



Information about the subject

Degree: Bachelor of Science Degree in Occupational Therapy

Faculty: Faculty of Psychology

Code: 1123004 **Name:** Functional rehabilitation in physical disability

Credits: 6,00 **ECTS Year:** 3 **Semester:** 1

Module: OCCUPATIONAL THERAPY, PERSONAL AUTONOMY AND INDEPENDENCE

Subject Matter: Areas of Intervention in Occupational Therapy **Type:** Compulsory

Field of knowledge: Health Sciences

Department: Occupational Sciences

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

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 |
| SPECIFIC | | Weighting | | | |
| | | 1 | 2 | 3 | 4 |
| 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 |
| 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 | |
| CE48 | To use ethical and professional reasoning in an efficient way through the process of 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

ATTENDANCE AND EVALUATION MODALITIES

Students may choose between two assessment modalities for this course: **continuous assessment** and **single assessment**. Both modalities allow for the accreditation of the same learning outcomes, although they are structured differently based on the student's level of attendance and engagement.

1. Continuous Assessment

This modality is intended for students who can follow the regular pace of the course, actively participating in lectures, seminars, and in-person activities.

A **minimum of 70% attendance** in in-person sessions is required to be eligible for this modality.

Assessment will be distributed among **theoretical tests, practical activities, individual or group assignments, active class participation, and/or self-assessments**, as determined by the teaching staff.

Students must commit to the chosen modality. **Switching to the single assessment modality will only be allowed for justified reasons and must be authorized by the course instructor.**

2. Single Assessment

This is intended for students who, due to **justified and documented reasons** (such as paid employment, caregiving responsibilities, or other significant circumstances), cannot meet the required attendance threshold.

Requests must be submitted **in writing and with justification** to the course instructor **within the first three weeks of the semester**. A response will be provided through the same channel, either



accepting or denying the request with justification.

This modality **does not consist of a single test**, but rather a **set of activities** designed to assess **all learning outcomes** outlined in the Course Guide.

The structure of the single assessment in this course will be as follows:

- **Theoretical Exam (60%)** Fundamental knowledge will be assessed through a written and/or oral exam, consisting of essay questions, multiple-choice questions, or a combination of both.

- **Practical Exam and Additional Assignments (40%)** This section includes:

- A **practical test** (oral, written, or case-based), aimed at assessing the application of content in professional or simulated contexts.

- **Complementary independent assignments**, with a heavier workload than in continuous assessment. These may include case analyses, proposal development, critical literature reviews, intervention designs, or other tasks demonstrating practical skills, analytical ability, and critical application of knowledge.

General Conditions for Both Modalities

- It is **mandatory to pass all assessable components separately** (theoretical and practical/work assignments) in order to pass the course.

- **Academic honesty** is a fundamental criterion. The use of external sources or artificial intelligence tools must be properly cited, specifying their function (consultation, drafting, organization, etc.) and the section of the work in which they were applied.

- **Plagiarism, impersonation of authorship, or improper use of technological tools** will result in sanctions according to current academic regulations.

- **Dates, formats, and adaptations** of assessments will be communicated in advance through the institutional platform.

USE OF ARTIFICIAL INTELLIGENCE TOOLS

According to the official document *"Principles for the Use of Artificial Intelligence at the Catholic University of Valencia"* (V.1, 2025), the use of AI tools in the academic environment must be **ethical, transparent, and responsible**, always supporting learning, critical thinking, and the comprehensive education of the student.

These tools can be a helpful resource when used thoughtfully, but they must not replace personal effort or compromise intellectual authorship. Therefore, the following specific conditions apply in this course:

Students may use AI for:

- Simulating interviews or clinical exercises for preparation purposes.
- Consulting content to deepen their understanding of intervention strategies.
- Reviewing the writing of reports, as long as the original content is preserved.

Students may not use AI for:

- Drafting intervention plans, diagnoses, or clinical assessments.
- Replacing critical analysis or professional application with automatically generated content.
- Including sensitive data or real/simulated patient information in unsecured platforms.
- Using AI to respond to exams, rubrics, or graded tasks.



Citation and Attribution Criteria

The use of AI must be clearly declared, specifying the **tool used**, its **purpose** (e.g., style revision, consultation), and the **part of the work** where it was applied.

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded.

Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

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 |
|--|-------------------|--------------|-------------|
| 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, R4 | 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, 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: OCCUPATIONAL THERAPY IN CARDIAC AND RESPIRATORY PATHOLOGY | <ol style="list-style-type: none">1. General intervention in cardiorespiratory Pathology2. COPD3. Heart disease4. Inmovilism Syndrome5. Oncology and paliative care |
| UNIT 2: OCCUPATIONAL THERAPY IN LOCOMOTOR PATHOLOGY | <ol style="list-style-type: none">6. General evaluation in locomotor pathology7. General intervention in locomotor pathology8. Injuries of the hand and the upper limb9. Muscle-tendon injuries10. Peripheral nerve injury11. Arthritis and osteoarthritis12. Amputations and replantation13. Burns and scars |
| UNIT 3: OCCUPATIONAL THERAPY IN OTHER DISEASES OF INTEREST | <ol style="list-style-type: none">14. Fibromyalgia15. Low back pain |



Temporary organization of learning:

| Block of content | Number of sessions | Hours |
|---|--------------------|-------|
| UNIT 1: OCCUPATIONAL THERAPY IN CARDIAC AND RESPIRATORY PATHOLOGY | 8,00 | 16,00 |
| UNIT 2: OCCUPATIONAL THERAPY IN LOCOMOTOR PATHOLOGY | 18,00 | 36,00 |
| UNIT 3: OCCUPATIONAL THERAPY IN OTHER DISEASES OF INTEREST | 4,00 | 8,00 |



References

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

Basic Bibliography

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·Polonio, B. (2016). *Occupational Therapy in Physical Dysfunctions: Theory and Practice*. Médica Panamericana.

Supplementary Bibliography

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- Scaffa, M. E., Reitz, S. M., & Pizzi, M. A. (2020). *Occupational Therapy in Community-Based Practice Settings*(3rd ed.). F.A. Davis.
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