice period must be presented at the seminar on the first day after the end of period of practice. The written work and the oral presentation must have been approved in order for the practice to be passed.

**Academic responsibility:**

Avdeling for helse,omsorg,sykepleie

**Course responsibility:**

Høgskolelærer Eli Lysen

**Teaching Materials:**

Bachelor in Occupational Therapy at GUC has resource literature. An overview of updated resource literature can be found on the homepages of the university college.

**Additional information:**

The course consists of 5 credits for practice training and 5 credits for clinical practice

**Publish:**

Yes

## **ERG2001 Psychosocial and somatic disabilities Part 1 - Study plans 2016-2017**

**Course code:**

ERG2001

**Course name:**

Psychosocial and somatic disabilities Part 1

**Course level:**

Bachelor (syklus 1)

**ECTS Credits:**

10

**Duration:**

Autumn

**Duration (additional text):**

Autumn third semester

**Language of instruction:**

Norwegian

**Prerequisite(s):**

- ERG 1011 Anatomy and Physiology
- ERG 1021 Health and Activity
- ERG 1041 Participation in Activity

**On the basis of:**

First Year of study

**Expected learning outcomes:**

The purpose of the course is for the student to acquire knowledge about disabilities caused by diagnoses with a high prevalence in the population. Occupational therapeutic treatment, technical aids, testing, evaluation and assessment.

**Knowledge** : The student will be able to:

- Account for and explain diagnoses within the fields of neurology, rheumatology and geriatrics with a high degree of prevalence in the population, and describe how these can cause segregation in working life and in participation in society
- Describe mental illnesses with a high prevalence in the population
- Describe principles for occupational therapeutic treatment, methods and strategies in case of physical and mental illness, and know the psycho-social and physical working environment factors' influence on human health and working capacity
- Account for the importance of technical aids and job-related technical aids in order to make participation in and integration into the labour market and in society possible for individuals with somatic or psychosocial disabilities
- Describe occupational therapeutic treatment/measures in connection with a reduction of ADL-functions in users

**Skills** : The student will be able to:

- Use diagnostic instruments for somatic and cognitive function reports
- Promote the performance of activity in case of rehabilitation of persons with somatic health problems/ill-health
- Be able to plan an occupational therapeutic programme of treatment based on a somatic or psychosocial health problem
- Have acquired knowledge and skills about creative cooperation concerning the development of a creative, innovative idea as an answer to a specific issue/problem

**General competence** : The student will be able to:

- Be familiar with documenting written assessments in patient journals; occupational therapeutic objectives, interventions and evaluations during supervision
- Understand the role of knowledge-based occupational therapy

**Topic(s):**

Pathology, evidence, documentation, occupational therapeutic treatment/rehabilitation, ADL, technical aids

**Teaching Methods:**

PBL (Problem Based Learning)

**Teaching Methods (additional text):**

The course uses PBL as a pedagogical method. In this course this means working in basic units in addition to lectures, seminars, papers, skills training, group work and self-study.

**Form(s) of Assessment:**

Written exam, 4 hours

**Grading Scale:**

Alphabetical Scale, A(best) – F (fail)

**External/internal examiner:**

Internal and external examiners

**Re-sit examination:**

Re-sit exam will be conducted according to exam procedures for Bachelor in occupational therapy to be found on the home pages of the university college.

**Tillatte hjelpemidler:****Coursework Requirements:**

- Approved obligatory attendance during the course. Obligatory attendance is described in detail in the curriculum and in the course schedules.
- Idea-lab 24: The student will have participated in Idea-lab 24, which is an idea competition comprising both introductory lectures and interdisciplinary group work. For participation in Idea-lab 24 to be approved, an idea proposal must have been handed in and registered.

**Academic responsibility:**

Avdeling for helse,omsorg,sykepleie

**Course responsibility:**

Høgskolelektor Marte Ørud Lindstad

**Teaching Materials:**

Bachelor in Occupational Therapy at GUC has resource literature. An overview of updated resource literature can be found on the homepages of the university college. Tutoring in the choice of literature will be given by the course teacher.

