



## Teaching Guide

Identifying Data				2024/25
<b>Subject (*)</b>	Occupational Therapy, Orthopedic-Prosthetic Techniques and occupational performance	<b>Code</b>	653G01208	
<b>Study programme</b>	Grao en Terapia Ocupacional			
Descriptors				
<b>Cycle</b>	<b>Period</b>	<b>Year</b>	<b>Type</b>	<b>Credits</b>
Graduate	1st four-month period	Second	Obligatory	4.5
<b>Language</b>	SpanishGalician			
<b>Teaching method</b>	Face-to-face			
<b>Prerequisites</b>				
<b>Department</b>	Ciencias da SaúdeFisioterapia, Medicina e Ciencias Biomédicas			
<b>Coordinador</b>	Marante Moar, María Pilar	<b>E-mail</b>	p.marante@udc.es	
<b>Lecturers</b>	Ávila Álvarez, Adriana Ivette Marante Moar, María Pilar Pousada Garcia, Thais Santos del Riego, Sergio Eduardo	<b>E-mail</b>	adriana.avila.alvarez@udc.es p.marante@udc.es thais.pousada.garcia@udc.es sergio.santos.delriego@udc.es	
<b>Web</b>				
<b>General description</b>	<p>This asignatura pretends the development of competitions that allow to the alumnado comprise and apply the knowledges and technical related with the Occupational Therapy, technical ortoprotésicas and exert occupational.</p> <p>Descriptoros: Foundations of the personal autonomy in the activities of the daily life with and without adaptations and/or technical helps. Ortesis And Prosthesis.</p> <p>Knowledge and capacity to apply Technical Ortoprotésicas inside the context of the Occupational Therapy.</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.
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.
A4	Analizar las complejidades de aplicar teorías formales y evidencia de investigación en relación con la ocupación en el contexto de una sociedad en cambio.
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.
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.
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.
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.
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.
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.
B2	Resolver problemas de forma efectiva.
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.
B9	Capacidad de aplicar los conocimientos a la práctica.
B10	Conocimientos básicos de la profesión.
B11	Capacidad para trabajar en un equipo interdisciplinar.
B12	Conocimientos generales básicos sobre el área de estudio.
B13	Resolución de problemas.
B16	Habilidad para trabajar de manera autónoma.
B18	Planificación y gestión del tiempo.
B26	Capacidad para adaptarse a nuevas situaciones.
B27	Capacidad para generar nuevas ideas.
B28	Toma de decisiones.
B29	Trabajo en equipo.
B35	Iniciativa y espíritu emprendedor.
B36	Preocupación por la calidad.
B37	Motivación.
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.
C5	Entender la importancia de la cultura emprendedora y conocer los medios al alcance de las personas emprendedoras.
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.
C8	Valorar la importancia que tiene la investigación, la innovación y el desarrollo tecnológico en el avance socioeconómico y cultural de la sociedad.

Learning outcomes

Learning outcomes	Study programme competences / results		
Know and familiarise to the student with the concepts of ortesis and prosthesis and with the use of the technical ortoprotésicas from a perspective rehabilitadora and occupational that was functional for the user and that respect and guarantee the half sustainability-environmental.	A2	B2	C6
	A3	B4	C7
	A14	B5	C8
		B6	
		B9	
		B10	
		B12	
		B13	
		B16	
		B28	
		B29	
		B35	
		B37	



<p>Sintetizar and apply the notable knowledge of the technical ortoprotésicas in the occupational dysfunction of a sustainable way to effects to use the therapeutic potential maximum, preparing to the student to buy (just trade), evaluate and adapt functionally the ortesis, prosthesis, products of support and adaptations like occupational therapeutic resource for the functional improvement of the user and an adecuación facilitadora in the surroundings.</p>	<p>A1 A3 A7 A9 A10 A11 A17 A18</p>	<p>B2 B4 B5 B7 B9 B10 B13 B16 B26 B27 B28 B35 B37</p>	
<p>Value críticamente the practice of the Occupational Therapy and satisfy the occupational needs of the user with physical disability in matter of ortoprótesis, boosting that the student recognise the ortesis, prosthesis, products of support and adaptations like an occupational therapeutic resource to improve the functionality and the exert occupational in a frame of sustainable development.</p>	<p>A1 A2 A10 A11 A12 A14 A15 A17 A18 A33</p>		<p>C4 C5 C6 C8</p>
<p>Improve the capacities like professional and like person of the student of Occupational Therapy, promoting the critical reflection on the relation between the use of the ortesis, prosthesis, products of support and adaptations in the exert occupational and the social roles of some sustainable surroundings.</p>	<p>A3 A4 A6</p>	<p>B8 B9 B11 B13</p>	<p>C4</p>
<p>Improve in skills and generic attitudes that favour the personal development and professional of the student of Occupational Therapy, qualifying him especially in the preparation of splints, products of support and other adaptations, considering appearances of just and responsible trade and of half sustainability-environmental, very especially with the materials employed in the realisation of these devices.</p>	<p>A3</p>	<p>B2 B3 B4 B5 B10 B11 B12 B13 B16 B18 B27 B28 B29 B36 B37</p>	<p>C4 C5 C6 C7</p>

Contents	
Topic	Sub-topic



<p>Subject 1.- Occupational Therapy, orthoprosthetic techniques and occupational performance.</p> <p>Profs. Sergio Santos del Riego and Jessica Garabal Barberia.</p>	<p>Initial activities.</p> <p>Generalities and concepts from the occupational perspective.</p> <p>External and internal orthoses and prostheses (hip, knee, among others) as an occupational therapeutic resource.</p> <p>Materials used in orthoprosthetics in Occupational Therapy.</p> <p>Importance of the occupational therapist in the intervention towards personal autonomy, using orthoprosthetic techniques.</p> <p>Management of Orthoprostheses in the interdisciplinary team</p>
<p>Subject 2.- Spine orthosis.</p> <p>Prof. Sergio Santos del Riego.</p>	<p>Orthesis of vertebral column.</p> <p>Ortoprótosis: Cifosis and Scoliosis.</p>
<p>Subject 3.- Orthesis and Prothesis of upper member.</p> <p>Prof. Sergio Santos del Riego.</p>	<p>Orthesis of upper member.</p> <p>Amputations of upper member. Reimplantations.</p> <p>Prothesis of upper member.</p>
<p>Subject 4.- Orthesis and Prothesis of limbs member.</p> <p>Prof. Sergio Santos del Riego.</p>	<p>Orthesis of limbs member.</p> <p>Amputations of limbs member. Reimplantations.</p> <p>Prothesis of limbs member.</p>
<p>Subject 5.- Support Products and Adaptations in Occupational Therapy .</p> <p>Prof. Jessica Garabal Barberia.</p>	<p>Definitions.</p> <p>Generalities.</p> <p>General classification ESO</p> <p>Support products as facilitators of personal autonomy.</p> <p>Innovations and trends in the design of support products.</p> <p>3D Printing Support Products</p>
<p>Subject 6.- Practices.</p> <p>Prof. Jessica Garabal Barberia.</p>	<p>Basic principles for the elaboration of orthoses in Occupational Therapy.</p> <p>Types of existing materials used in the manufacture of orthoses and prostheses.</p> <p>Development of different orthoses of interest in Occupational Therapy with various materials.</p> <p>Manufacture of a personal orthosis folder specifying: type, use, maintenance, functions and other aspects of occupational interest.</p> <p>Design and manufacture of various support products.</p> <p>Preparation of material and elaboration of splints.</p> <p>Design and printing of splints and support products in 3D.</p>

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours



Guest lecture / keynote speech	A2 A1 A4 A7 A9 A12 A14 A17 A18 A35 B10 B12 C4 C5 C6 C7 C8	15	30	45
Laboratory practice	A3 A6 A10 A11 A15 A33 B2 B3 B4 B5 B6 B7 B8 B9 B11 B13 B16 B18 B26 B27 B35 B36 B37	50	10	60
Mixed objective/subjective test	A2 A1 A3 A4 A6 A7 A9 A10 A11 A12 A14 A15 A17 A18 A35 B2 B3 B4 B5 B6 B7 B8 B9 B10 B11 B12 B13 B16 B18 B26 B27 B28 B29 B35 B36 B37 C4 C5 C6 C7 C8	2	0	2
Aprendizaxe servizo	A6 A7 A10 A11 A12 B2 B4 B5 B8 B9 B13 B16 B27 B28 B37 C4 C7	2	0	2
Introductory activities	C4 C5 C6 C7 C8	1.5	0	1.5
Personalized attention		2	0	2
(*)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>The kind maxistral is also known like "conference", "method expositivo" or "lesson maxistral". This last modality usually reserve it a special type of lesson imparted by a professor in special occasions, with a contained that it supposes an original manufacture and based in the almost exclusive use of the word like road of transmission of the information to the audience.</p> <p>Related fundamentally with the specific competitions reflected in the program.</p> <p>The sessions of the master classes will be face-to-face.</p>
Laboratory practice	<p>Methodology that allows that the students learn sure enough through the realization of activities of practical character, such as demonstrations, exercises, experiments and investigations.</p> <p>Related fundamentally with the generic and specific competitions reflected in the program.</p>
Mixed objective/subjective test	<p>It tests that it integrates questions type of proofs of essay and questions type of objective proofs.</p> <p>Regarding questions of essay, collects developmental open questions. Besides, in song objective questions, can combine questions of multiple answer, of ordination, of brief answer, of discrimination, to complete and/or of association.</p>



Aprendizaxe servizo	<p>Activity that integrates service to the community with content learning and the acquisition of skills from reflective practice. The main difference with volunteering lies in the fact that SL projects always respond to learning outcomes associated with a subject of the academic curriculum with the aim of achieving certain skills specific to the degree in which that subject is framed.</p> <p>It allows to acquire the specific skills revered in this matter.</p> <p>Throughout the semester, the teachers of the subject will offer students opportunities to participate in this methodology, in collaboration with different non-profit social entities, according to the current regulations and restrictions of the health situation.</p>
Introductory activities	<p>Activities that carry out before initiating any process of teaching-learning to know the competitions, interests and/or motivations that possesses the students stop the attainment of the objective that want to reach , linked it a formative program. With her intends to obtain information relevante that allow to articulate the docencia to favour effective and significant learnings, that split of the know previous of the students.</p> <p>It allows to purchase specific and generic competitions of start and adaptation previously to the the competitions assigned in this subject.</p>

**Personalized attention**

Methodologies	Description
Laboratory practice Aprendizaxe servizo	The attention customized will do, globally, by means of tutorías customized direct and virtual, individual and grupales.

**Assessment**

Methodologies	Competencies / Results	Description	Qualification
Guest lecture / keynote speech	A2 A1 A4 A7 A9 A12 A14 A17 A18 A35 B10 B12 C4 C5 C6 C7 C8	Evaluation with modality of mixed proof.	0
Laboratory practice	A3 A6 A10 A11 A15 A33 B2 B3 B4 B5 B6 B7 B8 B9 B11 B13 B16 B18 B26 B27 B35 B36 B37	<p>According to criteria established by the teacher at the beginning of the course before starting classes.</p> <p>Laboratory practices are mandatory. The splints and support products will be made in a collaborative way with colleagues.</p> <p>The individual work of each student to be evaluated will be:</p> <p>Splints of: Querváin, of rest, of carpiano tunnel, of tenodesis, of mallet and splint in I</p> <p>Support products (a total of 6 devices): For activities of daily living, leisure and free time, work or homework.</p> <p>In this methodology, the voluntary participation of students in the Learning-Service methodology will be positively evaluated.</p>	60



Mixed objective/subjective test	A2 A1 A3 A4 A6 A7 A9 A10 A11 A12 A14 A15 A17 A18 A35 B2 B3 B4 B5 B6 B7 B8 B9 B10 B11 B12 B13 B16 B18 B26 B27 B28 B29 B35 B36 B37 C4 C5 C6 C7 C8	Theoretical exam with four short questions.	40
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Assessment comments



1.- LABORATORY PRACTICES: Indications and norms: Students must attend the "laboratory practices" classes with the following material (mandatory): - A towel, scissors (long-bladed, not school), a folder, sheets of paper, a ruler, markers (an indelible one), a cutter, tweezers or a spatula. - Knife, fork and spoon, hair brush, keys, and other objects that can be useful to integrate them into the process of making support products. - Each student will be responsible for their own material, taking into account the basic rules of hygiene and cleanliness that must be complied with in the facilities of the Faculty of Health Sciences. - It will not be possible to share the material and/or tools in the development of laboratory tasks, except with the partner assigned at the beginning of the semester. Evaluation criteria: Regarding the final result, this methodology constitutes 60% of the grade for the subject, with the following aspects constituting part of the evaluation: Attendance and active participation: 1.1 Attendance is/is compulsory and students must participate in teaching activities. Any absence due to a major cause must be notified in advance and documented subsequently as soon as possible. 1.2 Active participation will be valued according to the demonstration of the following actions: - Recognize, handle and work with different thermoplastic materials. - Understanding, development and realization in the pattern design process. - Preparation and elaboration of splints with thermoplastic material, according to the instructions indicated in each session. - Preparation and development of support products with low-cost material. - Design and 3D printing of a splint and a support product - Dedication outside class hours as personal work for the completion of the portfolio. - Participation in the Service-Learning proposal: This activity is voluntary, and will be proposed by the teacher in collaboration with non-profit social entities. Participation in the ApS will be valued positively in the final grade corresponding to the laboratory practices. - Cleaning and adaptation of the work space once each laboratory practice session is finished (disinfection elements will be made available to the students and the teacher). 2. Portfolios: The students, in the month of January and within the term communicated by the teacher at the beginning of the semester, will deliver all the splints and support products made in the laboratory practices in a sealed box with name and surname. It will be accompanied by a portfolio that will contain the patterns made in the subject and a description of each of the splints and products made, as well as a brief theoretical explanation of each one, according to the template published in the Virtual Campus of the subject. 3. Splints and support products: They will be assessed individually, taking into account their adequacy to the instructions given in their preparation: - Rest splint or functional splint, carpal tunnel syndrome splint, Quervain splint, tenodesis splint, Mallet splint and I-shaped splint (this one with 3D design). - Support Products and Adaptations: production of 6 low-cost support products, one of them with 3D design. 2.- THEORY: FINAL EXAM, Prof. Sergio Santos del Riego and Prof. Jessica Garabal Barbeira, Score: 40% (4 points). - Assessment of theoretical knowledge through a written test. FINAL NOTE OF THE SUBJECT: The final mark will be the sum of the previously expressed parts, with the following considerations: - In the continuous practical evaluation, a minimum of 4 points (out of 6) must be obtained. Students who voluntarily participate in the Service-Learning methodology will receive 1 additional point in this part. - In the evaluation of the theoretical final exam, a 2 (out of 4) will be necessary to make the sum with the qualification obtained from the practical evaluation. - Internships are compulsory. The absence in practices, without justifying or justified, of a number or percentage that the teacher will establish at the beginning of the course on the total or hours or classes supposes a non-presentation or a failure of the subject, depending on the context. - The qualification of not presenting or failing in the practical part does not prevent presenting the call for the second opportunity (July). In this call, a theoretical-practical exam, tribunal or similar (out of 6 points), at the teacher's discretion, and a theoretical exam (out of 4 points), at the discretion of the teachers, will be held with a high level of demand. Teachers will deliver their REVISED qualifications, according to current legal regulations on exam reviews, within the period established by the teacher responsible for the subject, which will be half of the official deadline set in the Rector's Office for the closing and signing of minutes in the computer application. - The person in charge of the subject will carry out the final contextual and institutional considerations and will proceed to enter the final qualifications in the computer application and sign the minutes. The qualification system will be expressed by numerical qualification in accordance with that established in art. 5 of 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. of qualifications: 0-4.9=Failed 5-6.9=Passed 7-8.9=Remarkable 9-10=Outstanding 9-10 Honor Roll (Graciable). 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 waiver. 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. According to articles 22 and 23 of the Norms of evaluation, review and claim of the qualifications of the university degree and master's degree studies (Modified by the Governing Council of June 29, 2017) the following will be guaranteed: Art. 22: Publicity of the qualifications: To guarantee the right to review the oral tests, the mark will be communicated within two school days following its completion, and the review will be based on the data collected in the minutes and, where appropriate, on the evidence engravings, writings and of another type collected in its realization. Art. 23: Students will have the right to review the activities, assignments and tests that serve for their evaluation and to receive a reasoned explanation of the qualification they obtained. 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

<b>Basic</b>	<p>Prótesis, órtesis y ayudas técnicas. Ramón Zambudio Periago. Barcelona: Elsevier Masson, 2009. ISBN978-84-458-1969-27. Rehabilitación física. Susan B. O'Sullivan. Badalona: Paidotribo, 2013. ISBN 978-84-9910-166-8. Guía de uso y prescripción de productos ortoprotésicos a medida. Enrique Viosca Herrero, 2ª ed. Valencia: Instituto de Biomecánica de Valencia, 2004. ISBN 9788492397433. Innovación para la mejora de la autonomía pesonal: Premio IBV-ORTOPROTEC, primera edición (2009). Valencia: Instituto de Biomecánica de Valencia (IBV), 2010. ISBN 978-84-95448-16-3. Ortopedia y Traumatología: revisión sistemática. Mark D. Miller. Barcelona: Elsevier, 2009. ISBN 978-84-8086-477-0. Living with a below-knee amputatioin a unique insight from a prosthetist/amputee. Richard Riley. Thorofare: SLACK, 2005. ISBN 1-55642-692-5. Prótesis articulares nuevas perspectivas. EC. Rodríguez Merchán. Madrid: Médica Panamericana, 2005. ISBN 84-7903-400-9. Amputación de extremidad inferior y discapacidad. Prótesis y rehabilitación. Miguel Ángel González Viejo. Barcelona: Masson, 2005. ISBN 84-458-1513-X. Guía descriptiva de ortoprotésis. Madrid: Ministerio de Sanidad y Consumo, Centro de publicaciones, 2000. ISBN 84-7670-652-9. Prosthetic and orthotics. Donald Shurr. New Jersey: Prentice Hall, 2000. ISBN 088581331. R. Viladot, O. Cobi, S. Clavell (1991). Ortesis y prótesis del aparatro locomotor. Editorial Masson (4 tomos: columna vertebral, extremidad superior y dos de extremidad inferior).Paredes López, Vanessa. Guía de recomendaciones y productos de apoyo en actividades domésticas y del hogar. Edita: IMSERSO, Madrid: 2022.Pousada García, Thais, Jiménez Arberas, Estíbaliz; Groba González, Betania; Nieto-Riveiro, Laura. Productos y tecnologías de apoyo en Terapia Ocupacional. Editorial Síntesis, Madrid: 2023.</p>
<b>Complementary</b>	 

## 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

To help to achieve some sustainable immediate surroundings and fulfil the strategic aim of the Plan Green Campus FCS, the documentary works that realise in this matter:

- a.- Mostly they will request in virtual format and computer support.
- b.- To realise in paper:
  - they will not use plastic.
  - They will realise impressions to double expensive.
  - It will employ paper recycled.
  - It will avoid the realisation of drafts.

(\*)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.