



## Teaching Guide

Teaching Guide				
Identifying Data				2024/25
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	Miranda Duro, María del Carmen	E-mail	carmen.miranda@udc.es	
Lecturers	Miranda Duro, María del Carmen	E-mail	carmen.miranda@udc.es	
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Web				
General description	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.  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.			

## 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
1. Clinical and community rationale in Occupational Therapy	Application of different types of reasoning in Occupational Therapy.
2. Implications of the basic theoretical foundations for the process(es) of Occupational Therapy	2.1.- Articulation and application of general theoretical foundations in the Occupational Therapy process:  2.1.1.- International Classification of Functioning, Disability and Health (WHO).  2.1.2.- Selection of Reference Frameworks applied in coherence with contemporary Occupational Therapy practice.  2.1.3.- Application and use of different Models to guide Occupational Therapy practice: Canadian Model of Occupational Performance, Model of Human Occupation, Kawa Model.  2.1.4.- Application of the main tools of Occupational Therapy Models.



## 3. Standards for clinical and community practice in Occupational Therapy

### 3.1.- Conceptualization of standards for practice:

3.1.1.- Application of occupational therapy standards in various settings: healthcare and community.

### 3.1.2.- Referral to Occupational Therapy services:

Referral.

Screening/initial evaluation.

Acceptance.

Recording and documentation.

### 3.1.3.- Occupational evaluation (and re-evaluations):

General principles of occupational evaluation.

Types of occupational evaluation according to the conceptual model used.

Recording, documentation, and communication.

3.1.4.- Planning goals and objectives in collaboration and consensus with individuals, groups, and populations in coordination with the interdisciplinary team:

Occupation-centered objectives.

Methodology.

Recording, documentation, and communication.

### 3.1.5.- Intervention plan and intervention:

Design agreed upon with the individual.

Therapeutic analysis of occupation and activity, characteristics in Occupational Therapy, prerequisites, analysis guide, adaptation, grading, therapeutic evaluation of the results of the application of occupation and activity.

Types of Intervention: individual and group.

Person-centered, environment-centered, and occupation-centered intervention.

Methods and techniques used in Occupational Therapy and applied in the daily life of the user.

Communication skills for the occupational therapist in the socio-health context.

### 3.1.6.- Results obtained from the application of the intervention:

Occupational re-evaluation.

Analysis, interpretation, and summary of results.

Recording, documentation, and communication.

### 3.1.7.- Termination of services and follow-up:

Referral and recommendations.

Recording, documentation, and communication.

### 3.1.8.- Management and evaluation of services provided:

Principles of service organization, human and material resources, user and professional safety.

Evaluation of the service provided, satisfaction surveys of the user/s, family, and other stakeholders.



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	5	23
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
Events academic / information	A2 A1 A7 A9 B1 B3 B4 B10 B12 B23 B25 B26 B36	5	0	5
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 organizing the class into small groups where students work together to solve tasks assigned by the teacher to optimize their own learning and that of other group members. It allows the acquisition of the specific competencies referenced in this subject.
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	<p>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.</p> <p>This teaching system is based on two basic elements: independent learning by students and monitoring of this learning by the teacher-tutor.</p>
Events academic / information	This scientific event refers to the Occupational Therapy Conference 2024: 25 years of Occupational Therapy history at the Universidade da Coruña (University of A Coruña).
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.

## Personalized attention

Methodologies	Description
Laboratory practice Guest lecture / keynote speech Supervised projects Case study	<p>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.</p>

## Assessment

Methodologies	Competencies / Results	Description	Qualification
Laboratory practice	A7 A8 A9 A20 A33 B3 B4 B10 B23 B29 B36	<p>Attitude and participation will be assessed: collaborative attitude (involvement with the group in tasks and the general development of the laboratory); participation (empathetic, proactive, analytical, and constructive interaction); respect (for group participants, teachers, and laboratory rules); responsibility (with oneself and/or with the group, both in the preparation of work done during the laboratory and in the teaching-learning process).</p> <p>Attendance is mandatory, and only one justified absence is allowed. Attendance at the methodology of scientific events will be valued in this methodology.</p>	35
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 writing ability will be assessed (negatively evaluating grammatical and spelling errors, as well as the integration of concepts).	35
Case study	A2 A7 A9 A20 B1 B23 B29 C1	The report of the occupational therapy process carried out throughout the course will be assessed, articulating the theory and technique covered in the course. The use of updated literature will be important, as well as its proper justification in the proposed case study.	30

## Assessment comments



The grading system will be expressed using numerical grades in accordance with the provisions of Article 5 of Royal Decree 1125/2003 of September 5 (BOE September 18), which establishes the European credit system and the grading system for official university degrees valid throughout the national territory.

Grading system: 0-4.9 = Fail; 5-6.9 = Pass; 7-8.9 = Good; 9-10 = Excellent; 9-10 = Honors (at discretion). A student will be considered as "not presented" (NP) if, being enrolled, they do not attend the evaluation activities established for the academic year. In the absence of specific regulations, a student will be considered "not presented" when: a) they do not complete continuous assessment according to the course guide, or b) they do not attend the official evaluation period exam. The consideration of NP does not consume an attempt.

Punctuality and mandatory attendance to laboratory practices will be evaluated, with a maximum of one justified absence allowed (consult the university's current regulations for justifiable situations). To pass the course, the student must actively participate, submit all assignments, and pass all evaluation methodologies. Students must attend scientific events such as the Occupational Therapy Conference Cycle 2024: 25 Years of Occupational Therapy History at the University of La Coruña.

A minimum grade of 1.75 (out of 3.5) is required in the mixed test and laboratory practices, and 1.5 (out of 3) in the case study. It is necessary to pass all methodologies to pass the course. Otherwise, the grade will be that of the mixed test. The grades from other methodologies will be considered in the second opportunity (July) if they are passed and the mixed test is passed.

According to the study dedication regulations for undergraduate students at the University of La Coruña (approved by the Governing Council on 22/05/2012), part-time students have the right to flexible attendance and to request special academic exemption (Art. 4, section 5) if it does not negatively affect their assessment. The Academic Committees of the UDC determine the scope of this exemption. The granting of flexibility will depend on the evaluation by the academic committee of the Occupational Therapy Degree, considering the methodologies and evaluation criteria of the subjects.

Fraud in exams or assessment activities will directly result in a fail grade for the corresponding term, both in the first and second opportunities, with a numerical grade of 0. The grade in the first opportunity record will be modified if necessary.

All aspects related to "academic exemption", "study dedication", "permanence", and "academic fraud" will be governed according to the current academic regulations at the UDC.

## Sources of information



<b>Basic</b>	<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.</p> <p>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.</p> <p>Dancza, K., &amp; Rodger, S. (Eds.). (2018). Implementing occupation-centred practice: A practical guide for occupational therapy practice learning. Abingdon, Oxon: Routledge.</p> <p>Duncan, E. A. S. (Ed.). (2020). Foundations for practice in occupational therapy (6th ed.). Edinburgh: Elsevier.</p> <p>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></p> <p>Egan, M., &amp; Restall, G. (Eds.). (2022). Promoting Occupational Participation: Collaborative Relationship-focused Occupational Therapy; 10th Canadian Occupational Therapy Guidelines; Guidelines for Occupational Therapy in Canada; Written for the Canadian Association of Occupational Therapists; Co-editors Mary Egan (PhD, OT Reg.(Ont.), FCAOT), Gayle Restall (PhD, OT Reg.(MB). Canadian Association of Occupational Therapists.</p> <p>Fisher, A. G. (2013). Occupation-centred, occupation-based, occupation-focused: Same, same or different?. Scandinavian journal of occupational therapy, 20(3), 162-173.</p> <p>García Margallo P. y otros. 2005. El análisis y la adaptación de la actividad en terapia Ocupacional. Madrid: Aytóna</p> <p>Kielhofner G. 2006. Fundamentos conceptuales de la terapia ocupacional. 3ª ed. Buenos Aires: Editorial Médica Panamericana.</p> <p>Kronenberg, F., Simó Algado, S., &amp; Pollard, N. (2006). Terapia ocupacional sin fronteras: aprendiendo del espíritu de supervivientes . Madrid: Editorial Médica Panamericana.</p> <p>Merlos, E. V., &amp; Jiménez, M. S. J. (2010). Manual teórico práctico de terapia ocupacional: intervención desde la infancia a la vejez . Monsa-Prayma.</p> <p>Retrieved from <a href="https://dialnet.unirioja.es/servlet/libro?codigo=582152">https://dialnet.unirioja.es/servlet/libro?codigo=582152</a></p> <p>O'Brien, J. C. (2018). Introduction to Occupational Therapy . St . Louis Missouri: Elsevier .</p> <p>Sladyk, K., Jacobs, K., &amp; MacRae, N. (Eds.). (2010). Occupational therapy essentials for clinical competence . Thorofare, NJ: Slack.</p> <p>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.</p> <p>Willard, H. S., Spackman, C. S., &amp; Boyt Schell, B. A. (Eds.). (2016). Willard &amp; Spackman: Terapia ocupacional (13aed). Buenos Aires: Panamericana.</p> <p>World Federation of Occupational Therapists. (2009). Guiding Principles on Diversity and Culture. WFOT.</p>
<b>Complementary</b>	<p>Banyard, P., Cassells, A., Green, P., Hartland, J., Hayes, N., Reddy, P. (1995). Introducción a los procesos cognitivos. Barcelona: Ariel.</p> <p>Blesedell, C y otros. 2005. Terapia ocupacional 10ª ed. Buenos Aires ; Madrid : Médica Panamericana</p> <p>Cormier, W., Cormier L. 1994: Estrategias de entrevista para terapeutas. Bilbao: Desclée de Brouwer.</p> <p>Durante Molina, P., &amp; Tarrés, P. P. (2010). Terapia Ocupacional en Geriátrica. Principios y Práctica (3ª ed). Barcelona: Masson.</p> <p>Moruno Miralles, P., &amp; Talavera Valverde, M. (2012). Terapia ocupacional en salud mental. Barcelona, España: Elsevier Masson.</p> <p>Gómez Tolón, J. 1997. "Fundamentos Metodológicos de la Terapia Ocupacional". 1ª Ed. Editorial Mira. Zaragoza.</p> <p>Grieve, J. 1994. Neuropsicología para terapeutas ocupacionales. Buenos Aires: Panamericana.</p> <p>Hussey S. y otros. 2007. Introduction to occupational therapy. St. Louis Missouri: Mosby Elsevier.</p> <p>MacDonald, E.M. 1979. Terapia ocupacional en rehabilitación. Barcelona: Ed. Salvat.</p> <p>Pedretti, L.W., Zoltan, B. 1990. "Occupational Therapy. practice skills for Physical Dysfunction". 3a Ed Editorial C. V. Mosby.</p> <p>Romero A. Moruno P. 2003. Terapia ocupacional. Teoría y Técnicas. Madrid. Masson.</p> <p>Romero A. Moruno P. 2005. Actividades de la Vida Diaria. Madrid. Masson.</p> <p>Reed, K. 1992. "Models of Practice in Occupational Therapy". 3a ed. Editorial Williams and Wilkins.</p> <p>Sánchez, L. 1996. Manual de técnicas Grupales de comunicación y Creatividad para terapeutas ocupacionales. APETO: Madrid</p> <p>Banyard, P., Cassells, A., Green, P., Hartland, J., Hayes, N., Reddy, P. (1995). Introducción a los procesos cognitivos. Barcelona: Ariel.</p>

## Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus



## Other comments

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.