**Publish:**

Yes

## **ERG2011 Psychosocial and somatic disabilities Part 2 - Study plans 2016-2017**

**Course code:**

ERG2011

**Course name:**

Psychosocial and somatic disabilities Part 2

**Course level:**

Bachelor (syklus 1)

**ECTS Credits:**

10

**Duration:**

Autumn

**Duration (additional text):**

Autumn 3 semester

**Language of instruction:**

Norwegian

**Prerequisite(s):**

- ERG1011 Anatomy and Physiology
- ERG1021 Health and Activity
- ERG1041 Participation in Activity

**On the basis of:**

- EPR2001 Practice 2 Occupational therapy for somatic and psychosocial disabilities
- ERG2001 Psychosocial and somatic disabilities Part 1

**Expected learning outcomes:**

The purpose of the course is for the student to acquire knowledge about public health diseases and different challenges in the health sector; acquire knowledge about measures for prevention and rehabilitation. Obtain competence for adaption of surroundings and analyse the need for aids.

**Knowledge** : The student will be able to:

- Account for public health diseases and lifestyle diseases f. ex. COPD (chronic obstructive pulmonary diseases), diabetes, obesity and allergy
- Describe the development of human beings from a physical, mental, cognitive and emotional perspective
- Account for the role of rehabilitation so that the patient can regain as great an ability of function and activity as possible following injury or illness
- Describe the function of habilitation when it comes to support and treatment of children, young people and adults who have permanent functional disabilities
- Describe ill-health as a concept, and understand the importance of underlying factors for the existence of mental ill-health and have a knowledge of mastering and of coping strategies

**Skills** : The student will be able to:

- Describe and compare different theories about physical, cognitive, social and personal development, and discuss different factors that influence the length and quality of people's lives
- Analyse and document the need of individual persons for technical aids and the adaptation to home/place of work/school
- Have an innovative approach to the choice of solutions

**General competence** : The student will be able to:

- Show competence in public health and the prevention of lifestyle diseases as well as in the adaptation of the surroundings

**Topic(s):**

- The life-long development of man
- Lifestyle-related illnesses
- Habilitation
- Rehabilitation
- Ill-health
- Strategies of coping
- Technical aids

**Teaching Methods:**

PBL (Problem Based Learning)

**Teaching Methods (additional text):**

The course uses PBL as a pedagogical method. In this course this means working in basic units in addition to lectures, seminars, papers, skills training, group work and self-study.

**Form(s) of Assessment:**

Written exam, 4 hours

**Grading Scale:**

Alphabetical Scale, A(best) – F (fail)

**External/internal examiner:**

Internal and external examiners

**Re-sit examination:**

Re-sit exam will be conducted according to exam procedures for Bachelor in occupational therapy to be found on the home pages of the university college.

**Tillatte hjelpemidler:****Examination support:**

Ingen

**Coursework Requirements:**

Approved obligatory attendance during the course. Obligatory attendance is described in detail in the curriculum and in the course schedules.

**Academic responsibility:**

Avdeling for helse,omsorg,sykepleie

**Course responsibility:**

Høgskolelektor Marte Ørud Lindstad

**Teaching Materials:**

Bachelor in Occupational Therapy at GUC has resource literature. An overview of updated resource literature can be found on the homepages of the university college. Tutoring in the choice of literature will be given by the course teacher.

**Publish:**

Yes

## **ERG3001 Project management in occupational therapy - Study plans 2016-2017**

**Course code:**

ERG3001

**Course name:**

Project management in occupational therapy

**Course level:**

Bachelor (syklus 1)

**ECTS Credits:**

5

**Duration:**

Autumn

**Duration (additional text):**

Spring fourth semester

**Language of instruction:**

Norwegian

**Prerequisite(s):**

- ERG1021
- ERG1041
- ERG1031

**On the basis of:**

Previous courses

**Expected learning outcomes:**

The purpose of the course is for the student to acquire intensive knowledge about theories and models for projects and project management in the field of health. After completion of the course the student will be able to work independently as a project manager for defined projects within the fields of health like for example universal design and welfare technology.

