



Teaching Guide				
Identifying Data				2023/24
Subject (*)	Work Placement VII	Code	653G01404	
Study programme	Grao en Terapia Ocupacional			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	Yearly	Fourth	Obligatory	22
Language	SpanishGalician			
Teaching method	Face-to-face			
Prerequisites				
Department	Ciencias da Saúde			
Coordinador	Pousada Garcia, Thais	E-mail	thais.pousada.garcia@udc.es	
Lecturers	Alonso Cadavid, Andrea Cabarcos Dopico, Vicente Canosa Domínguez, Nereida María Cortés Cabeza, Inés Darriba Fraga, María José Díaz Romero, Paula Gándara Gafo, Berta García Gonzalo, Nuria Germán Abad, Tatiana Hervás Del Valle, María Carmen Luaces Gudin, Rufino David Mansilla Barreiro, Barbara Marante Moar, María Pilar Mendoza Barrán, Ana Paredes López, Vanesa Pousada Garcia, Thais Rama Fandiño, José Antonio Rivas Quarneti, Natalia Yanaina Ruiz Virumbrales, Jorge Seoane Bouzas, María de las Mercedes Talavera Valverde, Miguel Angel Trillo Costa, Javier Vázquez Otero, Alba María Viqueira Rodriguez, Elena Maria Vizcaino Cela, Mírian	E-mail	andrea.alonso@udc.es v.cabarcosd@udc.es nereida.canosa@udc.es ines.cortesc@udc.es maria.darriba@udc.es paula.diaz.romero@udc.es berta.gandara.gafo@udc.es nuria.garcia.gonzalo@udc.es tatiana.german.abad@udc.es carmen.hervas@udc.es david.luaces.gudin@udc.es barbara.mansilla.barreiro@udc.es p.marante@udc.es ana.mendozab@udc.es vanesa.paredes@udc.es thais.pousada.garcia@udc.es jose.rama.fandino@udc.es natalia.rivas.quarneti@udc.es jorge.ruiz@udc.es m.seoaneb@udc.es miguel.angel.talavera.valverde@udc.es javier.tcosta@udc.es alba.vazquez.otero@udc.es e.viqueira@udc.es mirian.vizcaino@udc.es	
Web				
General description	<p>Esta materia pretende o desenvolvemento de competencias que permitan ao alumnado comprender e aplicar os coñecementos de Terapia Ocupacional durante o desenvolvemento completo do proceso, realizándose as mesmas a través dunha práctica independente supervisada.</p> <p>Descriptor: Estancias prácticas para aplicar teorías, fundamentos, metodoloxías, técnicas, avaliacións e valoracións de Terapia Ocupacional, traballando adecuadamente en equipo e desenvolvendo as funcións e destrezas propias deste profesional en diferentes contornas, centros, hospitais, institucións e grupos sociais e poboacionais.</p>			

