



## 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



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

#### EVALUATION CRITERIA

·In order to pass the course, the student must pass the different assessment systems separately (attendance and active participation, preparation and presentation of group and individual work and final theoretical-practical test).

·In any case, the student must attend at least 80% of the classroom sessions to pass the course.

·The continuous assessment will be a compendium of evidence of practical participation in the classroom sessions, group and individual work, as well as the presentation of the same, and the development of a final theoretical-practical test (objective test, open questions, etc.).

#### CRITERIA FOR THE AWARDING OF HONOURS:

·A honourable mention may be awarded to students who have obtained a grade equal to or higher than 9.5 and who have demonstrated excellence in practical activities, as well as in attendance and active participation in class.

·In accordance with the general regulations, only one honourable mention may be awarded for every 20 students, with the exception of groups of less than 20 students in total, in which one honourable mention may be given.



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





## 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 ( <a href="http://www.plataforma.ucv.es">www.plataforma.ucv.es</a> )</p> <p>M7</p>	R1, R2, R3	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 ( <a href="http://www.plataforma.ucv.es">www.plataforma.ucv.es</a> )</p> <p>M8</p>	R1, R2, R3	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
DIDACTIC UNIT 1.- Generalities and current conceptual models for the practice of occupational therapy I. Comprehensive models.	<p>TOPIC 1. Organization and use of knowledge in occupational therapy.</p> <p>TOPIC 2. ICF (WHO, 2011)</p> <p>TOPIC 3. Framework of the AOTA: competence of occupational therapy and process.</p> <p>TOPIC 4. Model of human occupation.</p> <p>TOPIC 5. Canadian model of occupational performance.</p> <p>TOPIC 6. Kawa Model</p>
DIDACTIC UNIT 2.- Current conceptual models for the practice of Occupational Therapy II. Specific models.	<p>TOPIC 7. Biomechanical model.</p> <p>TOPIC 8. Motor control model.</p> <p>TOPIC 9. Model of sensory integration</p> <p>TOPIC 10. Cognitive-perceptual model.</p> <p>TOPIC 11. Cognitive disabilities model.</p> <p>TOPIC 12. Other.</p>

### 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.	20,00	40,00
DIDACTIC UNIT 2.- Current conceptual models for the practice of Occupational Therapy II. Specific models.	10,00	20,00



## References

### 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.
- Duncan, E. A. (2022). *Fundamentos para la práctica en terapia ocupacional*. Elsevier Health Sciences.
- Hinojosa, J., Kramer, P. y Royeen, C. B. (2017). *Perspectives on Human Occupations: Theories Underlying Practice*. FA Davis.
- Hopkins. H.L. y Smith, H.D. (2006). *Terapia Ocupacional*. Médica Panamericana.
- Kielhofner G. (2004). *Modelo de ocupación humana: teoría y práctica*. Médica Panamericana.
- Kielhofner G. (2006). *Fundamentos conceptuales de la terapia ocupacional*. Médica Panamericana.
- Miralles, P. M. (2017). *Principios conceptuales en terapia ocupacional*. Síntesis.
- Morrison Jara, R., & Vidal, D. (2012). *Perspectivas ontológicas de la ocupación humana en terapia ocupacional: una aproximación a la filosofía de la ocupación*. Editorial Académica Española.
- Romero, A. y Moruno, P. (2003). *Terapia ocupacional. Teoría y Técnicas*. Masson.
- Turpin, M. J., y Iwama, M. K. (2011). *Using Occupational Therapy Models in Practice E-Book: A Fieldguide*. Elsevier Health Sciences.
- Verdugo, M.A y Schalock, R (2013) *Discapacidad e inclusión: manual para la docencia*. Amarú.