

1. Introduction

The curriculum constitutes the framework for the professional bachelor programme of occupational therapy (herein referred to as the *occupational therapy degree*) and the programme's vision of educating developing and innovative occupational therapists with strong professional identities. The programme will make the students sought-after collaborative partners that see opportunities in the challenges of everyday life in an ever-changing society.

The programme organisation at UC SYD generates an opportunity to develop constructive partnerships with students from a number of different healthcare training programmes and students in social and pedagogical fields of study.

The occupational therapy programme's mission is to educate professional bachelor students in occupational therapy to a high knowledge- and research-based level, where academic, personal and social competencies are developed in an active and inclusive learning environment.

The curriculum for the occupational therapy programme at the Faculty of Health Science is comprised of descriptions of the programme content and structure and the opportunities and commitments, related to completing the degree programme at UC SYD.

The curriculum is the legal basis for the programme and defines the framework for the overall degree, as organised by UC SYD.

2. Basis for Curriculum

This curriculum is based on the Ministerial Order on the Bachelor's Degree Programme of Occupational Therapy, Ministerial Order no. 501 of May 30th, 2016 and the Ministerial Order on academy profession programmes and professional bachelor programmes, Act no. 1147 of October 23rd, 2014 as well as the Danish Act on Authorisation of Healthcare Professionals and of Professional Healthcare Activity Act no. 877 of August 4th 2011.

For other Ministerial Orders, see Chapter 25.

3. Programme Objective

§ 1. The purpose of the Bachelor's Degree Programme of Occupational Therapy is to qualify graduates to independently provide, coordinate and manage occupational therapy, via evidence-based practice, in order to help citizens and patients overcome problems related to activity in their everyday lives. The programme also provides graduates with theoretical and clinical competencies in relation to health promotion, disease prevention, rehabilitation, habilitation and palliation, and trains them to be reflective and critical. The graduate will obtain the competencies needed to participate in research and development work and to continue with theoretical and clinical further education programmes, which generate new competencies.

Subpara. 2. The graduate must possess the knowledge, skills and competencies specified in Appendix 1 [stated in the Ministerial Order on the Bachelor's Degree Programme of Occupational Therapy. Evident in Appendix 4 of this curriculum].

Subpara. 3. The programme is based on research and development knowledge in the field of occupational therapy, as well as on knowledge of professional practice and the positions for which graduates are qualified.

§ 2. On successful completion of the programme, graduates are entitled to use the title Professionsbachelor i ergoterapi in Danish. The English title is Bachelor of Occupational Therapy.

Subpara. 2. The programme's English name is Bachelor's Degree Programme of Occupational Therapy.

Subpara. 3. Graduates are authorised pursuant to the Act on Authorisation of Healthcare Professionals and of Professional Healthcare Activity. [From Ministerial Order no. 501, of May 30th, 2016].

3.1. Graduate Profile

Professional Objective

To support and develop citizens and patients' resources and mastering of activities, participation and active citizenship.

Occupational therapy is aimed at citizens, patients and groups of these in the context of their daily lives.

The occupational therapist handles health promotion, disease prevention, habilitating and rehabilitating tasks, including treatment, physical rehabilitation and compensating measures in accordance with societal demands.

The occupational therapist's core competencies are

- To identify and analyse activity issues and resources to ensure relevant occupational therapy intervention for citizens and patients
- To develop activity and participation for, and in dialogue with, citizens and patients as individuals or groups
- To initiate compensating measures relating to acute or permanent physical limitations based on the citizen and patient's own resources

- To develop and implement technology in collaboration with citizens, patients and other relevant parties
- To develop and implement creative and innovative solutions for citizens and patients' activity issues, in collaboration with citizens, patients and relevant networks, in a daily context
- To handle administrative, coordination and management tasks
- To participate in research and development work, including quality assurance.

Context for the occupational therapist's occupation

Public and private areas of activity nationally or internationally. The occupational therapist participates in monodisciplinary, interprofessional and cross-sectoral collaborative relationships with a range of different areas of responsibility, such as treatment providers, public officials, therapists and counsellors, project managers, leaders, coordinators and initiators.

Impact of the occupational therapist's occupation

- Increasing citizen and patient's range of functions (body, activity and participation levels) and strengthen contextual factors (environments and personal relationships)
- Citizen and patient's needs and desires for changing the specific factors which impact their daily life are considered in relevant ways, and the citizens and patients increase their quality of life.

Professional development perspectives

Includes development and research-based professional development. The occupational therapist bases their work on occupational science and develops their practice within their specific area of activity.

4. Programme Content and Structure

The programme is equivalent to 210 credits in total. ECTS credits (European Credit Transfer System) are measuring units for the programme's total workload. See Chapter 11 in this curriculum, regarding education and working methods.

4.1. Programme content

The prescribed duration for the programme is 3½ years, which is organised over 7 consecutive semesters. A semester is comprised of the period from September to February, and from February to July. A semester's content is equivalent to 30 ECTS credits and is completed with exams.

The programme consists of a theoretical component of 168 ECTS credits as well as a practice setting component (clinical training) of 42 ECTS credits.

The first two years of the programme are equivalent to 120 ECTS credits. The programme content for the first four semesters, and the ECTS credit distribution between the theoretical and clinical components, have been agreed upon by all providers of the degree in Denmark. See Appendix 1.

The remaining year and a half of the programme is equivalent to 90 ECTS credits. The course content for the final year and a half, 3 semesters, and the ECTS credit distribution between the theoretical and clinical training components, are stated in Appendix 2.

4.2. Programme objectives for learning outcomes

The Bachelor Degree Programme of Occupational Therapy is placed on level 6 of the Danish Qualifications Framework for lifelong learning. The qualifications framework ranges from level 1 to level 8, based on the skills that can be expected from the person holding the degree. The qualification is described through the concept *learning outcomes*, meaning what the graduate student knows, understands, and is able to do, upon completing the learning process. The objectives for learning outcomes are described through *knowledge, skills and competencies*.

The objectives for learning outcomes based on the *knowledge, skills and competencies* which the student must have achieved after completing the first two years of the degree are stated in Appendix 3.

The objectives for learning outcomes based on the *knowledge, skills and competencies* which the graduate student must have achieved upon completing their degree are stated in Appendix 4.

The objectives for learning outcomes for the programme's 7 semesters are based on the SOLO taxonomy (SOLO - Structure of Observed Learning Outcome), which is used to classify the complexity level of learning outcomes.

The SOLO taxonomy is employed to organise the programme's content throughout the semesters, in order to specify which level of knowledge, skills and competencies are required for the programme examinations.

The SOLO taxonomy is hierarchical and consists of five levels, of which the programme will cover level two to five.

The levels are defined as:

1. Level 1 is not applicable
2. Uni-structural level, concerns learning and command of individual parts, without coherence
3. Multi-structural level, concerns learning and command of several aspects, without the ability to integrate them into a coherent whole.
4. Relational level, concerns learning and command of several aspects, characterized by the ability to integrate the aspects into a coherent whole.
5. Extended abstract level, concerns learning and command of several aspects into a coherent whole, characterized by the ability to conceptualise aspects from the specific to a higher level of abstraction.

4.3. Programme structure

The programme is organised into several themes, comprising four subjects and modules. The student will cover the four subjects and the modules, comprising both theoretical and clinical components, distributed throughout the programme.

Subject Areas	Modules	ECTS credits
Health science	Occupational therapy Pathology Social medicine and occupational medicine Philosophy of science, research methodology, ethics	147
Natural science	Anatomy Physiology Philosophy of science, research methodology, ethics	21
Humanities	Pedagogy, health education Psychology Ethics Philosophy of science, research methodology and ethics	21
Social science	Sociology Social policy and healthcare policy, legislation, organisation and economics Philosophy of science, research methodology, ethics Leadership, project management	21
In total		210

Further information regarding the programme's themes and the individual modules can be found under each semester, and in Appendixes 1 and 2.

5. Programme progression

The outline below illustrates the programme's progression, the distribution between the theoretical and clinical (clinical training) components over the 7 semesters, and the exams and other study activities.

1st Semester	2nd Semester
Activity and participation in everyday life	People, activity and environments
Theory 28.5 ECTS credits	Theory 28.5 ECTS credits
Work placement (clinical training) 1.5 ECTS credits	Work placement (clinical training) 1.5 ECTS credits
Other study activities	Other study activities Interprofessional component accounts for 2 ECTS credits
Examination Individual written exam with internal assessment	Examination Individual oral exam with external assessment
3rd Semester	4th Semester
Rehabilitation and habilitation, health promotion and disease prevention in order to enable activity and participation	Occupational therapy practice and professional relationships
Theory 30 ECTS credits	Theory 15 ECTS credits
Work placement (clinical training) 0 ECTS credits	Work placement (clinical training) 15 ECTS credits
Other study activities Interprofessional component accounts for 4 ECTS credits	Other study activities Interprofessional component accounts for 4 ECTS credits Elective component accounts for 10 ECTS credits
Examination Individual written exam with internal assessment.	Examination Individual written exam, based on the work placement (clinical training) with internal assessment.

5th Semester		6th Semester	
Occupational therapy practice for complex practice and interprofessional contexts		Occupational therapy practice relating to organisation, management and quality development	
Theory	16.5 ECTS credits	Theory	19.5 ECTS credits
Work placement (clinical training)	13.5 ECTS credits	Work placement (clinical training)	10.5 ECTS credits
Other study activities	Interprofessional component accounts for 10 ECTS credits	Other study activities	
Examination	Individual oral exam, based on written assignment, with external assessment	Examination	Individual oral exam with internal assessment
7th Semester			
Occupational therapy development work			
Theory	30 ECTS credits		
Work placement (clinical training)	0 ECTS credits		
Other study activities	Elective component accounts for 10 ECTS credits		
Examinations	Individual written exam with internal assessment for the elective component		
	Bachelor project with external assessment		

6. Programme organisation and course content for semesters

This chapter outlines the programme content and organisation - themes, subjects and modules - described for each of the 7 semesters. It indicates the extent to which the theoretical and clinical, interprofessional and elective components are included. The description additionally states the learning outcome linked with each semester.

The programme is based on, and organised in accordance with, the 7 themes which each correspond to one of the programme's 7 semesters. All semesters have different kinds of mandatory participation, e.g. attendance for clinical training or submitting assignments, which document the student's active participation. The student's reflections and mandatory assignments support their chance of reaching the learning outcome objectives.

For additional information regarding examinations, see Chapters 14, 16 and the semester descriptions.

In order to safeguard and enhance the quality of the programme, detailed semester descriptions are continuously updated based on evaluations and changes in practice, etc. Updates are generated in accordance with the prevailing system for quality assurance at UC SYD.

6.1. 1st Semester

In the 1st semester the programme content consists of 30 ECTS credits, of which 1.5 ECTS credits account for work placement (clinical training).

Theme

Activity and participation in everyday life

The theme concerns activity and participation in everyday life with a focus on fundamental occupational therapy concepts relating to human activity. Activity analysis is used as a method for identifying the therapeutic potential of activities. The theme covers occupational science, the occupational therapy paradigm, professional ethics, tact and the professional identity of the occupational therapist. The theme comprises the occupational therapy field and areas of responsibility. Knowledge seeking and information technology are applied at basic levels.

Subjects and modules

Subject Areas	Modules
Health science	Occupational therapy Philosophy of science, research methodology, ethics
Natural science	Anatomy Physiology
Humanities	Pedagogy, health education Psychology Ethics
Social science	Sociology Social policy and healthcare policy, legislation, organisation and economics

Objectives for learning outcomes

The objectives for learning outcomes are in *italics*, to indicate the final level which the graduate must achieve in the professional bachelor programme of occupational therapy, cf. Appendix 1, the Ministerial Order on the professional bachelor programme in occupational therapy.

Knowledge

The student

K1. can describe the importance of activity and participation for living conditions and the impact of environments on physical and mental health and quality of life

K8. can describe ethical issues

K10. can describe the application of communication theories and methods and the communicative significance in relation to dialogue and forging relationships

K12. can describe their own practice and profession's duties and responsibilities.

K14. can describe the philosophy of science and research methods

Skills

The student can

- S1. argue in favour of the interplay between people, activity and environment in order to enable participation in everyday life and activities, to optimise health and quality of life
- S2. define the therapeutic potential of activities
- S5. in collaboration with the citizen and patient, explain the need for activity in relation to health and quality of life
- S11. perform relevant study and work methods to search for empirical evidence and theory

Competencies

The student can

- C7. identify their own learning needs

Examination

The semester is completed with an examination. It is a prerequisite for attending the exam that the student has met the attendance requirement for the clinical training and had their portfolio, developed during the semester, approved beforehand.

Examination method

Individual written exam. During the exam the student must demonstrate that they have achieved the central learning outcome objectives for the semester.

Assessment requirement

The written exam.

Assessment

Internal assessment in accordance with the 7-point grading scale.

Other requirements concerning exams are stated in Chapter 14, 16, and in the semester description.

6.2. 2nd Semester

In the 2nd semester the programme content consists of 30 ECTS credits, including 1.5 ECTS credits for clinical training. The interprofessional component is part of the semester, and accounts for 2 ECTS credits.

Theme

People, activity and environments

The theme concerns the interplay between people, activity and environments intended to optimise people's health and quality of life. The focus is on occupational science and occupational therapy models, tools and methods. The theme comprises health behaviour and perceptions of diseases, with emphasis on the body's structure and functions and people's physical, mental, social and cultural conditions and environments, relevant to the activity. The theme includes working with citizen-related communication, including information technology and communication technology. Fundamental scientific methods are employed.

Subjects and modules

Subject Areas	Modules
Health science	Occupational therapy Pathology Philosophy of science, research methodology, ethics
Natural science	Anatomy Physiology
Humanities	Psychology Philosophy of science, research methodology, ethics
Social science	Sociology Philosophy of science, research methodology, ethics

Objectives for learning outcomes

The objectives for learning outcomes are in *italics*, to indicate the final level which the graduate must achieve in the professional bachelor programme of occupational therapy, cf. Appendix 1, the Ministerial Order on the professional bachelor programme in occupational therapy.

Knowledge

The student

K1. *possesses knowledge of, and is able to reflect on, the importance of activity and participation for living conditions and the impact of environments on physical and mental health and quality of life*

K2. can describe and explain the importance of culture to human health behaviour and related needs as well as the importance and influence of culture on activity, participation and health and diseases

K3. can describe technology that supports participation in everyday life activities

K5. can describe health systems and the role of the occupational therapist in communication and cooperation.

K7. can describe targets set by patients and citizens

K8. can explain ethical issues

K9. can describe how creativity can be used as a method for change

K10. can explain communication theories and methods and the communicative significance in relation to dialogue and forging relationships

K12. can explain their own practice and profession's duties and responsibilities

K14. can explain the philosophy of science and research methodology

Skills

The student can

S1. *assess the interplay between people, activity and environment, in order to enable participation in everyday life and activities and optimise health and quality of life.*

S2. explain occupational therapy efforts and methods in order to create relevant solutions and courses of treatment in collaboration with the citizen and patient in relation to everyday life, health and quality of life, including assessing and communicating knowledge of the therapeutic potential of the activities

S5. in collaboration with the citizen and patient, assess the need for activity in relation to health and quality of life and initiate occupational therapy intervention that supports and develops citizens and patients' resources and the mastering of activity and participation

S11. perform relevant study and work methods to search for and explain empirical evidence and theory

Competencies

The student can

C7. identify their own learning needs and formulate their own knowledge and skills

C9. identify occupational therapy and interprofessional collaboration based on the importance of activity for health and quality of life and for citizens and patients' opportunities for activity and participation

Examination

The semester is completed with an examination. It is a prerequisite for attending the exam, that the student has met the attendance requirement for the clinical training and had their portfolio, developed during the semester, approved beforehand.

Examination method

Individual oral exam. The oral exam is based on a case, which will be released prior to the exam. The case is based on the semester's subjects and modules. During the exam the student must demonstrate that they have achieved the central learning outcome objectives for the semester.

Assessment requirement

The student's performance at the oral exam.

Assessment

External assessment in accordance with the 7-point grading scale.

Other requirements concerning exams are stated in Chapter 14, 16, and in the semester description.

6.3. 3rd Semester

The programme content for the 3rd semester is theoretical and accounts for 30 ECTS credits. The semester includes an interprofessional component, which accounts for 4 ECTS credits.

Theme

Rehabilitation and habilitation, health promotion and disease prevention in order to enable activity and participation

The theme concerns interprofessional and holistic measures in collaboration with citizens and patients with activity issues. It is focused on occupational therapy intervention based on the occupational therapy process. The theme includes working with national and international classifications focused on citizens and patients' physical and mental development and health. It will include working with developing academic and personal competencies with a particular focus on professional identity, including the occupational therapist's role in collaborative practice.

Subjects and modules

Subject Areas	Modules
Health science	Occupational therapy Pathology Social medicine and occupational medicine
Natural science	Anatomy Physiology
Humanities	Pedagogy, health education Psychology Philosophy of science, research methodology, ethics
Social science	Sociology Social policy and healthcare policy, legislation, organisation and economics Philosophy of science, research methodology, ethics Leadership, project management

Objectives for learning outcomes

The objectives for learning outcomes are in *italics*, to indicate the final level which the graduate must achieve in the professional bachelor programme of occupational therapy, cf. Appendix 1, the Ministerial Order on the professional bachelor programme in occupational therapy.

Knowledge

The student

K3. can explain how technology supports participation in everyday life activities, and the therapeutic potential of technology for relevant target groups

K4. can describe occupational therapy examination, analysis, intervention and evaluation methods within health promotion, disease prevention, habilitation, rehabilitation and palliation

K5. can describe health systems and explain the role of the occupational therapist, communication and cooperation, and the process of creating coherent citizen and patient care

K7. can explain targets set by patients and citizens

K9. can explain creativity and describe innovation as a method to change practice

K10. *possesses knowledge of, and is able to reflect on, the application of communication theories and methods, and can understand the communicative significance in relation to dialogue and forging relationships*

K12. Can explain their own practice, as well as their profession's duties and responsibilities, and describe these through an organisational, administrative and social perspective as part of the wider health service.

Skills

The student can

S2. justify occupational therapy efforts and methods in order to create relevant solutions and courses of treatment in collaboration with the citizen and patient in relation to everyday life, health and quality of life, including justifying the therapeutic potential of activities

S5. in collaboration with the citizen and patient, assess the need for activity in relation to health and quality of life and justify the need for occupational therapy intervention that supports and develops citizens and patient's resources and their mastering of activity and participation

S6. select occupational therapy examination, analysis, intervention and evaluation methods within health promotion, disease prevention, habilitation, rehabilitation and palliation

S8. simulate interprofessional and cross-sectoral collaboration for different citizens and patients' care and contexts

S10. explain methods and described standards for quality assurance and quality development

S11. employ relevant study and work methods to search for and interpret empirical evidence, theory and research methods

Competencies

The student can

C7. identify their own learning needs and apply their own knowledge and skills

C8. achieve professional development through participating in relevant occupational therapy project work

C9. carry out occupational therapy and interprofessional collaboration based on the importance of activity for health and quality of life and for citizens and patients' opportunities for activity and participation

Examination

The semester is completed with an examination. It is a prerequisite for attending the exam that the student has submitted their portfolio, developed during the semester, and received approval of it.

Examination method

Individual written exam. The student will receive a specific assignment and must demonstrate that they have achieved the central objectives for learning outcomes for the semester, including objectives for interprofessional collaboration.

Assessment requirement

The written exam.

Assessment

internal assessment in accordance with the 7-point grading scale.

Other requirements concerning exams are stated in Chapter 14, 16, and in the semester description.

6.4. 4th Semester

In the 4th semester the programme content consists of 30 ECTS credits, of which 15 ECTS credits account for the clinical training. The semester includes an interprofessional component, which accounts for 4 ECTS credits and an elective component, which accounts for 10 ECTS credits.

Theme

Occupational therapy practice and professional relationships

The theme concerns occupational therapy practice in collaboration with citizens and patients, at individual and group levels, including communication and learning as part of a holistic effort. The focus is on evidence-based intervention methods targeting citizens and patients' range of functions and opportunities for participation in everyday life. It will include developing academic and personal competencies with a particular focus on relational and communicative skills. The theme includes developing interprofessional competencies needed for coordination and coherent healthcare.

Subjects and modules

Subject Areas	Modules
Health science	Occupational therapy Pathology
Natural science	Anatomy Physiology
Humanities	Pedagogy, health education Psychology Philosophy of science, research methodology, ethics
Social science	Social policy and healthcare policy, legislation, organisation and economics Leadership, project management

Objectives for learning outcomes

The objectives for learning outcomes are in *italics*, to indicate the final level which the graduate must achieve in the professional bachelor programme of occupational therapy, cf. Appendix 1, the Ministerial Order on the professional bachelor programme in occupational therapy.

Knowledge

The student

K4. can explain occupational therapy examination, analysis, intervention and evaluation methods within health promotion, disease prevention, habilitation, rehabilitation and palliation

K5. can explain health systems and reflect on the occupational therapist's role, communication and cooperation, and the process of creating coherent citizen and patient care.

K6. can explain the profession's use of information and communication technology, and the significance of the technology.

K7. can reflect on targets set by patients and citizens

K8. can reflect on ethical issues

K11. can explain methods and standards for quality assurance, patient safety and quality development, and can explain their application

K12. can explain their own practice and professional duties and responsibilities, in an organisational, administrative and social perspective and as part of the wider health service

K14. can explain the philosophy of science, research methodology and describe quality assurance and development

Skills

The student can

S2. assess and justify occupational therapy efforts and methods in order to create relevant solutions and courses of treatment, in collaboration with the citizen and patient, in relation to everyday life, health and quality of life, including assessing the therapeutic potential of activities

S3. participate in collaborations and partnerships at individual and group levels in relevant contexts and can describe the significance of cultural beliefs, values and choices

S4. provide counselling and guidance in relevant contexts

S5. in collaboration with the citizen and patient, assess the need for activity in relation to health and quality of life and initiate occupational therapy treatment, that supports and develops citizens and patient's resources and mastering of activity and participation

S6. combine occupational therapy examination, analysis, intervention and evaluation methods within health promotion, disease prevention, habilitation, rehabilitation and palliation

S7. apply situation-specific and professionally relevant communication, counselling and guidance for patients and citizens in connection with preparation, execution of and after-treatment, in occupational therapy and interprofessional practice.

S8. participate in interprofessional and cross-sectoral collaboration for different citizens and patients' care and contexts

S9. define professionally relevant information, communication and welfare technology that incorporates thinking about the citizen's own resources to the greatest possible extent

S10. justify methods and described standards for quality assurance and development

Competencies

The student can

C1. carry out collaborations and identify occupational therapy actions

C6. carry out occupational therapy examination, analysis, intervention and evaluation methods within health promotion, disease prevention, habilitation, rehabilitation and palliation

C4. identify the execution of evidence-based professional practice

C6. Identify creative and innovative solutions for activity issues

C7. identify their own learning needs and continuously apply their own knowledge and skills

C9. arrange occupational therapy and interprofessional collaboration based on the importance of activity for health and quality of life and for citizens and patients' opportunities for activity, participation and active citizenship

C11. handle communication in various contexts, including in equal, dialogue-based and value-generating relationships, with citizens, patients, relatives and interprofessional partners.

C12. carry out interprofessional and cross-sectoral collaboration, and support citizens and patients as key, active participants in individual care treatment

C13. work with technology, including information and communication technology, relevant to the profession in the relevant context

Examination

The semester is completed with an examination. It is a prerequisite for attending the exam that the student has met the attendance requirement for the clinical training and had their portfolio for the elective component approved. The elective component is designed to be a concentrated focus on one part of the student's clinical training, which will be approved in advance.

Examination method

Individual written assignment based on clinical training. In the written product, the student must account for, and demonstrate their ability to reflect on, central conditions from their clinical training, including providing a perspective on the elective component. The student must demonstrate that they have achieved the central objectives for learning outcomes for the semester, including objectives for interprofessional collaboration.

Assessment requirement

The overall assessment of a written product, based on clinical training. The elective component is incorporated in the examination.

Assessment

internal assessment in accordance with the 7-point grading scale.

Other requirements concerning exams are stated in Chapter 14, 16, and in the semester description.

6.5. 5th Semester

In the 5th semester the programme content consists of 30 ECTS, of which 13.5 ECTS credits account for the clinical training. The semester includes an interprofessional component, which accounts for 10 ECTS credits.