**Knowledge** : The student will be able to:

- Analyse theories and models of projects and project management within the field of health, have an overview of current research about project management
- Analyse and discuss possibilities and risk connected to project phases
- Have knowledge about how projects can be successfully transformed to ordinary operations
- Have Knowledge of project economics on a general basis

**Skills** : The student will be able to:

- Analyse different management styles and their influence on a project
- Identify and analyse the influence of interested parties on health projects
- Have the skills needed to design a project plan
- Report on, and document the development of a project

**General competence** : The student will be able to:

- Critically evaluate management problems in health projects
- Critically evaluate aspects of quality in health projects

**Topic(s):**

- Project management
- Health projects
- Method
- Project management theories

**Teaching Methods:**

PBL (Problem Based Learning)

**Teaching Methods (additional text):**

The course uses PBL as a pedagogical method. In this course this means working in basic units in addition to lectures, seminars, project work and self-study.

**Form(s) of Assessment:**

Written exam, 2 hours

Evaluation of Project(s)

**Form(s) of Assessment (additional text):**

The assessment consists of two exams that each count for 50%

- Exam 1: The students complete in groups a project in a mini-format within the field of project management. This project is to be presented group wise to their fellow-students and internal examiners during a seminar. The project will be assessed according to the presentation.
- Exam 2: A 2-hour individual written exam with a focus on the theories presented during the course
- Both exams must be awarded a passing grade for the course to be approved.

**Grading Scale:**

Alphabetical Scale, A(best) – F (fail)

**External/internal examiner:**

2 internal examiners

**Re-sit examination:**

Re-sit exam for the written exam and for the project work will be conducted according to exam procedures for Bachelor in occupational therapy to be found on the home pages of the university college. In case of a failing grade in one of the parts, the student will only have to resit for this exam.

**Tillatte hjelpemidler:****Coursework Requirements:**

- Approved obligatory attendance during the course. Obligatory attendance is described in detail in the curriculum and in the course schedules.
- Being an opponent during the exam seminar

**Academic responsibility:**

Avdeling for helse,omsorg,sykepleie

**Course responsibility:**

Professor II Stig Ottoson

**Teaching Materials:**

Bachelor in Occupational Therapy at has resource literature. An overview of updated resource literature can be found on the homepages of the university college. Tutoring in the choice of literature will be given by the course teacher.

**Additional information:**

In case of a re-sit exam, the student will be allowed to make use of his collection of data, but will have to write a new project report. During the re-sit the students can choose whether to write in groups or individually.

**Publish:**

Yes

## **EPR2021 Practice period 2 Occupational therapy for somatic and psychosocial disabilities - Study plans 2016-2017**

**Course code:**

EPR2021

**Course name:**

Practice period 2 Occupational therapy for somatic and psychosocial disabilities

**Course level:**

Bachelor (syklus 1)

**ECTS Credits:**

20

**Duration:**

Vår

**Duration (additional text):**

Autumn third semester

**Language of instruction:**

Norwegian

**Prerequisite(s):**

- ERG1011 Anatomy and physiology
- ERG1021 Health and Activity
- ERG1041 Participation in Activity
- EPR1001 Practice 1. Skills training and practice

**On the basis of:**

ERG 2001 Psychosocial and somatic disabilities Part 1

**Expected learning outcomes:**

The purpose of the course is for the student to practice, and to reflect on basic skills for work in the profession, when meeting users/patients. There will be a special focus on neurology, orthopedics, rheumatology and geriatrics with a high prevalence in the population.

**Knowledge:** The student will be able to:

- Make use of relevant knowledge from natural- and social scientific topics linked to knowledge in the occupational therapy profession when meeting people during the practice period
- Show insight into the challenges people with neurology, orthopedics, rheumatology and/or geriatric illnesses can meet in their daily lives

**Skills:** The student will be able to:

- Make use of relevant theory and research in relation to current issues during the practice period
- Compile objectives and individual plans in collaboration with the user, and other relevant partners based on the resources and needs of the individual
- Communicate in a therapeutic way with service users independent of their age, background or culture
- Implement reporting and documentation based on the individual service user and in collaboration with the supervisor
- Use occupational therapeutic methods, tools and instruments for analysis and treatment
- Seek supervision and adhere to one's level of competence, and cooperate in a cross-disciplinary way

**General competence:** The student will be able to:

- Perform all of the practice in accordance with ethical and professional guidelines for occupational therapists
- Be understanding about the challenges of individual persons in all one's professional practice and be able to reflect on these
- Show ability to be responsible for one's own learning by showing initiative and independence
- Be innovative and solution-oriented in one's meeting with service users

**Topic(s):**

Subject-based occupational therapeutic professional work:

- Anatomy and physiology
- Pathology and functional disability with a special focus on neurology, orthopedics, rheumatology and geriatrics
- Psychology and the science of education
- Ethics
- Communication, coordination and conflict resolution
- Professional ethics and a professional basis in the role of being a health professional
- Activity analysis
- Function analysis
- The process of occupational therapy

**Teaching Methods:**

Practicum

**Form(s) of Assessment:**

Assessment of Practicum

**Form(s) of Assessment (additional text):**

Clinical practice, reflection and supervision

**Grading Scale:**

Pass/Failure

**External/internal examiner:**

Practice will be assessed by the contact teacher and the daily tutor/main tutor of the practice field

**Re-sit examination:**

Students who are awarded a failing mark for a period of practice, must contact the Study Programme Coordinator order to agree on how to continue the course.

**Tillatte hjelpemidler:****Coursework Requirements:**

Approved obligatory attendance during the course. Obligatory attendance is described in detail in the curriculum and in the course schedules.

A written paper related to the focus of the practice period must be presented at the seminar on the first day after the end of period of practice. The written work and the oral presentation must have been approved in order for the practice to be passed.

**Academic responsibility:**

Avdeling for helse,omsorg,sykepleie

**Course responsibility:**

Høgskolelærer Eli Lysen

**Teaching Materials:**

Bachelor in Occupational Therapy at GUC has resource literature. An overview of updated resource literature can be found on the homepages of the university college.

**Publish:**

Yes

## **ERG3031 Occupational therapy in society - Study plans 2016-2017**

**Course code:**

ERG3031

**Course name:**

Occupational therapy in society

**Course level:**

Bachelor (syklus 1)

**ECTS Credits:**

15

**Duration:**

Vår

**Language of instruction:**

Norsk, alternativt engelsk

**Prerequisite(s):**

- ERG1031 Introduction to universal design and welfare technology
- ERG2001 Psychosocial and somatic disabilities Part 1

**Expected learning outcomes:**

The aim of the course is for the student to acquire insight into occupational therapy as an international profession, and into the role of occupational therapy in society. About changes in the health challenges with an increased number of lifestyle illnesses that has influenced how the society must plan in order to encounter new and different demands for health measures to be implemented. Studies in lifestyle change and health education linked to the municipal social services and the daily life rehabilitation are included in the course. Relevant research will be studied and reflected on.

**Knowledge :** The student will be able to:

- Explain the role of occupational therapists in the field of the General state of health, health of the elderly and welfare
- Explain the role of occupational therapists within the field of the health of children and during childhood
- Explain the topic of the health of migrants and the contribution of occupational therapists to this field

**Skills :** The student will be able to:

- Assess welfare technology, aids and the adaption of the surroundings in order to make it possible for the individual service user to live his/her daily life in one's own home, at school, at work or during spare-time activities
- Make use of problem solving work models

**General competence :** The student will be able to:

- Be founded in knowledge-based practice (knowledge of service users, research and experience)
- As a starting point, make use of cooperative-oriented practice

**Topic(s):**

Occupational therapy, welfare, technology for the health service sector

**Teaching Methods:**

PBL (Problem Based Learning)

**Teaching Methods (additional text):**

The course uses PBL as a pedagogical method. In this course this means working in basic units in addition to lectures, seminars, project work and self-study.

**Form(s) of Assessment:**

Home exam, see textarea  
Written exam, 4 hours

**Form(s) of Assessment (additional text):**

- 4 hour written exam (counts for 50%)
- Individual written assignment being written during the course will be handed in and presented orally at a seminar. Assessment on the basis of an overall assessment of both the written and the oral work (counts for 50% of the course)
- Both parts must be awarded a passing grade in order to pass the course.

**Grading Scale:**

Alphabetical Scale, A(best) – F (fail)

**External/internal examiner:**

Internal and external examiners

**Re-sit examination:**

Re-sit exam for the written exam and for the project work will be conducted according to exam procedures for Bachelor in occupational therapy to be found on the home pages of the university college.

**Tillatte hjelpemidler:****Examination support:**

None (during the written exam)

**Coursework Requirements:**

- Approved obligatory attendance during the course. Obligatory attendance is described in detail in the curriculum and in the course schedules.
- Act as a professional opponent during the exam presentations and for tasks by the fellow students.

**Academic responsibility:**

Avdeling for helse,omsorg,sykepleie

**Course responsibility:**

Høgskolelektor Guri Einbu

**Teaching Materials:**

Bachelor in Occupational Therapy has resource literature. An overview of updated resource literature can be found on the homepages of the university college.

**Additional information:**

Autumn fifth semester allows for internationalization. Students can apply for exchange studies during the 5. Term and we accept students from abroad. Arrangements will be made so that students can do parts of their programme abroad, and we will also allow for incoming students from our partner universities. All parts of this course will be taught in English in consideration of incoming students when this is the case. In order to be eligible for exchange programmes, departing students from Norway must have been awarded a passing grade for all exams and for internal tests during the programme.

**Publish:**

Yes

## **EPR3021 Practice period 3 with in-depth study in innovation, universal design and welfare technology - Study plans 2016-2017**

**Course code:**

EPR3021

**Course name:**

Practice period 3 with in-depth study in innovation, universal design and welfare technology

**Course level:**

Bachelor (syklus 1)

**ECTS Credits:**

20

**Duration:**

Autumn

**Language of instruction:**

Norwegian

**Prerequisite(s):**

See Norwegian version.

**Expected learning outcomes:**

See Norwegian version.

**Topic(s):**

See Norwegian version.

**Teaching Methods:**

Practicum

**Teaching Methods (additional text):**

Clinical practice, reflection and supervision

**Form(s) of Assessment:**

Assessment of Practicum

**Grading Scale:**

Pass/Failure

**External/internal examiner:**

Practice will be assessed by the contact teacher and the daily tutor/main tutor of the practice field

**Re-sit examination:**

Students who are awarded a failing mark for a period of practice, must contact the Study Programme Coordinator in order to agree on how to continue the course.

**Tillatte hjelpemidler:**

**Coursework Requirements:**

Approved obligatory attendance during the course. Obligatory attendance is described in detail in the curriculum and in the course schedules. The students are to complete an improvement project during the practice period. The written project report and the oral presentation must have been approved in order for the practice to be passed.

**Academic responsibility:**

Avdeling for helse,omsorg,sykepleie

**Course responsibility:**

Høgskolelærer Eli Lysen

**Teaching Materials:**

Bachelor in Occupational Therapy at GUC has resource literature. An overview of updated resource literature can be found on the homepages of the university college. Supervision in the choice of literature will be given by the course tutor.

**Replacement course for:**

See Norwegian version.

