



Information about the subject

Degree: Bachelor of Science Degree in Occupational Therapy

Faculty: Faculty of Psychology

Code: 1123006 **Name:** Occupational Therapy in physical and sensory disabilities

Credits: 6,00 **ECTS Year:** 3 **Semester:** 2

Module: OCCUPATIONAL THERAPY, PERSONAL AUTONOMY AND INDEPENDENCE

Subject Matter: Areas of Intervention in 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:

1123 Cesar Rubio Belmonte (**Responsible Lecturer**)

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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. It is advisable to have studied and passed: -Structure and Function of the human body 1 and 2 --Medical-surgical conditions 2 and 3

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 appropriately select assessment instruments and measures to determine the level of occupational performance of the user, as well as to identify personal and contextual variables that hinder or favour occupational performance.
- R2 To know how to determine the impact of different pathologies on occupational performance and be able to plan an Occupational Therapy intervention focused on the user's occupational needs and considering their natural environments.
- R3 To be able to recognize the therapeutic potential of activities/occupations for improving occupational performance, as well as to know how to adapt and graduate these activities/occupations to support occupational performance.
- R4 To be able to adequately integrate the various treatment modalities into the Occupational Therapy intervention process to support occupational performance, preferably those that accumulate the most scientific and clinical evidence in each intervention setting.



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
CG10	To evaluate and adapt the environment to promote participation in meaningful occupations -in the different facets of every day life-, personal autonomy and the quality of life		X		
CG11	To understand and develop, with the relevant information, the historical application of Occupational Therapy			X	
CG12	To develop an evaluation of occupational functioning that is adequate for the needs of individuals and populations.			X	
CG13	To determine occupational dysfunctions and needs, to define the planning and to establish Occupational Therapy interventions, using the therapeutic potential of meaningful occupation through the use of activities, with the consent and the participation of individuals and populations.				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
CG20	To develop professional practice with respect for other professionals, acquiring group work skills.	X			
CG22	To establish an assertive interpersonal communication with all the interlocutors that is relevant during the Occupational Therapy process.			X	
SPECIFIC		Weighting			
		1	2	3	4



Year 2023/2024

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CE33	To promote health and prevent disability, acquire or recover the occupational activity needed in each part of the life cycle in order to achieve independence and autonomy in the areas of occupational activity of those persons who are at risk, those with organ deficiency, activity limitation and participation and/or social exclusion.		X	
CE34	To carry out an adequate treatment, respecting the different phases and basic principles through therapeutic occupations and based on related knowledge such as the science of occupation, in the different areas of occupational activity, analysing the activity components and the different existing environments and contexts.			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	
CE36	To encourage the participation of the client and family in the recovery process.		X	
CE37	To know, understand and apply the fundamentals of personal autonomy in everyday life activities with and without adaptations and/or technical help in the life cycle.		X	
CE40	To apply significant activity, ergonomic study, new technologies and assisted technology in Occupational Therapy in the cycle of life.		X	
CE45	To defend logical and well-reasoned arguments relating to human occupation and Occupational Therapy.		X	
CE49	To use the therapeutic potential of occupation through the analysis and synthesis of occupation and activity.		X	



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	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, R4	30,00%	Presentation of group and individual works.
R1, R2, R3, R4	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 pass the course, the student must pass each of the evaluation criteria separately. 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, R4	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, R4	10,00	0,40
SEMINAR: Supervised monographic sessions with shared participation M3	R1, R3	7,50	0,30
GROUP PRESENTATION OF PAPERS: Application of multidisciplinary knowledge M4	R1, 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, R4	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, R4	3,00	0,12
TOTAL		60,00	2,40



LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
<p>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)</p> <p>M7</p>	R1, R2, R3, R4	40,00	1,60
<p>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)</p> <p>M8</p>	R1, R2, R3, R4	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
UNIT 1: GENERAL CONCEPTS. VISUAL IMPAIRMENT IN CHILDHOOD.	<ol style="list-style-type: none">1. Concept of blindness and visual impairment.2. Development and visually impaired3. Early attention4. Intervention in children with visual impairment or blindness.5. Braille.
UNIT 2: VISUAL IMPAIRMENT IN ADULT LIFE	<ol style="list-style-type: none">6. TO intervention in adults with acquired blindness. Basic requirements.7. ADL
UNIT 3: OCCUPATIONAL THERAPY IN DISEASES OF CENTRAL NERVOUS SYSTEM	<ol style="list-style-type: none">1. Occupational Therapy in spinal cord injury: spinal cord injury and spina bifida2. Occupational Therapy in neurodegenerative diseases: multiple sclerosis, ALS, Parkinson's, ...3. Occupational Therapy in Acquired Brain Injury: stroke, head trauma, altered consciousness ...
UNIT 4: GENERAL CONCEPTS. Models, techniques and procedures for intervention in Neurological Rehabilitation	<ol style="list-style-type: none">4. Evaluation and treatment of sensorimotor sequels: sensory-motor therapy of the upper limb, motor neurorehabilitation methods and sensitive treatment.5. Evaluation and treatment of cognitive and perceptual consequences in Acquired Brain Injury. Hemineglect and apraxia.



Temporary organization of learning:

Block of content	Number of sessions	Hours
UNIT 1: GENERAL CONCEPTS. VISUAL IMPAIRMENT IN CHILDHOOD.	8,00	16,00
UNIT 2: VISUAL IMPAIRMENT IN ADULT LIFE	7,00	14,00
UNIT 3: OCCUPATIONAL THERAPY IN DISEASES OF CENTRAL NERVOUS SYSTEM	8,00	16,00
UNIT 4: GENERAL CONCEPTS. Models, techniques and procedures for intervention in Neurological Rehabilitation	7,00	14,00



References

OCCUPATIONAL THERAPY IN PHYSICAL DISABILITY (Prof. César Rubio Belmonte):

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

Basic bibliography

- AOTA (2014). Occupational Therapy Practice Guidelines for Adults With Neurodegenerative Diseases. American Occupational Therapy Association, AOTA.
- AOTA (2016). Occupational Therapy Practice Guidelines for Adults With Traumatic Brain Injury. American Occupational Therapy Association, AOTA.
- AOTA (2015). Occupational Therapy Practice Guidelines for Adults With Stroke. American Occupational Therapy Association, AOTA.
- Polonio B. (2016). Terapia Ocupacional en disfunciones físicas: teoría y práctica. Ed. Médica Panamericana.
- Polonio B. & Romero M.D. (2010). Terapia Ocupacional Aplicada al Daño cerebral Adquirido. Ed. Médica Panamericana.
- Turner, A., Foster, M. & Jonhson, S. (2010). Occupational Therapy and Physical Dysfunction. Enabling occupation. Churchill Livingstone.

Further reading

- Arbesman, M., Lieberman, D., & Berlanstein, D. R. (2013). Method for the systematic reviews on occupational therapy and early intervention and early childhood services. American Journal of Occupational Therapy, 67(4), 389-394.
- Arbesman, M., & Sheard, K. (2014). Systematic review of the effectiveness of occupational therapy-related interventions for people with amyotrophic lateral sclerosis. American Journal of Occupational Therapy, 68(1), 20-26.
- Cano R. (2012). Neurorrehabilitación. Ed. Médica Panamericana.
- Cano, Martínez & Miengolarra (2016). Control y aprendizaje motor. Fundamentos, desarrollo y reeducación del movimiento humano. Madrid: Editorial Médica Panamericana.
- Chapinal, A. (2005). Rehabilitación en la hemiplejía, ataxia, traumatismo craneoencefálico y otras involuciones en el anciano: entrenamiento de la independencia en la terapia ocupacional. Editorial Masson.
- Foster, E. R., Bedekar, M., & Tickle-Degnen, L. (2014). Systematic review of the effectiveness of occupational therapy-related interventions for people with Parkinson's disease. American Journal of Occupational Therapy, 68(1), 39-49.
- Grieve J., & Gnanasekaran L. (2008). Neuropsychology for occupational therapists. Blackwell Publishing.
- Mountain, A., Patrice Lindsay, M., Teasell, R., Salbach, N. M., de Jong, A., Foley, N., ... & Corriveau, H. (2020). Canadian Stroke Best Practice Recommendations: Rehabilitation, Recovery, and Community Participation following Stroke. Part Two: Transitions and Community Participation Following Stroke. International Journal of Stroke, 1747493019897847.
- McHugh, H. & Schultz-Krohn, W. (2013). Occupational Therapy practice skills for physical



dysfunction. Elsevier.

