



| Teaching Guide      |  |        |   |         |
|---------------------|--|--------|---|---------|
| Identifying Data    |  |        |   | 2018/19 |
| Subject (*)         | Work Placement II  | Code   | 653G01210   |         |
| Study programme     | Grao en Terapia Ocupacional  |        |   |         |
| Descriptors         |  |        |   |         |
| Cycle               | Period   | Year   | Type  | Credits |
| Graduate            | 1st four-month period  | Second | Obligatory  | 4.5     |
| Language            | Spanish  |        |   |         |
| Teaching method     | Face-to-face   |        |   |         |
| Prerequisites       |  |        |   |         |
| Department          | Ciencias Biomédicas, Medicina e FisioterapiaCiencias da Saúde  |        |   |         |
| Coordinador         | Garcia Crespo, Maria Vanessa   | E-mail | m.v.garcia@udc.es   |         |
| Lecturers           | Garcia Crespo, Maria Vanessa<br>Mansilla Barreiro, Barbara<br>Rosende Celeiro, Iván de   | E-mail | m.v.garcia@udc.es<br>barbara.mansilla.barreiro@udc.es<br>ivan.de.rosende.celeiro@udc.es |         |
| Web                 |  |        |   |         |
| General description | <p>This subject aims to develop competencies that allow students to understand and apply knowledge related to the observation and analysis of the environments in Occupational Therapy and the intervention of the occupational therapist in them.</p> <p>Keywords:</p> <p>Practical stays to apply theories, fundamentals, methodologies, techniques, evaluations and evaluations of Occupational Therapy, working properly in equipment and developing the functions and skills of this professional in different environments, centers, hospitals, institutions and social and population groups.</p> |        |   |         |

| Study programme competences / results |   |
|---------------------------------------|---|
| Code                                  | Study programme competences / results   |
| A6                                    | Trabajar en la sociedad con individuos y grupos para fomentar la promoción de la salud, la prevención, la rehabilitación y el tratamiento.                                    |
| A8                                    | Uso profesional y ético del razonamiento efectivo en todas las partes del proceso de terapia ocupacional.   |
| A10                                   | Adaptar y aplicar el proceso de terapia ocupacional en estrecha colaboración de individuos/población.   |
| A11                                   | Trabajar para facilitar entornos accesibles y adaptados y promover la justicia ocupacional.   |
| A12                                   | Colaborar con comunidades para promover la salud y el bienestar de sus miembros mediante la participación en la ocupación.  |
| A17                                   | Establecer sociedades de colaboración, consultar y aconsejar a clientes, trabajadores sociales, miembros de equipo y otros en la práctica de la ocupación y la participación. |
| A19                                   | Apreciar y respetar las diferencias individuales, creencias culturales, costumbres y su influencia sobre la ocupación y la participación.                                     |
| B3                                    | Aplicar un pensamiento crítico, lógico y creativo.  |
| B6                                    | Comportarse con ética y responsabilidad social como ciudadano y como profesional.   |
| B7                                    | Comunicarse de manera efectiva en un entorno de trabajo.  |
| B8                                    | Capacidad de análisis y de síntesis.  |
| B9                                    | Capacidad de aplicar los conocimientos a la práctica.   |
| B11                                   | Capacidad para trabajar en un equipo interdisciplinar.  |
| B15                                   | Capacidad para comunicarse con personas no expertas en la materia.  |
| B31                                   | Apreciación de la diversidad y de la multiculturalidad.   |
| C1                                    | Expresarse correctamente, tanto de forma oral como escrita, en las lenguas oficiales de la comunidad autónoma.  |

| Learning outcomes |                                       |
|-------------------|---------------------------------------|
| Learning outcomes | Study programme competences / results |
|                   |                                       |



|   |                         |                         |    |
|---|-------------------------|-------------------------|----|
| Integration of theoretical knowledge prior to practice related to accessibility, ergonomics and universal design. Approximation to the theoretical body that bases the intervention of Occupational Therapy on the environment: impact of the environment on human occupation.  | A8<br>A10<br>A11<br>A19 |                         |    |
| Acquisition of observation skills and analysis of the environment: identification of environmental conditions that act as facilitators or as obstacles in relation to the characteristics of the population and the demands of the activity (valuation of the person / environment / occupation balance).                 | A8<br>A11               | B3<br>B8<br>B9          |    |
| Development of analytical and critical thinking applied to assessment and advice on accessibility: intervention planning (valuation, improvement / intervention plan, registration), design of facilitating environments for autonomy (individual and collective) and elaboration Of real and effective advice proposals. | A6<br>A8<br>A11         | B3<br>B8<br>B31         |    |
| Enhancement of skills and technical rigor for recording information from the intervention: recognition of the importance of recording activities performed, acquisition of technical rigor in the language used in communication with other professionals and users, reporting Technical experts.                         | A11                     | B7<br>B8<br>B15         | C1 |
| Development of a social perspective: to place the student in a type of intervention in the community environment, promoting collaboration with other social professionals, facilitating their intervention in the natural environment of the individual and ultimately, committing to promote occupational justice .      | A11<br>A12<br>A17       | B6<br>B11<br>B15<br>B31 |    |

| Contents   |  |
|--|--|
| Topic  | Sub-topic  |
| Theoretical principles of accessibility; Accessibility, ergonomics and universal design. | <ul style="list-style-type: none"> <li>- Basic theoretical concepts: European concept of accessibility, applied ergonomics and design for all.</li> <li>- Accessibility vs functional adaptation. Differences and forms of intervention.</li> <li>- State and autonomous regulations on accessibility.</li> </ul>  |
| Observation and analysis of environmental factors  | <ul style="list-style-type: none"> <li>- Introduction to environmental factors according to ICF: physical, social and attitudinal.</li> <li>- Concepts of environment, rights and related problems</li> <li>- Methods of collecting data from an urban environment</li> </ul>  |
| Assessing the accessibility of environments  | <ul style="list-style-type: none"> <li>- Principles of observation for evaluation purposes.</li> <li>- Analysis of the environment from an individual perspective and from a collective perspective.</li> <li>- Assessment of specific environments based on the occupations they host and the type of individuals who execute them.</li> <li>- Collection of information from the valuation.</li> </ul> |
| Design of accessible environments  | <ul style="list-style-type: none"> <li>- Principles for developing accessibility advice.</li> <li>- Design of functional adaptations of the medium.</li> <li>- Design of socially facilitating environments.</li> <li>- Proposals from the perspective of universality.</li> </ul>   |
| Registration of information  | <ul style="list-style-type: none"> <li>- Criteria for drawing up records of activities carried out.</li> <li>- Principles for making technical reports on accessibility: <ul style="list-style-type: none"> <li>- Communication with other professionals</li> <li>- Communication with users.</li> </ul> </li> </ul>   |

| Planning                       |                        |                                      |                               |             |
|--------------------------------|------------------------|--------------------------------------|-------------------------------|-------------|
| Methodologies / tests          | Competencies / Results | Teaching hours (in-person & virtual) | Student?s personal work hours | Total hours |
| Guest lecture / keynote speech | A10 B3                 | 6                                    | 0                             | 6           |
| Workbook                       | A8 A11 A12             | 2                                    | 10                            | 12          |
| Field trip                     | A6 A17 A19 B31         | 30                                   | 30                            | 60          |



|   |                           |     |    |     |
|---|---------------------------|-----|----|-----|
| Supervised projects   | B6 B7 B8 B9 B11 B15<br>C1 | 15  | 15 | 30  |
| Personalized attention  |                           | 4.5 | 0  | 4.5 |
| (*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students. |                           |     |    |     |

| Methodologies                  |  |
|--------------------------------|--|
| Methodologies                  | Description  |
| Guest lecture / keynote speech | <p>Oral presentation complemented by the use of audiovisual media and the introduction of some questions addressed to students, with the purpose of transmitting knowledge and facilitating learning.</p> <p>The theoretical contents necessary to deal with the practical intervention will be worked on, as well as activities to develop students' logical thinking and to apply theoretical knowledge acquired.</p> <p>It allows to acquire the generic competences assigned to this subject.</p>  |
| Workbook                       | <p>They are a set of texts and written documentation that have been selected as a source of deepening in the contents worked. The selected readings deal with contents applicable to the professional intervention object of this subject.</p> <p>It allows to acquire the generic competences assigned to this subject.</p>   |
| Field trip                     | <p>Activities developed in a context external to the university academic environment related to the field of study of the subject. These activities focus on the development of capabilities related to direct and systematic observation, the collection of information and the detection of needs for intervention.</p> <p>In the matter will be made some field trips supervised by the teacher and others made by the students in an autonomous way.</p> <p>It allows to acquire the specific competences assigned to this subject.</p>  |
| Supervised projects            | <p>Methodology designed to promote the autonomous learning of students, under the tutelage of the teacher and in varied scenarios (academic and professional). Priority is given to the learning of "how to do things". It is an option based on the assumption by the students of the responsibility for their own learning.</p> <p>This teaching system is based on two basic elements: the independent learning of the students and the monitoring of this learning by the teacher-tutor, which consists of an autonomous part of the student and other part of tutoring with the teacher.</p> <p>It allows to acquire the specific competences assigned to this subject.</p> |

| Personalized attention            |   |
|-----------------------------------|---|
| Methodologies                     | Description   |
| Supervised projects<br>Field trip | <p>Personalized attention will be planned in two different ways:</p> <ul style="list-style-type: none"> <li>- Outputs / fieldwork: fieldwork can be done in two ways; Sallidas supervised with professors of the subject, or autonomous field works with supervision of the teachers.</li> <li>- Tutorials: in small or medium groups, according to the distribution of students made for the elaboration of the tutored works.</li> </ul> <p>The purpose of the field trips and the tutorials is to support the tutelage work that the students will develop, to solve the doubts that arise in the direct observation, to establish criteria for each phase of the supervised activity, and to evaluate the evolution in the logic of the student's thinking .</p> <p>Therefore, they HAVE MANDATORY CHARACTER, and are necessary to overcome the matter.</p> |

| Assessment |
|------------|
|------------|



| Methodologies                  | Competencies / Results    | Description   | Qualification |
|--------------------------------|---------------------------|---|---------------|
| Guest lecture / keynote speech | A10 B3                    | The participation and interest of the student during the master sessions, the interventions made during the sessions and the observed evolution in the acquisition of knowledge will be assessed. It has MANDATORY CHARACTER.   | 10            |
| Supervised projects            | B6 B7 B8 B9 B11 B15<br>C1 | The planning of the intervention that the student develops and argues, the reflexive capacity and the logic of the thought and the theoretical criteria applied to real and everyday situations, the technical rigor of their proposals and the coherence in their reports will be evaluated.<br><br>The supervision of the supervised work will be done during the personalized tutorials, at the request of the teacher or the student. The tutorials demanded by the teacher have a MANDATORY CHARACTER. | 50            |
| Field trip                     | A6 A17 A19 B31            | The work developed in the field trips that the student will carry out autonomously or tutored (individually or accompanied by the other component of his / her work partner), the observation of the surroundings, the detection of the relevant factors for the Performance, and the ability to modify real environments to facilitate autonomy.<br><br>This assessment will be done in the personalized tutorials, which have MANDATORY CHARACTER.  | 40            |

Assessment comments



The subject of Practical Stays II deals with practical contents such as the observation and initial assessment, the planning of the intervention on the environment, and the recording of the information of the whole process. These contents will be worked as a group and individually, in an autonomous and supervised manner. Therefore, the subject is distributed in an autonomous work schedule to be carried out by the student (individually or in pairs), and in a class attendance time with the teachers of the subject, in the theoretical contents will be addressed, the planned practice will be carried out, and the autonomous practice of the student will be supervised. The final evaluation will include both autonomous work in the field and presencial. Los aspects and criteria that will be taken into consideration when evaluating planned activities with the previously proposed methodology are the acquisition of theoretical knowledge related to the subject, the application of that knowledge to the supervised practice, and the development of logical and critical thinking applied to concrete situations. Therefore, there will be a continuous evaluation of the evolution observed in the student, and an evaluation of the final works required to pass the subject. The student must submit a total of three final works, each corresponding to the teaching part of each teacher. The date of delivery will be duly notified to the students in advance (preferably at the beginning of the semester):

- Development of an infographic related to the concepts included in the Environmental Factors of the CIF or the contexts and environments of the Framework.
- Making an accessibility report on specific aspects of the Oza Campus environment.
- Argued and critical reflection on a field trip or practice of evaluation of the home environment (pending planning during the semester).

The delivery of these three works on the proposed date is mandatory for the passing of the subject.

## FINAL GRADING OF THE STUDENT

Attendance to class attendance is mandatory; This is a criterion required to overcome the matter, not valuable. IT IS COMPULSORY TO ATTEND AT 85% OF THE SCHOOL HOURS, ALLOWING THE ABSENCE AT 15%.

The final grade of the subject, over 10 points, will be distributed as follows:

- Exposure of an infographic of contextual factors and delivery of an individual task (reflection on barriers and facilitators) (Professor Mansilla Barreiro): 3 points
- Accessibility report Campus de Oza (professor García Crespo): 3 points
- Critical reflection of the field output / assessment of home environment (Professor De Rosende Celeiro): 3 points
- Continuous evaluation of the student by the three professors (evaluate the initiative, interest, critical participation and evolution in the acquisition of competences of the subject): 1 point

To pass the subject, the student must have presented the three required documents, reached a final grade of 5 points and have met the attendance criteria. If the student does not reach that minimum qualification, has not submitted the three documents required on the proposed date, or has not met the minimum compulsory attendance criteria, they will be entitled to a final written test that will be held on the date set in the academic calendar. official approved in Faculty Board.

The rating system will be expressed by numerical rating in accordance with the provisions of art. 5 of Royal Decree 1125/2003 of September 5 (BOE September 18), which establishes the European credit system and the system of qualifications in university degrees of an official nature and valid throughout the national territory. Grading system: 0-4.9 = Suspense 5-6.9 = Approved 7-8.9 = Notable 9-10 = Outstanding 9-10 Honors (Graciable)



|                      |   |
|----------------------|---|
| <b>Basic</b>         | Blanco, RM, Blanco L, Luengo S, Pastor G, Rivero M, Rodríguez MR, Vicente MJ. 2003. Accesibilidad para personas con ceguera y deficiencia visual. Edita: ONCE. Características de la rotulación para personas con discapacidad visual. Edita: ONCE. Madrid. 2006 Concepto Europeo de Accesibilidad. Edita: Ministerio de Trabajo y Asuntos Sociales. Instituto de Migraciones y Servicios Sociales. Centro Estatal de Autonomía Personal y Ayudas Técnicas (CEAPAT). Madrid. Decreto 35/2000, do 28 de xaneiro, polo que se aproba o Regulamento de desenvolvemento e execución da Lei de accesibilidade e eliminación de barreiras na Comunidade Autónoma de Galicia. DOG nº 41 (29 de febreiro de 2000) Lei 10/2014, do 3 de decembro, de accesibilidade. DOG nº 241 (17 de decembro de 2014). Organización Mundial de la Salud (2001). Clasificación Internacional del Funcionamiento, de la Discapacidad y de la Salud (CIF). Marco de Trabajo para la Terapia Ocupacional: Ámbito de Competencia y Proceso. Traducción por el grupo de trabajo de Terapia Ocupacional para el desarrollo de la Terapia Ocupacional. En internet, <a href="http://www.terapia-ocupacional.com">www.terapia-ocupacional.com</a> Consultado el día 2 de Enero 2006. |
| <b>Complementary</b> |   |

### Recommendations

#### Subjects that it is recommended to have taken before

#### Subjects that are recommended to be taken simultaneously

Ergonomics, Accessibility, Universal Design and Functional Adaptation/653G01206

#### Subjects that continue the syllabus

#### Other comments

ECOLOGICAL OBSERVATIONS: To help achieve an immediate sustainable environment and meet strategic objective 9 of the Green Campus FCS Plan, the documentary works carried out in this area:

- Majority will be requested in virtual format and computer support.
- To be made on paper:
  1. Plastics will not be used.
  2. Double-sided prints will be made.
  3. Recycled paper will be used.
  4. Drafting will be avoided

(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.