Study programme competences	
Code	Study programme competences



A3	Sintetizar y aplicar el conocimiento relevante de ciencias biológicas, médicas, humanas, psicológicas, sociales, tecnológicas y ocupacionales, junto con las teorías de ocupación y participación.
A5	Constatar e influir en el debate racional y su razonado en relación a la ocupación humana y la terapia ocupacional.
A6	Trabajar en la sociedad con individuos y grupos para fomentar la promoción de la salud, la prevención, la rehabilitación y el tratamiento.
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.
A10	Adaptar y aplicar el proceso de terapia ocupacional en estrecha colaboración de individuos/población.
A12	Colaborar con comunidades para promover la salud y el bienestar de sus miembros mediante la participación en la ocupación.
A13	Buscar activamente, evaluar críticamente y aplicar los rangos de información y de evidencia para asegurar que la práctica es actualizada y relevante al cliente.
A14	Valorar críticamente la práctica de la terapia ocupacional para asegurar que el foco está sobre la ocupación y el funcionamiento ocupacional.
A15	Trabajar según los principios de la práctica centrada en el cliente.
A16	Construir una relación terapéutica como base del proceso de la terapia ocupacional.
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.
A18	Colaborar con clientes para abogar al derecho de tener sus necesidades ocupacionales satisfechas.
A19	Apreciar y respetar las diferencias individuales, creencias culturales, costumbres y su influencia sobre la ocupación y la participación.
A20	Preparar, mantener y revisar la documentación de los procesos de terapia ocupacional.
A21	Cumplir con la política y procedimientos locales/regionales/ nacionales/europeos, normas profesionales y regulaciones del empleo.
A22	Mostrar continuamente el proceso de aprendizaje y cambios en la TO.
A23	Practicar de manera ética, respetando a los clientes, teniendo en cuenta los códigos profesionales de conducta para terapeutas ocupacionales.
A24	Mostrar seguridad, autoconocimiento, autocrítica y conocimientos de sus propias limitaciones como terapeuta ocupacional.
A28	Interpretar, analizar, sintetizar y criticar los hallazgos de investigación.
A29	Desarrollar el conocimiento de ocupación y de la práctica de la terapia ocupacional.
A31	Determinar y priorizar los servicios de terapia ocupacional.
B1	Aprender a aprender.
B3	Aplicar un pensamiento crítico, lógico y creativo.
B4	Trabajar de forma autónoma con iniciativa.
B5	Trabajar de forma colaborativa.
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.
B22	Habilidades de investigación.
B24	Habilidades de gestión de la información (habilidad para buscar y analizar información proveniente de diversas fuentes).
B29	Trabajo en equipo.
B31	Apreciación de la diversidad y de la multiculturalidad.
B37	Motivación.
C1	Expresarse correctamente, tanto de forma oral como escrita, en las lenguas oficiales de la comunidad autónoma.
C4	Desarrollarse para el ejercicio de una ciudadanía abierta, culta, crítica, comprometida, democrática y solidaria, capaz de analizar la realidad, diagnosticar problemas, formular e implantar soluciones basadas en el conocimiento y orientadas al bien común.
C6	Valorar críticamente el conocimiento, la tecnología y la información disponible para resolver los problemas con los que deben enfrentarse.
C7	Asumir como profesional y ciudadano la importancia del aprendizaje a lo largo de la vida.

Learning outcomes



Learning outcomes	Study programme competences		
	A	B	C
Develop the practical skills necessary to be able to carry out professional activities as an occupational therapist: according to the learning stage and according to the selected skills. In short, broaden the knowledge and ability to apply: the theory and practice of Occupational Therapy, therapeutically occupations and therapeutically Activities of Daily Living in all areas of occupational performance.	A5 A9 A13 A15 A21 A22 A24	B6 B31 B37	C1 C4 C6
Observing, analyzing and reflecting on the practice center and the functions of the occupational therapist integrated into the reference health, educational, home, work or community system. Likewise, the student must develop the capacity to maintain the dignity, privacy and confidentiality of the person.	A23 A29	B6	C1 C4
Observe, analyze and reflect on the therapeutic relationship in occupational therapy. And, at the same time, develop the capacity for effective communication with the user, families, social groups and other professionals; ability to establish a relationship of empathy with the user, family, social groups and other professionals; and develop the capacity to allow patients and their carers to express their concerns and interests and to respond appropriately.	A17 A18	B5 B7	C1
Observe, identify, analyze and reflect on the profile of the user of occupational therapy services.	A6 A12 A13	B1	C1 C4
Observe, identify, analyze and reflect on the techniques used in the practice unit.	A3 A9	B4 B5 B29	C6
Develop higher-order reasoning and skills in professional judgment and decision-making. In this way, the student expands the capacity to inform, record, document and, if possible, derive the intervention process.	A10 A14	B8	C4 C6
Develop exploration skills of research resources in support of evidence-based research and practice.	A13 A28	B22 B24	C1 C4
Give the student control of being an autonomous professional who values his contribution to the team and the service.	A16 A19 A31	B4	C1 C4 C7
Inculcate skills for ?lifelong learning? and continuous professional development; and an acknowledgment of their importance.	A20	B6	C1 C4 C7
Develop capacity to: synthesize a range of information to determine if the person is likely to receive Occupational Therapy treatment. Recognize and interpret signs of function-dysfunction of the person in occupational assessment and diagnosis. Likewise, the ability to respond to the needs of the patient by evaluating, planning and developing the most appropriate individualized programs together with the person and their environment, their caregivers and families and other professionals. In short, use clinical reasoning to review and readjust the treatment.	A7 A8	B3	C7

Contents	
Topic	Sub-topic
Tema 1. O proceso de Terapia Ocupacional nos diferentes eidos de actuación. Prácticas supervisadas, de larga duración.	Prácticas supervisadas, de longa duración, que estarán dirixidas por terapeutas ocupacionais docentes e titores/as dos centros conveniados. Nivel competencial avanzado. Aplicación de teorías, fundamentos, metodoloxías, técnicas, avaliacións e valoracións de Terapia Ocupacional, traballando co equipo e desenvolvendo as funcións propias deste, co foco nas ocupacións situadas e significativas da/s persoa/s, grupo/s e poboacións.



Topic 1. The process of Occupational Therapy in the different fields of action.	Long-term supervised internships, which will be directed by teaching occupational therapists and tutors from the agreed centers. Advanced skill level.
Long-term supervised internships	Application of theories, fundamentals, methodologies, techniques, evaluations and assessments of Occupational Therapy, working with the team and developing its own functions, with a focus on the located and significant occupations of the person/s, group/s and populations.

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Case study	A3 A5 A6 A7 A8 A9 A10 A12 A13 A14 A15 A19 A20 A21 A22 A23 A24 A28 A29 A31 B3 B4 B6 B7 B8 B22 B24 B31 C1 C4 C6	30	30	60
Student portfolio	A3 A5 A7 A8 A10 A13 A14 A20 A22 A24 A28 B1 B3 B8 B22 B24 C1	10	40	50
Critical bibliographical	A3 A5 A7 A13 A14 A22 A28 A29 B1 B3 B4 B8 B22 B24 C1 C6	1	10	11
Introductory activities	B5 B6 B7 B8 B29	6	0	6
Clinical practice placement	A3 A6 A7 A8 A9 A10 A12 A13 A14 A15 A16 A17 A18 A19 A20 A21 A22 A23 A24 A28 A29 A31 B1 B3 B4 B5 B6 B7 B22 B24 B29 B31 B37 C1 C4 C6 C7	420	0	420
Personalized attention		3	0	3

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
Case study	<p>Methodology where the person is faced with the description of a specific situation that poses a problem that must be understood, valued and resolved by a group, through a discussion process. The student is faced with a specific problem (case), which describes a real situation in professional life, and must be able to analyze a series of facts, referring to a particular field of knowledge or action, to arrive at a reasoned decision through a process of discussion in small working groups.</p> <p>It allows acquiring the specific competences referenced in this subject.</p>



Student portfolio	<p>It is a folder or filing cabinet ordered by sections, duly identified or labeled, which contains the records or materials resulting from the learning activities carried out by the students over a period of time, with the comments and grades assigned by the teacher. which allows you to visualize the progress of the student. The portfolio or folder includes everything that the student does, such as: notes or class notes, research papers, work guides and their development, note comments, resumes, written tests, self-assessments, tasks developed, progress comments of the student made by the teacher, etc.</p> <p>It allows acquiring the generic and specific competences referenced in this matter.</p>
Critical bibliographical	<p>The bibliographical review supposes a process of critical reading of a book, an article, a thesis or a communication to a congress. As such a process includes the reading of the work, the analysis of its content and a critique and assessment of it in relation to the existing literature on the subject. A review does not imply a summary of the work, nor a mere analysis of the content, since what gives it meaning and a scientific academic dimension is the criticism that it deserves in the opinion of the author of the review, in relation to other known works. of even the scope or in relation to their own experience.</p> <p>It allows to acquire the specific skills revered in this matter.</p>
Introductory activities	<p>Activities that are carried out before starting any teaching-learning process in order to know the skills, interests and/or motivations that the students have for the achievement of the objectives that they want to achieve, linked to a training program. With it, it is intended to obtain relevant information that allows articulating teaching to favor effective and significant learning, which starts from the previous knowledge of the students.</p> <p>Information on internship centres, organization of rotations, distribution of students according to their own field of preferred internships: childhood and adolescence; adults I (physical and neurological rehabilitation); adults II (mental health); older people; community.</p>
Clinical practice placement	<p>Clinical teaching can be understood as an instructional process that takes place in a natural environment related to the exercise of a profession, in which students observe and participate in clinical activities designed to provide them with opportunities that involve the application of facts, theories and principles related to its practice.</p> <p>Long-term clinical/community internships will be carried out in all those centers agreed with the Faculty of Health Sciences that are related to any of the areas of activity of the Occupational Therapy professional.</p> <p>Attendance at clinical/community practices is mandatory. In the event that the student cannot attend on time one day, according to the established internship calendar, she must notify both the agreed center and the teacher responsible for the subject.</p>

Personalized attention

Methodologies	Description
Case study Student portfolio Critical bibliographical Clinical practice placement	The personalized attention will be carried out by means of direct and virtual individual and / or group tutorials, at the request of both the student himself, as well as the coordinator of the subject or other teachers / tutors involved.

Assessment

Methodologies	Competencies	Description	Qualification
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Case study	A3 A5 A6 A7 A8 A9 A10 A12 A13 A14 A15 A19 A20 A21 A22 A23 A24 A28 A29 A31 B3 B4 B6 B7 B8 B22 B24 B31 C1 C4 C6	In addition to the knowledge acquired, the students' ability to express themselves in writing (evaluating grammatical and spelling errors negatively), the integration of concepts and the ability to solve problems will be assessed. In practical stays VII the student will carry out 3 case studies assigned by the teacher/tutor	20
Student portfolio	A3 A5 A7 A8 A10 A13 A14 A20 A22 A24 A28 B1 B3 B8 B22 B24 C1	In addition to the knowledge acquired, the student's ability to express themselves in writing (evaluating grammatical and spelling errors in a negative way), the integration of concepts, the ability to solve problems, occupational reasoning and the ability to critical and reflective.	15
Critical bibliographical	A3 A5 A7 A13 A14 A22 A28 A29 B1 B3 B4 B8 B22 B24 C1 C6	The assessment of the work will take into account the presentation and structure, the writing, expression and spelling correction, the bibliography used, as well as the quality of the reflection and the resolution of the work.	5
Clinical practice placement	A3 A6 A7 A8 A9 A10 A12 A13 A14 A15 A16 A17 A18 A19 A20 A21 A22 A23 A24 A28 A29 A31 B1 B3 B4 B5 B6 B7 B22 B24 B29 B31 B37 C1 C4 C6 C7	Clinical and community practices The following will be valued: punctuality, attendance, responsibility, initiative, interest, attitude towards the rules, relationship with users, relationship with the team of professionals, integration and application of concepts theoretical-practical skills previously acquired, skills and knowledge acquired, as well as global evolution. Justified absences from clinical/community practices must be previously communicated to the agreed centre, as well as to the coordinator of the subject and the coordinator of the degree by email.	60

Assessment comments

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

To pass the subject, the student must actively participate in the proposed methodologies, deliver all the assignments and obtain a minimum overall grade of 5 and have passed at least the Clinical Practice and Case Study methodology. For this, it will be necessary to have a minimum qualification of 3.5 (out of 6) points in the clinical/community practice methodology and a minimum qualification of 1 (out of 2) in the case study methodology, and they will only be taken into account for the final qualification the marks of the other methodologies, if the student gets @dito a score in the aforementioned methodology. Otherwise, the mark of the call will correspond to the mark obtained in the clinical practices. In the case of not passing the subject in the first call, the student must repeat the delivery of works and participate again in the pending methodologies proposed during the second opportunity (July).

According to the norm that regulates the dedication regime to the study of undergraduate students at the University of Coruña (approved in the Government Council of 05/04/2017), when a student has recognized his or her part-time enrollment status, you have the right to enjoy a flexible class attendance regime and to request the special academic waiver established in article 4 (section 5) of said regulation, as long as it does not negatively affect the evaluation process of the student. To this effect, the Academic Commissions of the different centers of the UDC specify the scope of the aforementioned dispensation. Therefore, the granting of said flexibility to the request 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.

