



## 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:** Occupational Sciences

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** Spanish

**Lecturer/-s:**

1123 Carlos Guillermo Mínguez (**Responsible Lecturer**)

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Julia Argente Tormo

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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 2025/2026

**1123006 - Occupational Therapy in physical and sensory disabilities**

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

#### Attendance and Assessment Modalities

Students may choose between two assessment modalities for the course: continuous assessment or single assessment.

**Continuous Assessment:** To be eligible for this modality, students must attend at least 70% of the face-to-face classes.

**Single Assessment:** This modality is intended for students who, for justified and documented reasons, cannot meet the established minimum attendance requirement. The request must be submitted in writing to the course instructor, who will reply using the same means.

Single assessment does not consist of a single test, but of a set of tests and/or activities necessary to demonstrate and assess all the learning outcomes defined for the course.

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

- **Theoretical exam (60%)**

- **Practical exam and additional assignments (40%):** This part will include a practical test, which may be oral or written, and, if necessary, additional independent work activities to demonstrate learning outcomes that cannot be assessed by examination.

In both modalities, students must pass all components in order to pass the course.

#### Considerations for the Use of Artificial Intelligence (AI):

Within the framework of this course, the use of AI is permitted for:

- Solving doubts regarding formative activities
- Assisted learning (alternative explanations or self-assessment exercises)
- Searching for resources and alternative references for study



Within the framework of this course, the use of AI is **not** permitted for:

- Text generation for assignments related to Activity X
- Submitting AI-generated work as one's own
- Providing AI tools with exam questions, tasks, or evaluation exercises to obtain automatic answers

Students must explicitly declare any use of AI tools in any submitted document (e.g., in a footnote or annex). The declaration must include the name of the tool, the purpose of use (e.g., grammar check, idea organization, sample writing), and indicate where in the work it was used.

### **Criteria for Awarding Distinctions (Matrícula de Honor):**

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 9 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.

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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, eadings, 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
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>



## 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 ( <a href="http://www.plataforma.ucv.es">www.plataforma.ucv.es</a> ) 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 ( <a href="http://www.plataforma.ucv.es">www.plataforma.ucv.es</a> ) M8	R1, R2, R3, R4	50,00	2,00
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



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



## 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

### TERAPIA OCUPACIONAL EN DISCAPACIDAD FÍSICA (Prof. Julia Argente Tormo):

Los materiales para la preparación de la prueba escrita serán facilitados por el profesor a través del campus Virtual UCV.

#### Bibliografía básica

- American Occupational Therapy Association. (2014). *Occupational therapy practice guidelines for adults with neurodegenerative diseases*. AOTA Press.
- American Occupational Therapy Association. (2015). *Occupational therapy practice guidelines for adults with stroke*. AOTA Press.
- American Occupational Therapy Association. (2016). *Occupational therapy practice guidelines for adults with traumatic brain injury*. AOTA Press.
- Duncan, E. A. S. (2020). *Foundations for practice in occupational therapy* (6th ed.). Elsevier.
- McHugh, H., & Schultz-Krohn, W. (2013). *Occupational therapy practice skills for physical dysfunction* (3rd ed.). Elsevier.
- Polonio, B. (2016). *Terapia ocupacional en disfunciones físicas: teoría y práctica*. Editorial Médica Panamericana.
- Turner, A., Foster, M., & Johnson, S. (2010). *Occupational therapy and physical dysfunction: Enabling occupation* (6th ed.). Churchill Livingstone.

#### Bibliografía complementaria

- Atchison, B. J., & Dirette, D. K. (2022). *Conditions in occupational therapy: Effect on occupational performance* (6th ed.). Wolters Kluwer.
- Cano de la Cuerda, R. (2012). *Neurorrehabilitación*. Editorial Médica Panamericana.
- Cano de la Cuerda, R., Martínez, C., & Mínguez, J. (2016). *Control y aprendizaje motor: Fundamentos, desarrollo y reeducación del movimiento humano*. Editorial Médica Panamericana.
- 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. <https://doi.org/10.5014/ajot.2014.009019>
- Preissner, K., Arbesman, M., & Lieberman, D. (2016). Occupational therapy interventions for adults with multiple sclerosis. *American Journal of Occupational Therapy*, 70(3), 7003395010p1. <https://doi.org/10.5014/ajot.2016.016089>
- Teasell, R., Salbach, N. M., Foley, N., Mountain, A., Cameron, J. I., de Jong, A., ... & Halabi, M. L. (2020). Canadian stroke best practice recommendations: Rehabilitation, recovery, and community participation following stroke. *International Journal of Stroke*, 15(6), 569–588. <https://doi.org/10.1177/1747493019897843>
- Umphred, D. A. (Ed.). (2020). *Neurological rehabilitation* (7th ed.). Elsevier.

#### Bibliografía específica por patología

##### **Daño Cerebral Sobvenido (DCS)**

- García-Molina, A., Peña-Casanova, J., & Sánchez-Casals, M. (2021). *Intervención en el daño*



*cerebral adquirido: Modelo centrado en la persona.* Editorial Viguera

### **Esclerosis Lateral Amiotrófica (ELA)**

·Riley, J. B., & McElroy, M. C. (2021). *Occupational therapy for people living with ALS: Client-centered and evidence-based interventions.* Slack Incorporated.

### **Esclerosis Múltiple (EM)**

·Schiassi, G., Gallo, P., & Henze, T. (Eds.). (2021). *Multiple sclerosis rehabilitation: From impairment to participation.* Springer. <https://doi.org/10.1007/978-3-030-68959-4>

### **Lesión Medular**

·Sisto, S. A., Druin, E., & Sliwinski, M. M. (2022). *Rehabilitation interventions for the management of spinal cord injury* (2nd ed.). Elsevier.

## **TERAPIA OCUPACIONAL EN DISCAPACIDAD SENSORIAL (Prof. Carlos Guillamó Mínguez):**

·[Equipo AOTA] (2024). The effect of occupational therapy home programs on sensory processing and feeding in children with Down syndrome. *International Journal of Therapy*, 2025. Taylor & Francis Online

·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.

·Del Álamo Martín, M. T., & González Polo, J. (2020). Promoción de la autonomía personal y discapacidad visual: revisión bibliográfica: Promotion of personal autonomy and visual impairment: a bibliographic review. *Revista Terapia Ocupacional Galicia*, 17(2), 214-224.

·Del Álamo Martín, M.T. (2017) La atención socio-sanitaria para las personas mayores con patología ocular grave: Un reto para el Trabajo Social Sanitario. *Trab. Soc. y Salud.*; 88: 61-68.

·Dominicano U. (2024). Impact of sensory diets on occupational performance: capstone study. *Dominican Scholar OT Journal*

·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.



- MacLean, J., et al. (2025). Sensory processing difficulties in functional neurological disorder : efficacy of sensory-based OT interventions. *Seminars in Pediatric Neurology*. Basado en cohortes, muy relevante. PMC
- 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.