Theme

Occupational therapy practice for complex practice and interprofessional contexts

The theme concerns occupational therapy practice and evidence-based practice in relation to health promotion, disease prevention, rehabilitation, habilitation and palliation. It focuses on coherent, complex care of citizens and patients in monodisciplinary and interprofessional contexts. It includes holistically working within health education and interprofessional collaboration within various organisational and legislative frameworks. The semester also concerns the use of technology and accessibility as a prerequisite for improving citizens' opportunities for activity and participation in everyday life.

Subjects and modules

Subject Areas	Modules
Health science	Occupational therapy Pathology Social medicine and occupational medicine Philosophy of science, research methodology, ethics
Natural science	Anatomy Physiology
Humanities	Pedagogy, health education Philosophy of science, research methodology, ethics
Social science	Social policy and healthcare policy, legislation, organisation and economics Philosophy of science, research methodology, ethics Leadership, project management

Objectives for learning outcomes

The objectives for learning outcomes are in *italics*, to indicate the final level which the graduate must achieve in the professional bachelor programme of occupational therapy, cf. Appendix 1, the Ministerial Order on the professional bachelor programme in occupational therapy.

Knowledge

The student

K2. can understand, and reflect on, the importance of culture to human health behaviour and related needs as well as the importance and influence of culture on activity, participation and health and diseases

K3. possesses knowledge of, and can reflect on, how technology supports participation in everyday life activities and can reflect on the therapeutic potential of technology for relevant target groups

K4. possesses knowledge of, and can reflect on, occupational therapy examination, analysis, intervention and evaluation methods within health promotion, disease prevention, habilitation, rehabilitation and palliation

K5. possesses knowledge of health systems and can reflect on the occupational therapist's role, communication and cooperation, and the process of creating coherent citizen and patient care treatment

K6. possesses knowledge of, and can reflect on, the professional use of information and communication technology, and the significance of the technology

K7. possesses knowledge of, and can understand and reflect on, targets set by patients and citizens

K12. possesses knowledge of, and is able to reflect on, their own practice, as well as their profession's duties and responsibilities, in organisational, administrative and social perspective and as part of the health service overall

Skills

The student can

S2. assess and justify occupational therapy efforts and methods in order to create relevant solutions and courses of treatment in collaboration with the citizen and patient in relation to everyday life, health and quality of life, including assessing and communicating the therapeutic potential of activities

S3. participate in collaborations and partnerships at individual and group levels in relevant contexts and can justify the significance of cultural beliefs, values and choices

S4. provide coordination, counselling and guidance in relevant contexts

S6. justify occupational therapy examination, analysis, intervention and evaluation methods within health promotion, disease prevention, habilitation, rehabilitation and palliation

S7. master and apply situation-specific and professionally relevant communication, counselling and guidance for patient and citizen care in the preparation and delivery of care and after-care in occupational therapy and in interprofessional collaboration

S8. assess interprofessional and cross-sectoral collaboration for different citizens and patients' care and contexts

S9. explain professionally relevant information, communication and welfare technology that incorporates thinking about the citizen's own resources to the greatest possible extent

Competencies

The student can

C1. independently enter into collaborations and assume responsibility for the evaluation and prioritisation of occupational therapy

C2. work with complex, development-oriented situations in various contexts

C3. independently work with and structure methods of examination, analysis, intervention and evaluation used in occupational therapy in health promotion, disease prevention, habilitation, rehabilitation and palliation.

C4. plan the execution of evidence-based professional practice

C6. carry out development and implementation of creative and innovative solutions to activity problems.

C7. identify their own learning needs and develop their own knowledge and skills

C8. identify their need for academic development through participation in project work relevant to occupational therapy

C9. independently participate in occupational therapy and inter-professional collaboration based on the importance of activity for health and quality of life and for citizens' and patients' opportunities for activity, participation and active citizenship

C10. work with organising and enhancing the quality of occupational therapy in an interprofessional context

C11. structure communication in different contexts, including in equal, dialogue-based and value-generating relationships with citizens, patients, relatives and interprofessional partners

C12. complete an interprofessional and cross-sectoral collaboration, and on the basis of a holistic perspective, support citizens and patients as key, active participants in individual care treatment

C15. convey personal responsibility, and stay updated in occupational therapy by identifying and understanding their own learning processes and developmental needs

Examination

The semester is completed with an examination. It is a prerequisite for attending the exam that the student has met the attendance requirement for the clinical training and had their portfolio, developed during the semester, approved beforehand.

Examination method

Individual exam. The oral exam is based on a written assignment with an approved research question. The written product must reflect that the interprofessional component is integral to the semester's content, both through theory and clinical experience, and must demonstrate that the student has achieved the central objectives for learning outcomes.

Assessment requirement

Overall assessment of the written product and the oral exam.

Assessment

External assessment in accordance with the 7-point grading scale.

Other requirements concerning exams are stated in Chapter 14, 16, and in the semester description.

6.6. 6th Semester

In the 6th semester the programme content consists of 30 ECTS credits, of which 10.5 ECTS credits account for the clinical training.

Theme

Occupational therapy practice relating to organisation, management and quality development

The theme concerns overall organisational understanding. The focus is on documentation, management and quality assurance in social and healthcare fields, including the role of the occupational therapist and professional practice. The theme includes working with factors influencing work-environments and employment's significance for health, activity and participation, including health promotion, disease prevention and RTW (Return To Work). In addition, there will be a focus on citizen-related health promotion, disease prevention and innovation and welfare technology. The theory and methods will focus on research, occupational science and development trends for the profession.

Subjects and modules

Subject Areas	Modules
Health science	Occupational therapy Social medicine and occupational medicine Philosophy of science, research methodology, ethics
Natural science	Physiology
Humanities	Psychology Philosophy of science, research methodology, ethics
Social science	Social policy and healthcare policy, legislation, organisation and economics Philosophy of science, research methodology, ethics Leadership, project management

Objectives for learning outcomes

The objectives for learning outcomes are in *italics*, to indicate the final level which the graduate must achieve in the professional bachelor programme of occupational therapy, cf. Appendix 1, the Ministerial Order on the professional bachelor programme in occupational therapy.

Knowledge

The student

K9. possesses knowledge of, and is able to understand, innovation as a method to change practice, and is familiar with implementation methodologies in relation to concrete target groups

K11. possesses knowledge of methods and standards for quality assurance, patient safety and quality development, and is able to reflect on their application

K13. possesses knowledge of the priorities for deploying professional resources under the prevailing framework conditions in the health service

K14. possesses knowledge of, and is able to reflect on, the philosophy of science, research methods and models for evaluation, quality assurance and development, as well as relating this knowledge to research and development work in professional practice.

Skills

The student can

S3. master the art of collaboration and partnership at individual and group level in relevant contexts and can assess the importance of cultural beliefs, values and choices

S4. master management, coordination, counselling and guidance in relevant contexts

S6. assess and justify occupational therapy examination, analysis, intervention and evaluation methods within health promotion, disease prevention, habilitation, rehabilitation and palliation

S9. employ professionally relevant information, communication and welfare technology that incorporates thinking about the citizen's own resources to the greatest possible extent

S10. employ, assess and justify methods and described standards for quality assurance and development

S11. assess relevant study and working methods to search for, assess and interpret empirical evidence, theory and research methods, and participate in innovation and development work

Competencies

The student can

C1. independently participate in collaborations and assume responsibility for the evaluation and prioritisation of occupational therapy

C2. handle complex and development-focused situations in various contexts

C4. structure the execution of evidence-based professional practice

C5. complete development and implementation of new technologies in various contexts, in cooperation with relevant target groups and other parties

C6. organise development and implementation of creative and innovative solutions to activity problems.

C7. identify their own learning needs and continuously develop their own knowledge and skills

C8. identify their need for academic development through participation in research, development and project work relevant to occupational therapy

C10. assume responsibility for managing, organising and developing the quality of occupational therapy in an interprofessional context

C11. independently communicate in various contexts, including in equal, dialogue-based and value-generating relationships with citizens, patients, relatives and interprofessional partners

C12. coordinate interprofessional and cross-sectoral collaboration and, on the basis of a holistic perspective, support citizens and patients as key, active participants in individual care treatment

C13 . handle and assume responsibility for technology, including information and communication technology, relevant to the profession in the relevant context

C14 . handle and assume responsibility for, quality assurance and development

C15. assume responsibility, and stay updated in occupational therapy by identifying and understanding their own learning processes and developmental needs

Examination

The semester is completed with an examination. It is a prerequisite for attending the exam that the student has met the attendance requirement for the clinical training and had their portfolio, developed during the semester, approved beforehand.

Examination method

Individual oral exam based on a selected part of the portfolio. The student must choose a specific part to focus on, prepare a presentation and demonstrate that they have achieved the central objectives for learning outcomes for the semester.

Assessment requirement

The oral performance.

Assessment

Internal assessment in accordance with the 7-point grading scale.

Other requirements concerning exams are stated in Chapter 14, 16, and in the semester description.

6.7. 7th Semester

In the 7th semester the programme content consists of 30 ECTS, of which 10 ECTS credits account for the elective component.

Themes

Occupational therapy development work

The theme concerns occupational science, occupational therapy and general healthcare theories and methods with monodisciplinary and/or interprofessional approaches. The semester begins with an elective component which provides an opportunity for the student to concentrate on a specific part of the profession. The semester subsequently targets research and development through developing the bachelor project.

Subjects and modules

Subject Areas	Modules
Health science	Occupational therapy
Natural science	Philosophy of science, research methodology, ethics
Humanities	Pedagogy, health education Philosophy of science, research methodology, ethics
Social science	Philosophy of science, research methodology, ethics Leadership, project management

Objectives for learning outcomes

The objectives for learning outcomes are in *italics*, to indicate the final level which the graduate must achieve in the professional bachelor programme of occupational therapy, cf. Appendix 1, the Ministerial Order on the professional bachelor programme in occupational therapy.

Knowledge

The student

K14. Possesses knowledge of, and is able to reflect on, the philosophy of science, research methods and models for evaluation, quality assurance and development, as well as relating this knowledge to research and development work in professional practice

Skills

The student can

S2. assess, justify and master occupational therapy and its methods in order to devise relevant solutions and courses of treatment in collaboration with the citizen and patient in relation to everyday life, health and quality of life, including assessing and communicating knowledge of the therapeutic potential of the activities

S8. master interprofessional and cross-sectoral collaboration for different citizens and patients' care and contexts

S11. master relevant study and working methods to search for, assess and interpret empirical evidence, theory and research methods, and initiate and participate in innovation, development and research work

Competencies

The student can

C4. provide evidence-based professional practice

C5. independently participate in, and work with, the development and implementation of new technologies in various contexts, and communicate knowledge of them, in cooperation with relevant target groups and other parties

C6. independently take part in the development and implementation of creative and innovative solutions to activity problems

C8. independently identify their need for academic development through participation in research, development and project work relevant to occupational therapy

C12. independently work with, take part in and coordinate interprofessional and cross-sectoral collaboration, and on the basis of a holistic perspective, support citizens and patients as key, active participants in individual care treatments.

C15. demonstrate personal professional responsibility, and keep up-to-date by identifying and understanding their own learning processes and developmental needs

Examination

There are 2 exams for the semester.

Exam 1: Exam in the elective component.

Exam 2: Exam in the bachelor project.

Examination method

Exam 1: Individual, written as a portfolio. The criteria for developing the portfolio are evident in the semester description.

Exam 2: Individual oral exam based on a group project, developed by a group of 2 to 4 students. The research question must be approved by the educational institution. The bachelor project, alongside the programme's other exams, must demonstrate that the occupational therapy degree's objectives for learning outcomes have been achieved.

The bachelor project must be developed in either one profession or be interprofessional. Students who wish to develop an interprofessional bachelor project will receive guidance about the opportunities before the project is commenced. Further descriptions of the criteria for developing interprofessional bachelor projects are evident in the semester description.

For interprofessional bachelor projects, the oral exam can be conducted as a group exam. See Chapter 14 for assessment at group exams.

Assessment requirement

Exam 1: Portfolio.

Exam 2: The bachelor project and the oral performance.

Assessment

Exam 1: Internal assessment in accordance with the 7-point grading scale.

Exam 2: External assessment in accordance with the 7-point grading scale.

Other requirements concerning exams are stated in Chapter 14, 16, and in the semester description.

7. Programme Requirements

For the professional bachelor programmes of Health Science at the Faculty of Health Science at UC SYD, a window is established through which students can work together for the interprofessional component through Interprofessional collaboration (IPC) with students from other relevant programmes.

Requirements for IPC: 6 ECTS credits must be included in either the 3rd, 4th, 5th or 6th semester. The 6 ECTS credits must be scheduled from the second week of the programme and onwards.

The individual professional bachelor programme is responsible for deciding whether the ECTS credits are theoretical or clinical.

7.1. Requirements for the first part of the programme

It has been nationally agreed that clinical training takes place during the 4th semester, for the occupational therapy programme.

7.2. Requirements for the final part of the programme

There are no individual requirements for the final year and a half of the programme.

8. Programme's interprofessional components

The purpose of the interprofessional components is to encourage collaboration and quality in interprofessional and cross-sectoral partnerships, where coherent citizen and patient care is fundamental for collaboration.

Interprofessional components are integrated into the programme in collaboration with other subject areas relevant to the practice specific to the degree, namely collaborative care for citizen and patient.

Study activities are scheduled based on academic and interprofessional collaboration across sectors and focus on the patient and citizen, including coordination and management of citizen and patient care in relation to health promotion, disease prevention, rehabilitation, habilitation and palliation.

The study activities are focused on processes where two or more groups of students from different fields of study learn together, and from one another, through interactive collaboration which involves the citizen and patient in accordance with the WHO's description from 2010 of interprofessional education and cross-sectoral collaboration (Collaborative Practice).

Interprofessional study activities are an integrated part of the entire degree programme and are seen as an integral part of the development of the individual's professional skills. The interprofessional study activities are not perceived as independent degree components, and are instead incorporated into the overall study activities. The interprofessional study activities constitute both clinical and theoretical components of the programme.

Interprofessional ECTS credits are not included for the elective components. If the programme's elective components are organised interprofessionally, these components will only count as elective ECTS credits.

The programme creates a window for students to collaborate with other students on campus that participate in other relevant programmes.

The number of ECTS credits for the interprofessional components have been agreed upon by all providers of the programme in Denmark.

It is evident in the exam description for the separate semesters, how the interprofessional components are assessed.

8.1. Interprofessional component 1

During the programme's first 2 years an interprofessional component worth 10 ECTS credits is organised in collaboration with relevant programmes. The interprofessional component includes theoretical education, simulation and work experience. The interprofessional component is scheduled for the 2nd, 3rd and 4th semesters.

8.2. Interprofessional component 2

In the final 1½ years of the degree an interprofessional component worth 10 ECTS credits will be organised with a prominent focus on collaboration, coordination and management of citizen and patient care, in theoretical education and through clinical experience. Of these, 6 ECTS credits are scheduled in collaboration with relevant degree programmes at UC SYD.