On the detection of plagiarism: "The fraudulent performance of tests or evaluation activities will directly imply the qualification of fail '0' in the subject in the corresponding call, thus invalidating any qualification obtained in all the evaluation activities for the extraordinary call. "

Sources of information



<p>Basic</p>	<p>Cada profesor/a orientará sobre a bibliografía específica dese eido de prácticas.No entanto, súxírense as seguintes referencias: Álvarez, E., Gómez, S., Muñoz, I.,Navarrete, E., Riveros, M. E., Rueda, L., ? Valdebenito, A. (2007). Definición y desarrollo del concepto de Ocupación: ensayo sobre la experiencia deconstrucción teórica desde una identidad local. <i>Revista Chilena de Terapia Ocupacional</i> , (7), 1-9. http://doi.org/10.5354/0717-5346.2007.81Clark,F., & Lawlor, M. (2007). The making and mattering of occupational science.En E. B. Crepeau, E. S. Cohn, & B. A. Boyt Schell, Willard and Spackman?s Occupational Therapy (11ª ed., pp. 2-14).Philadelphia: Lippincott Williams&Wilki.Duncan,E. A. S. (Ed.). (2012). Foundations for practice in occupational therapy (5ª ed.). Edinburgh: Elsevier.Fisher,A. G. (2013). Occupation-centred, occupation-based, occupation-focused: same,same or different? <i>Scandinavian Journal of Occupational Therapy</i> , 20 (3),162-173. http://doi.org/10.3109/11038128.2012.754492Hocking,C., Jones, M., & Reed, K. (2015). Occupational Science InformingOccupational Therapy Interventions. En I. Söderback (Ed.), <i>InternationalHandbook of Occupational Therapy Interventions</i> (pp. 127-134). SpringerInternational Publishing. Recuperado a partir dehttp://link.springer.com/chapter/10.1007/978-3-319-08141-0_9lwama,M. K., & Algado, S. S. (2008). El modelo Kawa (Rio). <i>Revista electrónica de terapia ocupacional Galicia, TOG</i> , (8), 7-.Kielhofner,G. (2006). Fundamentos conceptuales de la terapia ocupacional . Ed.Médica Panamericana.Kielhofner,G. (2008). Model of Human Occupation: Theory and Application . LippincottWilliams & Wilkins.Kiepek,N., Phelan, S. K., & Magalhães, L. (2013). Introducing a Critical Analysisof the Figured World of Occupation. <i>Journal of Occupational Science</i> ,1-15. http://doi.org/10.1080/14427591.2013.816998Kronenberg, F., & Pollard, N. (2007). Superar elapartheid ocupacional: exploración preliminar de la naturalezapolítica de laterapia ocupacional. En F. Kronenberg, S. Simó Algado, & N. Pollard (Eds.), <i>Terapia ocupacional sin fronteras: aprendiendo del espíritu de supervivientes</i> (pp. 58-84). Madrid: Editorial Médica Panamericana.Kronenberg, F., Simó Algado, S., & Pollard, N.(2006). <i>Terapia ocupacional sin fronteras: aprendiendo del espíritu de supervivientes</i> . Madrid: Editorial Médica Panamericana.Larson, E., Wood, W., & Clark, F. (2005). <i>CienciaOcupacional:desarrollo de la ciencia y la práctica de la ocupación a través deuna disciplina académica [Occupational Science: science and professionaldevelopment through an academic discipline]</i>. En Willard & Spackman, <i>terapia ocupacional</i> (10ª ed, pp. 15-26). Buenos Aires?; Madrid:Médica Panamericana.Morrison,R., Olivares, D., & Vidal, D. (2011). La filosofía de la OcupaciónHumana y el paradigma social de la Ocupación. Algunas reflexiones y propuestasobre epistemologías actuales en <i>Terapia Ocupacional y Ciencias de laOcupación</i>. <i>Revista Chilena de Terapia Ocupacional</i> , 11 (2),102-119. http://doi.org/10.5354/0717-6767.2011.17785Paganizzi, L. (2014). <i>Terapia ocupacionalpsicosocial - escenarios clinicos y comunitarios</i> (Edición: Primera).Madrid: Docta Ediciones.Pollard,N., Fransen, H., Kantartzis, S., & Viana-Moldes, I. (2015). Participatorycitizenship: critical perspectives on client-centred occupational therapy. <i>ScandinavianJournal of Occupational Therapy</i> , ?Rodger,S. (Ed.). (2010). <i>Occupation-centred practice with children: a practicalguide for occupational therapists</i> . Oxford: Wiley-Blackwell.Romero Ayuso, D. M., & Moruno Miralles, P. (2003). <i>Terapia ocupacional: teoría y técnicas</i> . Barcelona: Masson.Simó-Algado, S. (2006). El modelo canadiense deldesempeño ocupacional I. <i>Revista electrónica de terapia ocupacional Galicia,TOG</i> , (3), 5-.Simó-Algado,S., & Urbanowski, R. (2006). El modelo canadiense del proceso deldesempeño ocupacional. <i>Revista electrónica de terapia ocupacional Galicia,TOG</i> , (3), 12-27.Townsend, E., & Wilcock, A. A. (2004).Occupational justice and client-centred practice: a dialogue in progress. <i>CanadianJournal of Occupational Therapy. Revue Canadienne D?ergothérapie</i> , 71 (2),75-87.Viana Moldes, I., García Pinto, M. del C., & ÁvilaÁlvarez, A. (2005). <i>Ocupación alienante versus ocupación significativa</i>.Recuperado a partir dehttp://www.terapia-ocupacional.com/articulos/Ocup_Alienan_vs_ocup_signi.shtmlWhiteford, G. E., & Hocking, C. (2012). <i>Occupational Science: Society,Inclusion, Participation</i> . Wiley-Blackwell.Wilcock,A. A. (2006). <i>Occupational Perspective of Health</i> . Thorofare (NewJersey): Slack, Inc.Wilcock,A. A. (2007). <i>Occupation and Health: Are They One and the Same?</i> <i>Journal ofOccupational Science</i> , 14 (1), 3-8.http://doi.org/10.1080/14427591.2007.9686577Wilcock,A. A., & Hocking, C. (2015). <i>An Occupational Perspective of Health</i> (Third Edition edition). Thorofare, NJ: Slack Incorporated.</p>
<p>Complementary</p>	<p>
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Recommendations

Subjects that it is recommended to have taken before

Work Placement I/653G01110
Work Placement II/653G01210
Work Placement III/653G01211
Work Placement IV/653G01304
Work Placement V/653G01307
Work Placement VI/653G01311
Work Placement VII/653G01404

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Other comments

1.- To help achieve an immediate sustainable environment and comply with the strategic objectives 1 and 2 of the "III Action Plan of the Green Campus FCS Program (2018-2020)" the documentary work carried out in this area:a.- Most of them will be requested in virtual format and computer support.b.- If made on paper: - Plastics will not be used. - Double-sided prints will be made. - Recycled paper will be used. - The printing of drafts will be avoided.2.- The responsible teacher reserves the right to make any changes in the assessment or other aspects that will be notified to students well in advance.3.- The teacher responsible for the subject will apply the corresponding regulations of the UDC before the detection of any attempt of plagiarism motivated by a student of the subject in the development of his works.4.- As in all the previous editions, for the correct planning of the Practical Stays VII, will realize, of form previous to the beginning of the matter (according to the official calendar), several meetings of academic coordination:- Initial activities: Establishment of groups of practices and elaboration of rotatory: Meeting of the coordinator of the matter with the students enrolled for the presentation of the resources of practices and organization of the groups of students.- Coordination of teaching: Meeting between the coordinator of the subject and the teachers and tutors / occupational therapists of the resources of practices, prior to the beginning and after the end of the same.- Academic and administrative coordination meeting with the Degree Coordinator and secretary of the dean's office.5.- Minimum norms: The students will have to fulfill some basic general norms of uniformity, personal identification, punctuality and respect to the users, professionals and facilities of the resource of practices. In addition, the specific minimum guidelines established by each center for the correct development of the practical stays must be respected.

(*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.