



Information about the subject

Degree: Bachelor of Science Degree in Occupational Therapy

Faculty: Faculty of Psychology

Code: 1121001 **Name:** Occupational science and Occupational Therapy fundamentals

Credits: 6,00 **ECTS Year:** 1 **Semester:** 2

Module: OCCUPATIONAL THERAPY, PERSONAL AUTONOMY AND INDEPENDENCE

Subject Matter: General Occupational Therapy **Type:** Compulsory

Field of knowledge: Health Sciences

Department: -

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

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Module organization

OCCUPATIONAL THERAPY, PERSONAL AUTONOMY AND INDEPENDENCE

Subject Matter	ECTS	Subject	ECTS	Year/semester
General Occupational Therapy	18,00	Activities of daily living	6,00	2/1
		History and Theory of Occupational Therapy	6,00	1/1
		Occupational science and Occupational Therapy fundamentals	6,00	1/2
Areas of Intervention in Occupational Therapy	42,00	Community Occupational Therapy	6,00	3/1
		Functional rehabilitation in physical disability	6,00	3/1
		Occupational Therapy in early care and the educational field	6,00	2/2
		Occupational Therapy in Geriatrics	6,00	4/2
		Occupational Therapy in intellectual disability	6,00	2/2
		Occupational Therapy in Mental Health	6,00	3/2
		Occupational Therapy in physical and sensory disabilities	6,00	3/2



Recommended knowledge

There are no prerequisites

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 To integrate specific terminology and key concepts in the current paradigm of Occupational Therapy.
- R2 To acquire knowledge that will help to build the students' professional identity as future Occupational Therapists: to understand the relationship between health and occupation, the need for occupational performance and "engagement" for the well-being of people and the role of the environment in the performance of occupations.
- R3 To know the main conceptual models/methodologies for the practice of Occupational Therapy, its principles of intervention and the technology for the application of each of the practice models.



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL		Weighting			
		1	2	3	4
CG4	To recognise one's own limitations and the need to maintain and keep up to date one's professional competence, focusing specially on the importance of autonomous learning of knowledge and techniques and the desire for quality.			X	
CG6	To understand the conceptual foundations of the occupational nature of the human being and the carrying out of his occupations throughout the cycle of life.			X	
CG7	To understand and recognise the interrelationship between the concepts of wellbeing, health, significant occupation, dignity and participation.				X
CG11	To understand and develop, with the relevant information, the historical application of Occupational Therapy		X		
CG14	To know, select and apply the appropriate theories, the theoretical frameworks for reference, the models and methods of Occupational Therapy practice to choose or re-establish meaningful occupation, according to the health needs of individuals/populations (promotion of health, prevention and treatment).				X
CG16	To understand the fundamentals of action, indications and efficiency of Occupational Therapy interventions, based on the available scientific evidence			X	

SPECIFIC		Weighting			
		1	2	3	4



1121001 - Occupational science and Occupational Therapy fundamentals

CE31	To know and understand the historical background and the fundamental theoretical and methodological principles: philosophical aspects, theoretical frames of reference, models, techniques, evaluations and valuations of Occupational Therapy necessary to recognise and interpret the processes of occupational function/dysfunction.			X
CE32	To understand the different theories of functioning, personal autonomy, functional adaptation from/to the environment, as well as the intervention models in Occupational Therapy, transferring them to every day professional practice			X
CE35	To know, design and apply the different modalities and general intervention procedures in Occupational Therapy in its reference frameworks, evaluating their effectiveness in a cooperative working environment.			X
CE43	To explain the theoretical concepts which sustain Occupational Therapy, specifically that of human beings and the carrying out of their occupations.	X		
CE44	To explain the relationship between occupational activity, health and wellbeing.		X	
CE45	To defend logical and well-reasoned arguments relating to human occupation and Occupational Therapy.	X		
CE51	To appreciate and respect individual differences, cultural beliefs, customs and their influence in occupation and participation.		X	



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3	50,00%	Written tests: Summative and final theoretical-practical test (open questions, objective test questions, truncated test, etc.) Preparation of field work memoranda, practical case solutions, single cases.
R1, R2, R3	30,00%	Presentation of group and individual works.
R1, R2, R3	20,00%	Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials.

Observations

Note: In order to add up the percentages, it is essential to pass each and every one of the evaluation instruments. The official exam dates will be set by the Faculty Dean's Team according to the periods established in the academic calendar. For MODIFICATIONS OF DATES OF EXAMS consult the reasons that justify such modifications and the procedure in article 12 of the Examination Regulations.