**Publish:**

Yes

## **ERG3021 Public health and universal design - Study plans 2016-2017**

**Course code:**

ERG3021

**Course name:**

Public health and universal design

**Course level:**

Bachelor (syklus 1)

**ECTS Credits:**

15

**Duration:**

Vår

**Duration (additional text):**

Autumn fifth semester

**Language of instruction:**

Norsk, alternativt engelsk

**Prerequisite(s):**

- ERG1031 Introduction to universal design and welfare technology
- ERG2001 Psychosocial and somatic disabilities Part 1
- ERG2011 Psychosocial and somatic disabilities Part 2. Focus on public health and lifestyle illnesses
- EPR2011 Practice 3 Public health and lifestyle illnesses

**Expected learning outcomes:**

The aim of the course is for the student to acquire insight into how the basis for universal design is the natural right of all persons to participate in society. The student will learn how the promotion of health can be designed, organized and evaluated (health promotion and health management).

**Knowledge** : The student will be able to:

- Account for knowledge about health promotion and public health, and explain the concept of public health, give various definitions of health and of measures in connection with health, use of concepts like health determinants, risk groups and health personnel resources
- Explain key concepts in the field of health promotion, concepts like empowerment, health promotion, the quality of life and salutogenesis
- Be aware of how the health of people is connected to people's ability to cope, being included and able to participate, and understand the relationship between a universally designed society and the way this has an influence on public health

**Skills** : The student will be able to:

- Explain the contents of International Conventions, national laws and regulations which form the basis of universal design
- Formulate a specific example of how health-promoting strategies can be implemented and evaluated during a period of practice

**General competence** : The student will be able to:

- Discuss how ethical aspects in the field of public health and in the field of the science of public health can be evaluated and assessed
- Plan, initiate and motivate for health-promoting measures within the field of occupational therapy

**Topic(s):**

- Health promotion
- Occupational therapy
- Universal design
- Search for literature
- Reading scientific literature in a critical way and being able to produce writing according to scientific standards.

**Teaching Methods:**

PBL (Problem Based Learning)

**Teaching Methods (additional text):**

The course uses PBL as a pedagogical method. In this course this means working in basic units in addition to lectures, seminars, project work and self-study.

**Form(s) of Assessment:**

Other

**Form(s) of Assessment (additional text):**

The assessment consists of an exam in 2 parts:

- Part 1: Home exam 4 weeks (counts for 50%)
- Part 2: Written exam 4 hours (counts for 50%)
- Both parts must be awarded a passing mark for the course to be approved

**Grading Scale:**

Alphabetical Scale, A(best) – F (fail)

**External/internal examiner:**

- 2 internal examiners for the home exam
- Internal and external examiners for the written exam

**Re-sit examination:**

Re-sit exam will be conducted according to exam procedures for Bachelor in occupational therapy to be found on the home pages of the university college. In case of a failing grade for part of the exam, the student will only have to re-sit for this part of the exam.

**Tillatte hjelpemidler:****Examination support:**

None (during the written exam)

**Coursework Requirements:**

Approved obligatory attendance during the course. Obligatory attendance is described in detail in the curriculum and in the course schedules.

**Academic responsibility:**

Avdeling for helse,omsorg,sykepleie

**Course responsibility:**

Førsteamanuensis Evastina Björk

**Teaching Materials:**

Bachelor in Occupational Therapy at GUC has resource literature. An overview of updated resource literature can be found on the homepages of the university college. Tutoring in the choice of literature will be given by the course teacher.

**Additional information:**

Autumn 5. Term allows for internationalization. Students can apply for exchange studies during the 5. Term and we accept students from abroad. Arrangements will be made so that students can do parts of their programme abroad, and we will also allow for incoming students from our partner universities. All parts of this course will be taught in English in consideration of incoming students when this is the case. In order to be eligible for exchange programmes, departing students from Norway must have been awarded a passing grade for all exams and for internal tests during the programme.

**Publish:**

Yes

## **ERG3011 Research and development in occupational therapy - Study plans 2016-2017**

**Course code:**

ERG3011

**Course name:**

Research and development in occupational therapy

**Course level:**

Bachelor (syklus 1)

**ECTS Credits:**

5

**Duration:**

Autumn

**Duration (additional text):**

Spring fourth semester

**Language of instruction:**

Norwegian

**Prerequisite(s):**

- ERG2001 Psychosocial and somatic disabilities Part 1
- ERG2011 Psychosocial and somatic disabilities Part 2. Focus on public health and lifestyle illnesses
- ERG3031 Occupational therapy in society
- ERG3001 Project management in occupational therapy

**On the basis of:**

Previous courses

**Expected learning outcomes:**

The aim of the course is for the student to acquire insight into scientific research within the field of occupational therapy, and into important models for practice like supervision, assessment and intervention. The students will study theoretical perspectives and scientific methods. The course will give the students the opportunity to link theory and practice. Relevant international and national research- and development projects will be presented.

**Knowledge** : The student will be able to:

- Recognize the research process in scientific publications within the field of occupational therapy, have insight into different movements in the philosophy of science, and be able to account for how these influence our perception of reality
- Have a knowledge of science and scientific methodology and be able to assess the importance of research results for one's own studies
- Have a critical attitude to knowledge in general, and especially to scientifically based knowledge
- Understand the connection between method, issues and research questions and show insight into the research process, the strategy, the design and choice of method, the collection of data, the adaptation and editing and the reporting
- Think globally, act locally

**Skills** : The student will be able to:

- Make use of research reports and research results in his/her profession of occupational therapy
- Argue actions academically to colleagues, other professionals and to employers
- Explain a salutogenetic approach to health

**General competence** : The student will be able to:

- Show insight into and understanding for research-ethical issues with a focus on informed consent, security and confidential data
- Understand the importance of attending to human dignity and human rights within the field of research and professional development
- Show respect for the integrity, freedom and self-determination of other persons and attend to requirements of confidentiality

**Topic(s):**

- Current research and development work within the field of occupational therapy
- the philosophy of science, research methods and research ethics

**Teaching Methods:**

PBL (Problem Based Learning)

**Teaching Methods (additional text):**

The course uses PBL as a pedagogical method. In this course this means working in basic units in addition to lectures, seminars, project work and self-study.

**Form(s) of Assessment:**

Evaluation of Project(s)

**Form(s) of Assessment (additional text):**

The students complete in groups a project in a mini-format in their basic unit.

This project is to be presented to their fellow-students (opponents) and to the internal examiners during a seminar. Assessment of the project will be based on the quality of the report, the presentation and on the critical comments from the fellow-students.

**Grading Scale:**

Pass/Failure

**External/internal examiner:**

2 internal examiners

**Re-sit examination:**

Re-sit for the project work will be conducted according to exam procedures for Bachelor in occupational therapy to be found on the home pages of the university college. At the re-sit exam the students will be allowed to use possible collected empirical data, but will have to write a new research report. The re-sit can take place individually or in groups, according to the student preference

**Tillatte hjelpemidler:****Coursework Requirements:**

Approved obligatory attendance during the course. Obligatory attendance is described in detail in the curriculum and in the course schedules.

**Academic responsibility:**

Avdeling for helse,omsorg,sykepleie

**Course responsibility:**

Førsteamanuensis Ingeborg Nilsson

**Teaching Materials:**

Bachelor in Occupational Therapy at NTNU in Gjøvik has resource literature. An overview of updated resource literature can be found on the homepages of the university college. Tutoring in the choice of literature will be given by the course teacher.

**Additional information:**

Empirical data in connection with the project may only be collected at the university college.