·Preissner, K., Arbesman, M., & Lieberman, D. (2016). Occupational Therapy Interventions for Adults With Multiple Sclerosis. The American journal of occupational therapy: official publication of the American Occupational Therapy Association, 70(3), 7003395010p1.

·Radomnsky M. & Trombly C. (2008). Occupational Therapy for Physical Dysfunction. Lippincott Williams y Wilkins.

·Teasell, R., Salbach, N. M., Foley, N., Mountain, A., Cameron, J. I., Jong, A. D., ... & Halabi, M. L. (2020). Canadian stroke best practice recommendations: rehabilitation, recovery, and community participation following stroke. Part one: rehabilitation and recovery following stroke; Update 2019. International Journal of Stroke, 1747493019897843.

·VV.AA. (2013). Mosby's field guide to Occupational Therapy for physical dysfunction. Elsevier Mosby.

·Yu, C. H., & Mathiowetz, V. (2014). Systematic review of occupational therapy-related interventions for people with multiple sclerosis: Part 1. Activity and participation. American Journal of Occupational Therapy, 68(1), 27-32.

·Yu, C. H., & Mathiowetz, V. (2014). Systematic review of occupational therapy-related interventions for people with multiple sclerosis: Part 2. Impairment. American Journal of Occupational Therapy, 68(1), 33-38.

OCCUPATIONAL THERAPY IN SENSORIAL DISABILITY (Prof. Carlos Guillamó Mínguez):

·Aguirre, P. (Coord) (2004) Manual de Atención al Alumnado con Necesidades de Apoyo Educativo Derivadas de Discapacidad Visual y Sordoceguera. Junta de Andalucía Consejería de Educación Dirección General de Participación e Innovación Educativa. Enlace recomendado <http://www.adaptacionescurriculares.com/Otras2013.pdf>

·Basterrechea, P. (coord.) (2011) Discapacidad visual y autonomía personal: Enfoque práctico de la rehabilitación. Madrid: Organización Nacional de Ciegos Españoles, Dirección General.

·Caballo, C y Verdugo, M. A. (2005): Habilidades sociales. Programa para mejorar las relaciones sociales entre niños y jóvenes con deficiencia visual y sus iguales sin discapacidad. Madrid: ONCE. Temática: Relaciones Sociales.

·Comisión Braille Española (2005): Guías de la Comisión Braille Española. Signografía Básica. Madrid: ONCE. Temática: Braille.

·Lafuente de Frutos, M. (coord.). (2000). Atención temprana a niños con ceguera o deficiencia visual Publicación: [Madrid] Organización Nacional de Ciegos Españoles, Dirección de Educación 2000

·Leonhardt, M. (coord.) (2002). La intervención en los primeros años de vida niño ciego y de baja visión. Un enfoque desde la atención temprana. Madrid: ONCE.

·López Justicia, M.D. (2004). Aspectos evolutivos y educativos de la deficiencia visual. A Coruña: Netbiblo.

·Lucerga, R y Gastón, E. (2005): En los zapatos de los niños ciegos. Guía de desarrollo de 0 a 3 años. Madrid: ONCE. Temática: Especializado.

·Martínez, I; Polo, D. (2004). Guía didáctica para la lectoescritura braille. Publicación: Madrid: Organización Nacional de Ciegos Españoles, Dirección General, Dirección de Educación

·Martínez, R; Berruezo, P; García, J. M. y Pérez, J. (Coords) (2005): Discapacidad visual:



Desarrollo, Comunicación e Intervención. Granada: GEU. Temática: Manual.

· Miñambres, A (2004): Atención educativa al alumnado con dificultades de visión. Archidona: Aljibe. Temática: Manual.

· Rábago, P. M. L., Pérez, M. D. C. S., & Muñoz, L. L. A. (2018). Manual de orientación para padres: Desarrollo y cuidado integral temprano del niño con pérdida visual. Manual Moderno.



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: