



| Teaching Guide      |  |        |   |         |
|---------------------|--|--------|---|---------|
| Identifying Data    |  |        |   | 2021/22 |
| 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     | Hybrid   |        |   |         |
| Prerequisites       |  |        |   |         |
| Department          | Ciencias da Saúde  |        |   |         |
| Coordinador         | Rivas Quarneti, Natalia Yanaina  | E-mail | natalia.rivas.quarneti@udc.es   |         |
| Lecturers           | Garcia Crespo, Maria Vanessa<br>Miranda Duro, María del Carmen<br>Rivas Quarneti, Natalia Yanaina<br>Rosende Celeiro, Iván de  | E-mail | m.v.garcia@udc.es<br>carmen.miranda@udc.es<br>natalia.rivas.quarneti@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> |        |   |         |
| Contingency plan    | <ol style="list-style-type: none"> <li>1. Modifications to the contents</li> <li>2. Methodologies <ul style="list-style-type: none"> <li>*Teaching methodologies that are maintained</li> <li>*Teaching methodologies that are modified</li> </ul> </li> <li>3. Mechanisms for personalized attention to students</li> <li>4. Modifications in the evaluation <ul style="list-style-type: none"> <li>*Evaluation observations:</li> </ul> </li> <li>5. Modifications to the bibliography or webgraphy</li> </ol>   |        |   |         |

| 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  |
| Principios teóricos para a avaliación e a intervención sobre o contorno domiciliario en terapia ocupacional | -O fogar como contorno na vida cotiá: principais ocupacións e necesidades de autonomía, saúde e benestar.<br>-A adaptación funcional do fogar en terapia ocupacional.<br>-Redes de apoio no fogar. O empoderamento do/a coidador/a: necesidades ocupacionais e asesoramento/consultoría dende terapia ocupacional. |
| Theoretical principles of accessibility; Accessibility, ergonomics and universal design.                    | - Basic theoretical concepts: European concept of accessibility, applied ergonomics and design for all.<br>- Accessibility vs functional adaptation. Differences and forms of intervention.<br>- State and autonomous regulations on accessibility.  |



|   |  |
|---|--|
| Principios teóricos para a avaliación e traballo na contorna social, histórica, cultural e institucional en terapia ocupacional | <ul style="list-style-type: none"> <li>- Conceptos teóricos básicos para a comprensión, identificación e traballo en/cos contextos social, histórico, cultural e institucional e a súa relación coa terapia ocupacional.</li> <li>- Uso e aplicación de conceptos teóricos básicos na práctica da terapia ocupacional traballando en/cos contextos social, histórico, cultural e institucional.</li> <li>-Metodoloxías participativas para a avaliación e traballo nos contornos social, histórico, cultural e institucional en terapia ocupacional: Fotovoz, metaplan, mapeo corporal narrado, narración dixital (WFOT Occupational Narratives project).</li> <li>- Habilidades de comunicación como contorno en terapia ocupacional: mediadores do desempeño ocupacional (continuación EPI). Avaliación e intervención.</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  | 10                                   | 10                            | 20          |
| Case study                     | A6 A8 A10 A11 A12<br>A17 A19 B3 B6 B7 B8<br>B9 B11 B15 B31 C1 | 6                                    | 12                            | 18          |
| Field trip                     | A6 A8 A10 A12 A17<br>A19 B3 B6 B7 B8 B9<br>B11 B15 B31 C1     | 35                                   | 0                             | 35          |
| Simulation                     | A6 A8 A10 A11 A12<br>A17 A19 B3 B6 B7 B8<br>B9 B11 B15 B31 C1 | 25                                   | 0                             | 25          |
| Workbook                       | A6 A8 A11 A12 A19<br>B3 B6 B8 B31 C1                          | 1                                    | 9                             | 10          |
| 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>  |
| Case study                     | <p>Metodoloxía onde a persoa se enfronta ante a descrición dunha situación específica que suscita un problema que ten que ser comprendido, valorado e resolto, a través dun proceso de discusión. A/o alumna/o sitúase ante un problema concreto (caso), que lle describe unha situación real da vida profesional, e debe ser capaz de analizar unha serie de feitos, referentes a un campo particular do coñecemento ou da acción, para chegar a unha decisión razoada a través dun proceso de discusión en pequenos grupos de traballo.</p>  |
| Field trip                     | <p>Actividades desenvolvidas nun contexto externo á contorna académica relacionadas co ámbito de estudo da materia. Estas actividades céntranse no desenvolvemento de capacidades e competencias relacionadas coa observación directa e sistemática, a recollida, a análise de información e a detección de necesidades susceptibles de intervención.</p> <p>Na materia realizaranse algunhas saídas de campo tuteladas polas/os docentes e outras realizadas polos alumnos de forma autónoma.</p> <p>Permite adquirir as competencias específicas asignadas a esta materia.</p>   |
| Simulation                     | <p>Consiste na representación dun fenómeno (de natureza física, técnica ou psicolóxica, ou social, entre outros) que permite unha análise máis sinxela, económica ou inocua que si se levara a cabo sobre o orixinal ou na realidade. Ponse á persoa ante unhas condicións hipotéticas nas cales se proba o seu comportamento os seus coñecementos, a súa capacidade de analizar alternativas e as súas consecuencias. Baséase, por tanto, na configuración de situacións similares ás que se producen nun contexto real, coa finalidade de utilizalas como experiencias de aprendizaxe ou como procedemento para a avaliación</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.</p> <p>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>  |

## Personalized attention

| Methodologies  | Description  |
|--|--|
| Guest lecture / keynote speech<br>Case study<br>Field trip<br>Simulation | <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 |
|---------------|---|--|---------------|
| Workbook      | A6 A8 A11 A12 A19<br>B3 B6 B8 B31 C1                          | Valorarase a integración dos conceptos teórico-prácticos abordados nas lecturas obrigatorias, en relación coas competencias específicas da materia, na realización dos estudos de casos.   | 10            |
| Case study    | A6 A8 A10 A11 A12<br>A17 A19 B3 B6 B7 B8<br>B9 B11 B15 B31 C1 | Valorarase, ademais das competencias adquiridas, a capacidade de expresión escrita do alumnado (avaliando de forma negativa os erros gramaticais e ortográficos), a integración de conceptos e a capacidade de resolución de problemas   | 30            |
| Field trip    | A6 A8 A10 A12 A17<br>A19 B3 B6 B7 B8 B9<br>B11 B15 B31 C1     | Valorarase: a puntualidade, a responsabilidade, a iniciativa, o interese, a actitude ante as normas, a relación co equipo, a integración e a aplicación de conceptos teórico-prácticos, as destrezas e os coñecementos adquiridos. A asistencia será obrigatoria.<br>Asemade, valorarase o traballo desenvolvido nas saídas de campo acompañada polas/os docentes así coma a que a/o estudante realizará de forma autónoma, tendo en conta a observación realizada das contornas, a detección dos condicionantes relevantes para o desempeño ocupacional, e a capacidade de modificar contornas reais para que faciliten a autonomía.<br>CARÁCTER OBRIGATORIO. | 35            |
| Simulation    | A6 A8 A10 A11 A12<br>A17 A19 B3 B6 B7 B8<br>B9 B11 B15 B31 C1 | Valorarase: a puntualidade, a responsabilidade, a iniciativa, o interese, a actitude ante as normas, a relación co equipo, a integración e a aplicación de conceptos teórico-prácticos, as destrezas e os coñecementos adquiridos. A asistencia será obrigatoria.  | 25            |

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)



Basic

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. Bridge C. Home modification: occupation as the basis for an effective practice. En: Curtin M, Molineux M, Supyk-Mellson, J (editores). Occupational therapy and physical dysfunction: enabling occupation. Elsevier; 2010; p. 409-429. Clasificación Internacional del Funcionamiento, de la Discapacidad y de la Salud (CIF). Conway M. Occupational therapy and inclusive design: principles for practice. Oxford: Blackwell Publishing; 2008. De-Rosende-Celeiro I, Torres G, Seoane-Bouzas M, Ávila A. Exploring the use of assistive products to promote functional independence in self-care activities in the bathroom. PLoS One, 2019, 14, e0215002. De Rosende I, Santos S. Influencia de la Terapia Ocupacional en la realización de adaptaciones en el hogar de las personas en situación de dependencia. TOG, 2013, 10(18). De-Rosende-Celeiro I, Santos-del-Riego S, Muñiz J. Homebound status among middle-aged and older adults with disabilities in ADLs and its associations with clinical, functional, and environmental factors. Disabil Health J, 2017, 10(1), 145-151. 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) Dotte P. Método de manutención manual de los enfermos: ergomotricidad en el ámbito sanitario, generalidades y educación gestual específica. Tomo I. Barcelona: Masson; 2003. Dotte P. Método de manutención manual de los enfermos: ergomotricidad en el ámbito sanitario, aplicaciones clínicas. Tomo II. Barcelona: Springer-Verlag Ibérica; 1999. Dotte P. Método de movilización de los pacientes: ergomotricidad en el ámbito asistencial. Barcelona: Elsevier; 2010. Doval, M.a I., Martínez-Figueira, M.a E., & Raposo, M. (2013). La voz de sus ojos: la participación de los escolares mediante Fotovoz. Revista de Investigación en Educación, 11(3), 150-171. Gastaldo, D., Magalhaes, L., & Carrasco, C. (2013). Mapas corporais narrados: un método para documentar trajetórias de saúde, resiliência, adocimiento e sofrimento. In A. Branco-Fraga, Y. M. de Carvalho, & I. M. Gomes (Eds.), As práticas corporais no campo da saúde (pp. 83-100). Sao Paulo: Editora Hucitec. Gastaldo, D., Magalhães, L., Carrasco, C., y Davy, C. (2018). Mapas corporales narrados como investigación. Consideraciones metodológicas para contar las historias de trabajadores indocumentados a través del mapeo corporal. (Trad. N. Rivas-Quarneti, S. Sánchez-Pérez, V. Vinzón y S. Veiga-Seijo). Recuperado de <http://www.migrationhealth.ca/undocumented-workers-ontario/body-mapping> (original en inglés, 2012) Clare Hocking (2021) Occupation in context: A reflection on environmental influences on human doing, Journal of Occupational Science, 28:2, 221-234, DOI: 10.1080/14427591.2019.1708434 Huot, S., Cao, A., Kim, J., Shajari, M., & Zimonjic, T. (2018). The power of language: Exploring the relationship between linguistic capital and occupation for immigrants to Canada. Journal of Occupational Science, 0(0), 1-12. <https://doi.org/10.1080/14427591.2018.1534136> Huot, S., Rudman, D., Dodson, B., & Magalhães, L. (2013). Expanding Policy-Based Conceptualizations of 'Successful Integration': Negotiating Integration through Occupation following International Migration. Journal of Occupational Science, 20(1), 6-22. <https://doi.org/10.1080/14427591.2012.717497> Lei 10/2014, do 3 de decembro, de accesibilidade. DOG nº 241 (17 de decembro de 2014). Organización Mundial de la Salud (2001). Pizarro E., Estrella S., Figueroa F., Helmke F., Pontigo C. & Whiteford G. (2018) Entendiendo la justicia ocupacional desde el concepto de territorio, una propuesta para la ciencia de la ocupación, Journal of Occupational Science, 25:4, xvi-xxvi, DOI: 10.1080/14427591.2018.1487262 Rivas-Quarneti, N., Magalhaes, L., & Fernández, M. (2017). Contribuciones del Metaplan en Investigación Cualitativa Crítica en Ciencias de la Salud: un camino hacia la acción dialógica. CIAIQ 2017, 2(0). Retrieved from <http://proceedings.ciaiq.org/index.php/ciaiq2017/article/view/1262> Rigby P, Craciunoiu O. Assessing environment: home, community and workplace. Access and safety. En: Vining M, Trombly CA. Occupational therapy for physical dysfunction. Baltimore: Lippincott Williams & Wilkins; 2014; p. 306-337. Stein F, Söderback I, Cutler S, Larson B. Occupational therapy and ergonomics: applying ergonomic principles to everyday occupation in the home and at work. Chichester: Whurr Publishers; 2006 Whiteford G., Jones K., Rahal C. & Suleman A. (2018) El Marco de Justicia Ocupacional Participativa como herramienta de cambio: Descripción y contraste de tres casos, Journal of Occupational Science, 25:4, I-xii, DOI: 10.1080/14427591.2018.1504610



|               |  |
|---------------|--|
| Complementary |  |
|---------------|--|

## 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.