**Publish:**

Yes

## **ERG3901 Bachelor thesis in occupational therapy - Study plans 2016-2017**

**Course code:**

ERG3901

**Course name:**

Bachelor thesis in occupational therapy

**Course level:**

Bachelor (syklus 1)

**ECTS Credits:**

20

**Duration:**

Vår

**Duration (additional text):**

Spring sixth semester

**Language of instruction:**

Norwegian

**Prerequisite(s):**

- ERG3021 Public health and universal design
- ERG3031 Occupational therapy in society

**On the basis of:**

All previous courses in the program

**Expected learning outcomes:**

**Knowledge** : The student will be able to:

- Present realistic aims for a research project
- Explain different types of research design and research methodology
- Have insight into ethical aspects of research issues

**Skills** : The student will be able to:

- Complete a major independent scientific thesis within the field of occupational therapy
- Use principles of research methodology
- Make use of a systematic search for scientific literature
- Critically assess and make use of published research results that are relevant to the research question
- Present a scientific material in a professional way through oral presentation and in a written thesis.

**General competence:** The student will be able to:

- Study a set topic in an in-depth way within the field of research in occupational therapy
- Through the roles of opponent and respondent show an ability for critical assessment and the ability to argue one's own opinions
- Use relevant professional terminology
- Understand knowledge-based practice
- Understand the importance of innovation and creativity

**Topic(s):**

- Research design
- Research methodology
- Research ethics
- An occupational therapeutic approach
- A systematic search for and use of research literature
- Knowledge-based practice

**Teaching Methods:**

PBL (Problem Based Learning)

**Teaching Methods (additional text):**

The programme uses PBL as a pedagogical method. In addition to basic units this implies among other things: lectures, seminars, being an opponent, self-study and simulation.

There will be allowed for up to 6 hours of tutoring for the bachelor paper, whereof 2 are restricted to tutoring for the project outline. Two hours of the total time of tutoring are compulsory.

**Form(s) of Assessment:**

Other

**Form(s) of Assessment (additional text):**

A home exam in groups of 2-3 students followed by an individual oral examination. Students can apply for writing individually. The written thesis must be awarded a passing grade in order to have the oral examination. The written paper will give a preliminary letter grade. Following the oral examination the grade can be up- or downgraded by up to 2 grades. Both the written and the oral parts must be awarded passing grades before the final grade can be awarded.

If the students at the individual oral examination cannot give an independent individual reflection about the thesis content and organization, the performance will be assessed as “non-passed”/failed.

**Grading Scale:**

Alphabetical Scale, A(best) – F (fail)

**External/internal examiner:**

Internal and external examiners assess all thesis and participate in the oral examination

**Re-sit examination:**

In case of failing the written or oral parts of the exam, the student will be able to hand in an improved version of the thesis for a re-sit within the end of the following term. This may be a thesis written by a single student. Up to 3 hours of tutoring will be awarded for the re-sit. The student must have a new oral examination based on the improved thesis.

**Tillatte hjelpemidler:****Coursework Requirements:**

- Approved project outline for the Bachelor paper
- Approved project plan for the Bachelor paper
- Being an opponent/respondent
- 2 obligatory tutor sessions
- Poster presentation of the Bachelor paper to be presented at an open Bachelor seminar

Consequences of not meeting the work arrangements are that the Bachelor thesis cannot be handed in

**Academic responsibility:**

Avdeling for helse,omsorg,sykepleie

**Course responsibility:**

Førsteamanuensis Evastina Björk

**Teaching Materials:**

Bachelor in Occupational Therapy at GUC has resource literature. An overview of updated resource literature can be found on the homepages of the university college.

**Additional information:**

- Students will be allowed to write the Bachelor thesis in groups with students from other bachelor programmes at the university college. A precondition is that the set requirements for the Bachelor thesis are met. The project outline for the Bachelor thesis forms the basis for awarding a tutor.
- An approved project plan for the bachelor thesis will be drawn up during the tutor sessions.
- The Bachelor thesis will have a scope of 13,000 words (10,000 for individual papers if this has been decided).
- The thesis is to be submitted electronically in a pdf-format on Fronter. All papers will undergo a control for plagiarism.
- Thesis awarded the grade C or better will be made available in the university college library if authors and tutors agree to this.

**Publish:**

Yes