<https://www.ucv.es/Portals/0/documentos/normativa/20170526144309926.pdf> All submissions of individual and group assignments will be through the VIRTUAL CAMPUS of the UCV in the terms and forms established by the teacher of the course. Under no circumstances will late submissions be accepted. Tasks pending delivery will be submitted and assessed on the official date of the second call. A minimum of 75% of the attendance is required for the course grade to be computed. The attendance will be controlled through the VIRTUAL CAMPUS, only, at the beginning of each lesson. Absences must be justified by means of an official document scanned and sent through the VIRTUAL CAMPUS to the course teacher. Criteria to grant the honorific mention: -The honorific mention will be granted to the student who obtains a grade higher than 9 in the first call. -Attendance to classroom sessions, active participation and involvement in the theoretical and practical classes, as well as in the rest of the training activities by the student, candidate to receive the mention of honor, must reach the levels of excellence. -The honorific mention will be granted to students who have obtained a grade equal to or higher than 9.0. The number of mentions will not exceed 5% of enrolled students in a module in the academic year unless the number of enrolled students is below 20, in which case only one mention can be granted (Royal Decree 1125/2003).



Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 ON-CAMPUS CLASS
- M2 PRACTICAL CLASSES
- M3 SEMINAR
- M4 GROUP PRESENTATION OF PAPERS
- M5 OFFICE ASSISTANCE
- M6 ASSESSMENT
- M7 GROUP WORK
- M8 INDEPENDENT WORK



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
ON-CAMPUS CLASS: Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge. M1	R1, R2, R3	29,00	1,16
PRACTICAL CLASSES: Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity. M2	R1, R2, R3	10,00	0,40
SEMINAR: Supervised monographic sessions with shared participation M3	R1, R2, R3	7,50	0,30
GROUP PRESENTATION OF PAPERS: Application of multidisciplinary knowledge M4	R1, R2, R3	7,50	0,30
OFFICE ASSISTANCE: Personalized and small group attention. Period of instruction and /or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, readings, papers, etc. M5	R1, R2, R3	3,00	0,12
ASSESSMENT: Set of oral and/or written tests used in initial, formative or additive assessment of the student M6	R1, R2, R3	3,00	0,12
TOTAL		60,00	2,40



LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK: Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform (www.plataforma.ucv.es) M7	R1, R2, R3	40,00	1,60
INDEPENDENT WORK: Student study: Group Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform (www.plataforma.ucv.es) M8	R1, R2, R3	50,00	2,00
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
DIDACTIC UNIT 1.- Generalities and current conceptual models for the practice of occupational therapy I. Comprehensive models.	TOPIC 1. Organization and use of knowledge in occupational therapy. TOPIC 2. ICF (WHO, 2011) TOPIC 3. Framework of the AOTA: competence of occupational therapy and process. TOPIC 4. Model of human occupation. TOPIC 5. Canadian model of occupational performance.
DIDACTIC UNIT 2.- Current conceptual models for the practice of Occupational Therapy II. Specific models.	TOPIC 6. Biomechanical model. TOPIC 7. Motor control model. TOPIC 8. Model of sensory integration TOPIC 9. Cognitive-perceptual model. TOPIC10. Cognitive disabilities model. TOPIC 11. Kawa model.
DIDACTIC UNIT 3.- Other current models and paradigms in attention to people with disabilities.	TOPIC 12. Quality of life model TOPIC 13. Support paradigm TOPIC 14. Person centered practices / Family centered practices



Temporary organization of learning:

Block of content	Number of sessions	Hours
DIDACTIC UNIT 1.- Generalities and current conceptual models for the practice of occupational therapy I. Comprehensive models.	21,00	42,00
DIDACTIC UNIT 2.- Current conceptual models for the practice of Occupational Therapy II. Specific models.	6,00	12,00
DIDACTIC UNIT 3.- Other current models and paradigms in attention to people with disabilities.	3,00	6,00

References

The materials for the preparation of the written test will be provided by the professor through the virtual UCV Campus.

Basic bibliography

- AOTA (2020). Occupational therapy practice framework: Domain and process (4th ed.). American Occupational Therapy Association, AOTA.
- CAOT (1997). Enabling occupation: An occupational therapy perspective. Canadian Association of Occupational therapist, CAOT.
- Kielhofner G. (2006). Fundamentos conceptuales de la terapia ocupacional. Médica Panamericana.
- Verdugo, M.A & Schalock, R (2013) Discapacidad e inclusión: manual para la docencia. Amarú.

Further reading

- Hinojosa, J., Kramer, P. & Royeen, C. B. (2017). Perspectives on Human Occupations: Theories Underlying Practice. FA Davis.
- Hopkins. H.L. & Smith, H.D. (2006). Terapia Ocupacional. Médica Panamericana.
- Kielhofner G. (2004). Modelo de ocupación humana: teoría y práctica. Médica Panamericana.
- Romero, A. & Moruno, P. (2003). Terapia ocupacional. Teoría y Técnicas. Masson.
- Turpin, M. J., & Iwama, M. K. (2011). Using Occupational Therapy Models in Practice E-Book: A Fieldguide. Elsevier Health Sciences.



Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☒ Kaltura



Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒ Microsoft Teams

☒ Kaltura

Explanation about the practical sessions:



2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

☒

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐

The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System: