



## Teaching Guide

Identifying Data					2023/24
Subject (*)	Occupational Therapy Processes	Code	653G01204		
Study programme	Grao en Terapia Ocupacional				
Descriptors					
Cycle	Period	Year	Type	Credits	
Graduate	1st four-month period	Second	Obligatory	5	
Language	Spanish				
Teaching method	Face-to-face				
Prerequisites					
Department	Ciencias da Saúde				
Coordinador	Ávila Álvarez, Adriana Ivette	E-mail	adriana.avila.alvarez@udc.es		
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Web					
General description	<p>Esta asignatura pretende el desarrollo de competencias que permitan al alumnado comprender y aplicar los conocimientos relacionados con el proceso de intervención en Terapia Ocupacional.</p> <p>Descriptor: Conocimiento de los fundamentos teóricos y principios filosóficos, modelos, metodologías, técnicas, evaluaciones y valoraciones de Terapia Ocupacional necesarios para reconocer e interpretar los procesos de terapia ocupacional en diversos contextos.</p>				

## Study programme competences / results

Code	Study programme competences / results
A1	Explicar la relación entre el funcionamiento ocupacional, la salud y el bienestar.
A2	Explicar los conceptos teóricos que sostienen la terapia ocupacional, expresamente la naturaleza ocupacional de los seres humanos y su funcionamiento a través de las ocupaciones.
A7	Escoger, modificar y aplicar teorías apropiadas, modelos y métodos de la práctica para encontrar la ocupación según las necesidades de salud de individuos/poblaciones.
A8	Uso profesional y ético del razonamiento efectivo en todas las partes del proceso de terapia ocupacional.
A9	Utilizar el potencial terapéutico de la ocupación a través del uso de la actividad y el análisis y síntesis ocupacional.
A20	Preparar, mantener y revisar la documentación de los procesos de terapia ocupacional.
A33	Constatar en un proceso continuo de evaluación y mejora de la calidad de los servicios de terapia ocupacional, implicando a los clientes cuando sea apropiado y comunicar los resultados relevantes a los demás miembros.
B1	Aprender a aprender.
B3	Aplicar un pensamiento crítico, lógico y creativo.
B4	Trabajar de forma autónoma con iniciativa.
B10	Conocimientos básicos de la profesión.
B12	Conocimientos generales básicos sobre el área de estudio.
B13	Resolución de problemas.
B23	Capacidad de aprender.
B25	Capacidad de crítica y autocrítica.
B26	Capacidad para adaptarse a nuevas situaciones.
B29	Trabajo en equipo.
B36	Preocupación por la calidad.
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		
Students must know, do and articulate the knowledge and skills necessary to identify, reflect and apply theory and practice in the Occupational Therapy process.	A1 A2 A7 A8 A9 A20 A33	B1 B3 B4 B12 B13 B25 B26 B29 B36	C1
Students must recognise, reflect and use different reasoning throughout the occupational therapy process in order to propose, revise, adapt and readjust occupational therapy interventions.	A8 A33	B10 B13	C1
Students must understand, justify and identify the potential of occupation for therapeutic and/or health promotion purposes.	A1 A2 A9	B10 B12 B13 B23 B29	C1
Students must possess the knowledge and ability to recognise problems in occupational performance and identify potential uses of occupation in the various situations in which areas of occupational performance are compromised.	A2 A9	B1 B3 B10	C1

Contents	
Topic	Sub-topic
Clinical and community rationale in Occupational Therapy	Aplicación dos distintos tipos de razoamento en Terapia Ocupacional.
Implications of the basic theoretical foundations for the process(es) of Occupational Therapy	2.1.- Articulación e aplicación dos fundamentos teóricos xerais no proceso de Terapia Ocupacional: <ul style="list-style-type: none"> <li>- Clasificación Internacional do Funcionamento, da Discapacidade e da Saúde (OMS).</li> <li>- Selección de Marcos de Referencia aplicados en coherencia coa práctica contemporánea de Terapia Ocupacional.</li> <li>- Aplicación e uso dos distintos Modelos para guiar a práctica de Terapia Ocupacional: Modelo Canadiense do Desempeño Ocupacional, Modelo de Ocupación Humana, Modelo Kawa,</li> <li>- Aplicación das principais ferramentas dos Modelos de Terapia Ocupacional.</li> </ul>



Standards for clinical and community practice in Occupational Therapy

3.1.- Conceptualización dos estándares para a práctica:

3.1.1.- Aplicación dos estándares da terapia ocupacional nos diversos eidos: sanitarios e comunitarios.

3.1.2. - Derivación aos servizos de Terapia ocupacional:

- Derivación.
- Screening/avaliación inicial.
- Aceptación.
- Rexistro e documentación.

3.1.3- Avaliación ocupacional (e re-avaliacións):

- Principios xerais da avaliación ocupacional.
- Tipos de avaliación ocupacional según el modelo conceptual utilizado
- Rexistro, documentación e comunicación.

3.1.4.- Planificación de metas e obxectivos en colaboración e consenso coa persoa/s, grupo/s e poboación/s e coordinación co equipo interdisciplinar:

- Obxectivos centrados en ocupacións.
- Metodoloxía
- Rexistro, documentación e comunicación.

3.1.5.- Plan de intervención e intervención:

- Deseño consensuado coa persoa.
- Análise terapéutica da Ocupación e actividade características en Terapia Ocupacional, requisitos previos, guía da análise, adaptación, gradación, valoración terapéutica dos resultados da aplicación da ocupación e actividade
- Tipos de Intervención: individual e grupal.
- Intervención centrada na persoa, entorno e ocupación.
- Métodos e técnicas empregadas en Terapia Ocupacional e aplicadas na vida cotiá da persoa usuaria.
- Habilidades de comunicación para o terapeuta ocupacional no contexto sociosanitario

3.1.6.- Resultados obtidos da aplicación da intervención:

- Re-avaliación ocupacional.
- Análise, interpretación e resumo dos resultados.
- Rexistro, documentación e comunicación.

3.1.7.- Finalización dos servizos e seguemento:

- Derivación e recomendacións
- Rexistro, documentación e comunicación



## 3.1.8.- Xestión e valoración dos servizos prestados:

- Principios de organización dos servizos, recursos humanos e materiais, seguridade dos usuarios e do profesional.
- Valoración do servizo prestado, enquisas de satisfacción da/o/s usuaria/o/s, familia e outras partes implicadas.



Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Collaborative learning	A7 A9 A20 B3 B10 B12 B13 B29 B36	5	0	5
Directed discussion	A2 A1 A7 A8 B23 B25 B26 C1	3	0	3
Workbook	A7 A20 B1 B4 B10 B13 C1	0	25	25
Laboratory practice	A7 A8 A9 A20 A33 B3 B4 B10 B23 B29 B36	18	10	28
Mixed objective/subjective test	A2 A1 A8 A9 A20 B3 B4 B10 B13 B25 B26 C1	2	10	12
Guest lecture / keynote speech	A2 A7 A8 A9 A20 B3 B4 B23	21	0	21
Supervised projects	A2 A1 A7 A8 A9 A20 A33 B1 B3 B4 B10 B12 B13 B23 B25 B26 B29 B36 C1	2	12	14
Case study	A2 A7 A9 A20 B1 B23 B29 C1	2	10	12
Personalized attention		5	0	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
Collaborative learning	A set of teaching-learning procedures guided in person and/or supported by information and communication technologies, based on the organisation of the class into small groups in which students work together to solve tasks assigned by the teacher in order to optimise their own learning and that of the other members of the group.
Directed discussion	A group dynamics technique in which the members of a group discuss a topic freely, informally and spontaneously, although they may be coordinated by a moderator.
Workbook	They are a set of texts and written documentation that have been collected and edited as a source for further study of the contents worked on.
Laboratory practice	Methodology that enables students to learn effectively through hands-on activities such as demonstrations, exercises, experiments and investigations.
Mixed objective/subjective test	Test that integrates essay-type test questions and objective-type test questions. In terms of essay questions, it comprises open-ended essay questions. In addition, as objective questions, it may combine multiple-choice, ordering, short answer, discrimination, completion and/or association questions.
Guest lecture / keynote speech	Oral exposition complemented by the use of audiovisual media and the introduction of some questions addressed to the students, with the aim of transmitting knowledge and facilitating learning.  The master class is also known as "lecture", "expository method" or "master class". The latter is usually reserved for a special type of lecture given by a teacher on special occasions, with a content that involves an original elaboration and is based on the almost exclusive use of the spoken word as a means of conveying information to the audience.
Supervised projects	Methodology designed to promote autonomous learning by students, under the guidance of the teacher and in a variety of scenarios (academic and professional). It is primarily concerned with learning "how to do things". It is an option based on students taking responsibility for their own learning.  This teaching system is based on two basic elements: independent learning by students and monitoring of this learning by the teacher-tutor.



Case study	Methodology where the subject is faced with the description of a specific situation that poses a problem to be understood, assessed and resolved by a group of people, through a process of discussion. The student is faced with a specific problem (case), which describes a real situation of professional life, and must be able to analyse a series of facts, referring to a particular field of knowledge or action, in order to reach a reasoned decision.
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## Personalized attention

Methodologies	Description
Laboratory practice Guest lecture / keynote speech Supervised projects Case study	Personalised attention will be given by means of individualised tutorials or in small groups, depending on the needs of the students and the methodologies used. These tutorials will preferably be virtual, for which the Teams platform will be used. The tutorials will be held at the student's request or at the request of the subject's teaching staff. The timetable will be in the timetable of the subject or in a timetable agreed between the students and the teaching staff; as long as it does not interfere with the rest of the teaching activities of other subjects.

## Assessment

Methodologies	Competencies / Results	Description	Qualification
Laboratory practice	A7 A8 A9 A20 A33 B3 B4 B10 B23 B29 B36	The following will be assessed: attitude and participation; collaborative attitude (involvement with the group, tasks and the general development of the laboratory); participation (empathetic, proactive, analytical and constructive interaction); respect (for group participants, teachers and laboratory operating rules); responsibility (with oneself and/or with the group, both in the preparation of the work carried out during the laboratory and in the teaching-learning process). Attendance is compulsory and only one session can be excused. This laboratory includes the group practices of elaboration of the practices with the students of 1st year. The analysis of the activity will have a value of 5. The rest of the mark (10 points) is based on the student's individual and group work in the development of the activities with the 1st year students.	15
Mixed objective/subjective test	A2 A1 A8 A9 A20 B3 B4 B10 B13 B25 B26 C1	In addition to the knowledge acquired, the student's ability to express him/herself in writing (grammatical and spelling mistakes and the integration of concepts will be assessed negatively).	50
Supervised projects	A2 A1 A7 A8 A9 A20 A33 B1 B3 B4 B10 B12 B13 B23 B25 B26 B29 B36 C1	The report of the occupational therapy process carried out throughout the course will be assessed. This document must report the group and individual process articulating the theory and technique addressed in the subject. The use of updated literature will be important and its justification in the proposed case study. In addition, the delivery of a portfolio where the student records all the processes experienced on the first day of class will be assessed with a value of 5.	35

## Assessment comments



The qualification system will be expressed by numerical qualification in accordance with that established in art. 5 of Royal Decree 1125/2003 of 5 September (BOE 18 September), which establishes the European credit system and the qualification system for official university qualifications valid throughout the national territory. Qualification system: 0-4.9=Failed 5-6.9=Failed 7-8.9=Notable 9-10=Outstanding 9-10 Honours (Graciable).

A student who, while enrolled in a subject, does not attend the different assessment activities established for the academic year, will be considered as "not presented" (NP). In the absence of specific regulations for each degree course, a student will be considered as "no-show": a) when he/she does not complete the continuous assessment process, under the conditions that appear in the teaching guide, or b) when he/she does not take the official assessment period test. The consideration of NP does not consume a call in the total number of calls that the student has per subject.

In general, the assessment of subjects will be continuous throughout the course, without prejudice to that indicated in the degree's verification reports.

The final qualification will be the result of the overall results obtained in all the assessment activities. As a general rule, an assessment activity will be included to be carried out on the dates established in the official academic calendar. This activity may also be established as an overall assessment test of the learning outcomes or, where appropriate, form part of the continuous assessment process. The teaching guides must establish the weighting of the different assessment activities and, where appropriate, of the overall test, within the framework that the centre may establish.

Punctuality and compulsory attendance at all face-to-face hours of the methodologies established in the subject will be assessed.

In order to pass the subject, the student must actively participate in the proposed methodologies, hand in all the assignments and have passed each of the methodologies that make up the evaluation process of the subject. In addition, it will be necessary to have a minimum qualification of 2.75 (out of 5.5) points in the mixed test, and the marks of the other methodologies will only be taken into account for the final qualification, if the student achieves @dito score in the mixed test. If this is not the case, the mark for the examination will correspond to the mark obtained in the mixed exam. The marks obtained in the other methodologies will be taken into account for their qualification in the second opportunity (July), in the case of having passed and passed the mixed exam.

According to the rule that regulates the regime of dedication to study for undergraduate students at the University of A Coruña (approved by the Governing Council on 22/05/2012), when a student is recognised as a part-time student, he/she has the right to enjoy a flexible regime of class attendance and to request the special academic dispensation established in article 4 (section 5) of this rule, as long as it does not negatively affect the student's evaluation process. To this effect, the Academic Committees of the different centres of the UDC specify the scope of the aforementioned dispensation. Therefore, the granting of the request for @dito flexibility will be at the expense of the assessment and decision of the academic committee of the degree in Occupational Therapy, taking into account the methodologies and evaluation criteria of the subjects.

The fraudulent performance of the assessment tests or activities, once verified, will directly imply the qualification of failure in the call in which it is committed: the student will be graded with a "fail" (numerical grade 0) in the corresponding call of the academic year, whether the offence is committed at the first opportunity or at the second opportunity. To this end, the grade will be modified in the first opportunity report, if necessary.



<p><b>Basic</b></p>	<p>Christiansen, C. H., Baum, C. M., &amp; Bass-Haugen, J. (Eds.). (2015). Occupational therapy: performance, participation, and well-being (4th ed). Thorofare, NJ: Slack. Crepeau, E. B., Willard, H. S., Spackman, C. S., Cohn, E. S., &amp; BoytSchell, B. A. (2011). Willard &amp; Spackman, Terapia Ocupacional (11aed). Buenos Aires: Médica Panamericana. Dancza, K., &amp; Rodger, S. (Eds.). (2018). Implementing occupation-centred practice: A practical guide for occupational therapy practice learning. Abingdon, Oxon: Routledge. Duncan, E. A. S. (Ed.). (2020). Foundations for practice in occupational therapy (6th ed.). Edinburgh: Elsevier. Durocher, E., Gibson, B. E., &amp; Rappolt, S. (2014). Occupational Justice: A Conceptual Review. Journal of Occupational Science , 21 (4), 418-430. <a href="https://doi.org/10.1080/14427591.2013.775692">https://doi.org/10.1080/14427591.2013.775692</a> Fisher, A. G. (2013). Occupation-centred, occupation-based, occupation-focused: Same, same or different?. Scandinavian journal of occupational therapy, 20(3), 162-173. Garcia ?Margallo P. y otros. 2005. El análisis y la adaptación de la actividad en terapia Ocupacional. Madrid: Aytona Kielhofner G. 2006. Fundamentos conceptuales de la terapia ocupacional. 3ª ed. Buenos Aires: Editorial Médica Panamericana. Kronenberg, F., Simó Algado, S., &amp; Pollard, N. (2006). Terapia ocupacional sin fronteras: aprendiendo del espíritu de supervivientes . Madrid: Editorial Médica Panamericana. Merlos, E. V., &amp; Jiménez, M. S. J. (2010). Manual teórico práctico de terapia ocupacional: intervención desde la infancia a la vejez . Monsa-Prayma. Retrieved from <a href="https://dialnet.unirioja.es/servlet/libro?codigo=582152">https://dialnet.unirioja.es/servlet/libro?codigo=582152</a> O'Brien, J. C. (2018). Introduction to Occupational Therapy . St. Louis Missouri: Elsevier . Sladyk, K., Jacobs, K., &amp; MacRae, N. (Eds.). (2010). Occupational therapy essentials for clinical competence . Thorofare, NJ: Slack. Townsend, E. A., &amp; Polatajko, H. J. (2013). Enabling Occupation II: Advancing an Occupational Therapy Vision for Health, Well-being, &amp; justice through Occupation. Ottawa: Canadian Association of Occupational Therapists. Willard, H. S., Spackman, C. S., &amp; Boyt Schell, B. A. (Eds.). (2016). Willard &amp; Spackman: Terapia ocupacional (13aed). Buenos Aires: Panamericana. World Federation of Occupational Therapists. (2009). Guiding Principles on Diversity and Culture. WFOT.</p>
<p><b>Complementary</b></p>	<p>Banyard, P., Cassells, A., Green, P., Hartland, J., Hayes, N., Reddy, P. (1995). Introducción a los procesos cognitivos. Barcelona: Ariel. Blesedell, C y otros. 2005. Terapia ocupacional 10ª ed. Buenos Aires ; Madrid : Médica Panamericana. Cormier, W., Cormier L. 1994: Estrategias de entrevista para terapeutas. Bilbao: Desclée de Brouwer. Durante Molina, P., &amp; Tarrés, P. P. (2010). Terapia Ocupacional en Geriatría. Principios y Práctica (3ª ed). Barcelona: Masson. Moruno Miralles, P., &amp; Talavera Valverde, M. (2012). Terapia ocupacional en salud mental. Barcelona, España: Elsevier Masson. Gómez Tolón, J. 1997. "Fundamentos Metodológicos de la Terapia Ocupacional". 1ª Ed. Editorial Mira. Zaragoza. Grieve, J. 1994. Neuropsicología para terapeutas ocupacionales. Buenos Aires: Panamericana. Hussey S. y otros. 2007. Introduction to occupational therapy. St. Louis Missouri: Mosby Elsevier. MacDonald, E.M. 1979. Terapia ocupacional en rehabilitación. Barcelona: Ed. Salvat. Pedretti, L.W., Zoltan, B. 1990. "Occupational Therapy. practice skills for Physical Dysfunction". 3a Ed Editorial C. V. Mosby. Romero A. Moruno P. 2003. Terapia ocupacional. Teoría y Técnicas. Madrid. Masson. Romero A. Moruno P. 2005. Actividades de la Vida Diaria. Madrid. Masson. Reed, K. 1992. "Models of Practice in Occupational Therapy". 3a ed. Editorial Williams and Wilkins. Sánchez, L. 1996. Manual de técnicas Grupales de comunicación y Creatividad para terapeutas ocupacionales. APETO: Madrid Banyard, P., Cassells, A., Green, P., Hartland, J., Hayes, N., Reddy, P. (1995). Introducción a los procesos cognitivos. Barcelona: Ariel.</p>

<b>Recommendations</b>
<b>Subjects that it is recommended to have taken before</b>
<b>Subjects that are recommended to be taken simultaneously</b>
<b>Subjects that continue the syllabus</b>
<b>Other comments</b>





1.- In order to help achieve an immediate sustainable environment and comply with strategic objective 9 of the "I Environmental Sustainability Plan Green Campus FCS", the documentary work to be carried out in this area:

- a.- Most of them will be requested in virtual format and computer support.
- b.- If on paper:
  - No plastics will be used.
  - Double-sided printing shall be used.
  - Recycled paper shall be used.
  - The printing of drafts shall be avoided.

2.- The teacher in charge reserves the right to make any changes in the evaluation or other aspects that will be notified to the students with sufficient notice.

3.- During the teaching period of the subject, and without altering the students' attendance to other academic activities, optional seminars or workshops may be scheduled in order to delve deeper into certain contents and very specific techniques that complement the development of the subject.

4.- The lecturer in charge of the subject will apply the corresponding UDC regulations in the event of the detection of any attempt at plagiarism motivated by a student of the subject in the development of his/her work.

**(\*)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.**