



## Teaching Guide

Identifying Data					2024/25
Subject (*)	Work Placement II	Code		653G01210	
Study programme	Grao en Terapia Ocupacional				
Descriptors					
Cycle	Period	Year	Type	Credits	
Graduate	1st four-month period	Second	Obligatory	4.5	
Language	Spanish				
Teaching method	Face-to-face				
Prerequisites					
Department	Ciencias da Saúde				
Coordinador	Garabal Barbeira, Jessica	E-mail	jessica.garabal@udc.es		
Lecturers	Corral Bergantiños, Yoanna Garabal Barbeira, Jessica Garcia Crespo, Maria Vanessa Miranda Duro, María del Carmen Veiga Seijo, Silvia	E-mail	yoanna.corral@udc.es jessica.garabal@udc.es m.v.garcia@udc.es carmen.miranda@udc.es silvia.veiga.seijo@udc.es		
Web					
General description	<p>This subject aims to develop competencies that allow students to understand and apply knowledge related to the observation and analysis of the environments in Occupational Therapy and the intervention of the occupational therapist in them.</p> <p>Keywords:</p> <p>Practical stays to apply theories, fundamentals, methodologies, techniques, evaluations and evaluations of Occupational Therapy, working properly in equipment and developing the functions and skills of this professional in different environments, centers, hospitals, institutions and social and population groups.</p>				

## Study programme competences / results

Code	Study programme competences / results
A6	Trabajar en la sociedad con individuos y grupos para fomentar la promoción de la salud, la prevención, la rehabilitación y el tratamiento.
A8	Uso profesional y ético del razonamiento efectivo en todas las partes del proceso de terapia ocupacional.
A10	Adaptar y aplicar el proceso de terapia ocupacional en estrecha colaboración de individuos/población.
A11	Trabajar para facilitar entornos accesibles y adaptados y promover la justicia ocupacional.
A12	Colaborar con comunidades para promover la salud y el bienestar de sus miembros mediante la participación en la ocupación.
A17	Establecer sociedades de colaboración, consultar y aconsejar a clientes, trabajadores sociales, miembros de equipo y otros en la práctica de la ocupación y la participación.
A19	Apreciar y respetar las diferencias individuales, creencias culturales, costumbres y su influencia sobre la ocupación y la participación.
B3	Aplicar un pensamiento crítico, lógico y creativo.
B6	Comportarse con ética y responsabilidad social como ciudadano y como profesional.
B7	Comunicarse de manera efectiva en un entorno de trabajo.
B8	Capacidad de análisis y de síntesis.
B9	Capacidad de aplicar los conocimientos a la práctica.
B11	Capacidad para trabajar en un equipo interdisciplinar.
B15	Capacidad para comunicarse con personas no expertas en la materia.
B31	Apreciación de la diversidad y de la multiculturalidad.
C1	Expresarse correctamente, tanto de forma oral como escrita, en las lenguas oficiales de la comunidad autónoma.

## Learning outcomes



Learning outcomes	Study programme competences / results		
Integration of theoretical knowledge prior to practice related to accessibility, ergonomics and universal design. Approximation to the theoretical body that bases the intervention of Occupational Therapy on the environment: impact of the environment on human occupation.	A8 A10 A11 A19		
Acquisition of observation skills and analysis of the environment: identification of environmental conditions that act as facilitators or as obstacles in relation to the characteristics of the population and the demands of the activity (valuation of the person / environment / occupation balance).	A8 A11	B3 B8 B9	
Development of analytical and critical thinking applied to assessment and advice on accessibility: intervention planning (valuation, improvement / intervention plan, registration), design of facilitating environments for autonomy (individual and collective) and elaboration Of real and effective advice proposals.	A6 A8 A11	B3 B8 B31	
Enhancement of skills and technical rigor for recording information from the intervention: recognition of the importance of recording activities performed, acquisition of technical rigor in the language used in communication with other professionals and users, reporting Technical experts.	A11	B7 B8 B15	C1
Development of a social perspective: to place the student in a type of intervention in the community environment, promoting collaboration with other social professionals, facilitating their intervention in the natural environment of the individual and ultimately, committing to promote occupational justice .	A11 A12 A17	B6 B11 B15 B31	

Contents	
Topic	Sub-topic



<p>Transversal topics</p>	<p>1.- Basic theoretical principles for evaluation and professional action from occupational therapy on environments/contexts. An occupational look at:</p> <ul style="list-style-type: none"> <li>? Home environment(s)</li> <li>? Accessibility and universal design.</li> <li>? Social, historical, cultural and institutional environment(s)</li> </ul> <p>2.-Observation and analysis of environmental factors.</p> <ul style="list-style-type: none"> <li>? Introduction to environmental factors.</li> <li>? Concepts of barriers and facilitators. Identification and analysis in different contexts.</li> <li>? Use of the context/environment concepts of specific theoretical models of occupational therapy (for example: Person-Environment-Occupation, Canadian Model of Occupational Performance, Kawa Model, Human Occupation Model) for their analysis</li> </ul> <p>3.- Assessment of the environments for participation in occupations:</p> <ul style="list-style-type: none"> <li>? Assessment of the accessibility of the environments.</li> <li>? Observation for evaluation purposes of environments.</li> <li>? Analysis of the environment from an individual perspective and from a collective perspective.</li> <li>? Assessment of specific environments based on the occupations they host and the people who perform them.</li> <li>? Collection of information from the assessment</li> </ul> <p>4.- Design of accessible environments for participation in occupations</p> <ul style="list-style-type: none"> <li>? Principles for developing advice.</li> <li>? Design of specific actions for action in the environment. Examples: functional adaptations of the environment, design of socially facilitating environments, proposals from the perspective of universality, proposals for inclusive environments for all people.</li> </ul> <p>5.- Registration of information:</p> <ul style="list-style-type: none"> <li>? Criteria for preparing records of the activities carried out.</li> <li>? Communication with other professionals.</li> <li>? Communication with users (person/group/community).</li> </ul>
<p>Projects</p>	<p>1.- Participatory community occupational therapy project with social services.</p> <p>2.- Community social intervention project from social initiative entities.</p> <p>3.- Community intervention project (collaboration in the IKEA project: more accessible homes for people with functional diversity).</p> <p>4.- Project for evaluation of immediate environments and home intervention.</p> <p>5.- Environment design project for all people in the educational field.</p> <p>*Projects may be susceptible to changes due to the contextual needs of each project.</p>

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Guest lecture / keynote speech	A10 B3	3	0	3



Case study	A6 A8 A10 A11 A12 A17 A19 B3 B6 B7 B8 B9 B11 B15 B31 C1	5	5	10
Field trip	A6 A8 A10 A12 A17 A19 B3 B6 B7 B8 B9 B11 B15 B31 C1	30	0	30
Simulation	A6 A8 A10 A11 A12 A17 A19 B3 B6 B7 B8 B9 B11 B15 B31 C1	20	20	40
Aprendizaxe servizo	A6 A8 A10 A12 A17 A19 B3 B6 B7 B8 B9 B11 B15 B31 C1	5	5	10
Student portfolio	A6 A8 A10 A11 A12 A17 A19 B3 B6 B7 B8 B9 B11 B15 B31 C1	0	5	5
Workbook	A6 A8 A11 A12 A19 B3 B6 B8 B31 C1	2	8	10
Personalized attention		4.5	0	4.5

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

Methodologies	
Methodologies	Description
Guest lecture / keynote speech	<p>Oral presentation complemented by the use of audiovisual media and the introduction of some questions addressed to students, with the purpose of transmitting knowledge and facilitating learning.</p> <p>The theoretical contents necessary to deal with the practical intervention will be worked on, as well as activities to develop students' logical thinking and to apply theoretical knowledge acquired.</p> <p>It allows to acquire the generic competences assigned to this subject.</p>
Case study	<p>Methodology where the student has to deal with the description of a specific situation that poses a problem that must be understood, valued and resolved, through a discussion process. Students are address 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 reach a conclusion. The discussion process is in small work groups.</p>
Field trip	<p>Activities developed in a external context to the academic environment related to the field of study of the subject. These activities focus on the development of capacities and competencies related to direct and systematic observation, the collection and analysis of information and the detection of needs susceptible to intervention.</p> <p>In the subject, some field trips will be supervised by the lecturers and others carried out by the students autonomously, depending on the rotation.</p> <p>It allows you to acquire the specific skills assigned to this subject.</p>
Simulation	<p>It consists of the representation of a phenomenon (of a physical, technical, psychological, or social nature, among others) that allows a simpler, more economical or harmless analysis than if it were carried out in the reality. The person is put before hypothetical conditions in which their behavior, their knowledge and their ability to analyze alternatives and their consequences are tested. It is based, therefore, on the configuration of situations similar to those that occur in a real context, with the aim of using them as learning experiences or as a procedure for evaluation.</p>
Aprendizaxe servizo	<p>Methodology that combines community service with learning in a single project, in which students are trained by working on real needs in their environment in order to improve it.</p> <p>Depending on the placement that the students choose, the lecturers will offer the students opportunities to participate in this methodology in collaboration with different social entities. The activities will be explained to the students at the beginning of the subject. Service learning will be related to the rest of the methodologies, specifically with field trips.</p>



Student portfolio	It consists of the preparation of a comprehensive and reflective synthesis of the practical activity developed throughout the placement. It will be developed in groups.
Workbook	They are a set of texts and written documentation that have been selected as a source of deepening in the contents worked. The selected readings deal with contents applicable to the professional intervention object of this subject.  It allows to acquire the generic competences assigned to this subject.

**Personalized attention**

Methodologies	Description
Guest lecture / keynote speech Case study Aprendizaxe servizo Field trip Simulation	<p>Personalized attention will be planned in two different ways:</p> <ul style="list-style-type: none"> <li>- Outputs / fieldwork: fieldwork can be done in two ways; Sallidas supervised with professors of the subject, or autonomous field works with supervision of the teachers.</li> <li>- Tutorials: in small or medium groups, according to the distribution of students made for the elaboration of the tutored works.</li> </ul> <p>The purpose of the field trips and the tutorials is to support the tutelage work that the students will develop, to solve the doubts that arise in the direct observation, to establish criteria for each phase of the supervised activity, and to evaluate the evolution in the logic of the student's thinking .</p> <p>Therefore, they HAVE MANDATORY CHARACTER, and are necessary to overcome the matter.</p>

**Assessment**

Methodologies	Competencies / Results	Description	Qualification
Workbook	A6 A8 A11 A12 A19 B3 B6 B8 B31 C1	The integration of the theoretical-practical concepts addressed in the mandatory readings will be assessed, in relation to the specific competencies of the subject, in the development of the assignments to be submitted and scheduled activities.	5
Case study	A6 A8 A10 A11 A12 A17 A19 B3 B6 B7 B8 B9 B11 B15 B31 C1	In addition to the acquired skills, the students' ability to express themselves in writing will be assessed (evaluating negatively grammatical and spelling errors), the integration of concepts and the ability to solve problems.	10
Aprendizaxe servizo	A6 A8 A10 A12 A17 A19 B3 B6 B7 B8 B9 B11 B15 B31 C1	This methodology will be used to evaluate the acquisition of skills for intervention at the community level, in work teams and in coordination with professionals and institutions of social initiative.  (* ) For those placements that do not have this methodology, the score will be assigned to the field trip methodology, which would be assigned a qualification of 50.	10
Field trip	A6 A8 A10 A12 A17 A19 B3 B6 B7 B8 B9 B11 B15 B31 C1	This methodology will be used to evaluate the activities and skills of students in practice in community settings, with people (clients) and/or work teams. Likewise, the work developed in the field trips accompanied by the lecturers as well as the ones carried out by the student autonomously will be assessed, taking into account the observation made of the environments, the detection of the relevant conditions for occupational performance, and the ability to modify real environments to facilitate autonomy.	40
Simulation	A6 A8 A10 A11 A12 A17 A19 B3 B6 B7 B8 B9 B11 B15 B31 C1	Through this methodology, attitudes and skills will be assessed in order to plan and address an intervention, as well as the integration and application of theoretical-practical concepts, skills and knowledge acquired.	25



Student portfolio	A6 A8 A10 A11 A12 A17 A19 B3 B6 B7 B8 B9 B11 B15 B31 C1	Methodology used as &quot;closure&quot; of the rest of the methodologies, which aims to demonstrate the integration of the attitudinal and aptitude contents worked during the practical activity. In the final group session of the module, each group will present the portfolio prepared by themselves in a comprehensive and reflective way to the rest of the class.	10
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## Assessment comments

This guide presents an approximate distribution of methodologies and the evaluation system for each of them: this module is made up of five different placements, planned in a homogeneous way, but with particular conditions and characteristics, when it comes to its development and its assessment. All methodologies may not be present in all placements, or at least not with the same intensity. The lecturer of each placement will make information about the placement available to the students during the first group session of the module (as an example, it is possible that the methodology service learning will not be included in all placements, and therefore this would be evaluated within the methodology field trips). The lecturer responsible for each placement will also be the responsible for evaluating the student placement. The necessary information will be available to students in the first session of the module and throughout the placement.

Fraudulent completion of tests or evaluation activities (for example: plagiarism) will directly imply a '0' failure grade in the module in the corresponding call, thus invalidating any grade obtained in all evaluation activities for the extraordinary call. .

Attendance at in-person class hours is mandatory; This is a criterion required to pass the module. ATTENDANCE IS MANDATORY FOR 100% OF THE HOURS. In accordance with the norm that regulates the regime of dedication to study of undergraduate students at the Universidade da Coruña (approved by the Governing Council on 05/22/2012), when a student has their enrollment status recognized part-time, has the right to enjoy a flexible class attendance system and request the special academic dispensation established in article 4 (section 5) of the regulation, without negatively affecting the student's evaluation process. To this end, the Academic Committees of the different UDC centers specify the scope of the dispensation. Therefore, the granting of the request for said flexibility is the responsibility of the evaluation and decision of the academic committee of the degree in Occupational Therapy, taking into account the methodologies and criteria for evaluating this module.

Therefore, to pass the module, it will be necessary to attend all face-to-face sessions. If the student does not attend, the student will not pass the module and will not be able to submit and pass the requested assignments. If the student does not attend the face-to-face methodologies, the student will have to take the subject in the next call, as these are activities that, by their nature, cannot be recovered on the second opportunity (as is reported in the Rules for evaluation, review and claim of qualifications for university degree and master's studies of the Universidade da Coruña, approved by the Governing Council on December 19, 2013 and last modified by the Governing Council of the June 29, 2017).

It is mandatory to submit and approve all requested assignments.

The grading system will be expressed by numerical grading in accordance with the provisions of art. 5 of Royal Decree 1125/2003 of September (BOE September 18), which establishes the European credit system and the qualification system in official university degrees valid throughout the national territory. Grading system: 0-4.9=Fail 5-6.9=Pass 7-8.9=Notable 9-10=Outstanding 9-10 Honors.

The student who, being enrolled in a subject, does not attend the different evaluation activities established for the academic year will be considered as "not presented" (NP). In the absence of specific regulation for each degree, it will be considered that it must be classified as "not presented": a) when it does not complete the continuous evaluation process, under the conditions that appear in the teaching guide, or b) when it does not present the proof of the official evaluation period. The consideration of NP does not consume a call in the total number of calls that the student has per module.

All aspects related to ?academic dispensation?, ?dedication to study?, ?permanence? and ?academic fraud? in accordance with the current academic regulations of the UDC.

## Sources of information



Basic

Blanco, RM, Blanco L, Luengo S, Pastor G, Rivero M, Rodríguez MR, Vicente MJ. 2003. Accesibilidad para personas con ceguera y deficiencia visual. Edita: ONCE. Características de la rotulación para personas con discapacidad visual. Edita: ONCE. Madrid. 2006 Concepto Europeo de Accesibilidad. Edita: Ministerio de Trabajo y Asuntos Sociales. Instituto de Migraciones y Servicios Sociales. Centro Estatal de Autonomía Personal y Ayudas Técnicas (CEAPAT). Madrid. Bridge C. Home modification: occupation as the basis for an effective practice. En: Curtin M, Molineux M, Supyk-Mellson, J (editores). Occupational therapy and physical dysfunction: enabling occupation. Elsevier; 2010; p. 409-429. Clasificación Internacional del Funcionamiento, de la Discapacidad y de la Salud (CIF). Conway M. Occupational therapy and inclusive design: principles for practice. Oxford: Blackwell Publishing; 2008. De-Rosende-Celeiro I, Torres G, Seoane-Bouzas M, Ávila A. 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Método de manutención manual de los enfermos: ergomotricidad en el ámbito sanitario, aplicaciones clínicas. Tomo II. Barcelona: Springer-Verlag Ibérica; 1999. Dotte P. Método de movilización de los pacientes: ergomotricidad en el ámbito asistencial. Barcelona: Elsevier; 2010. Doval, M. a I., Martínez-Figueira, M. a E., & Raposo, M. (2013). La voz de sus ojos: la participación de los escolares mediante Fotovoz. Revista de Investigación en Educación, 11(3), 150-171. Gastaldo, D., Magalhaes, L., & Carrasco, C. (2013). Mapas corporais narrados: un método para documentar trajetórias de saúde, resiliência, adocimiento e sofrimento. In A. Branco-Fraga, Y. M. de Carvalho, & I. M. Gomes (Eds.), As práticas corporais no campo da saúde (pp. 83-100). Sao Paulo: Editora Hucitec. Gastaldo, D., Magalhães, L., Carrasco, C., y Davy, C. (2018). Mapas corporales narrados como investigación. Consideraciones metodológicas para contar las historias de trabajadores indocumentados a través del mapeo corporal. (Trad. N. Rivas-Quarneti, S. Sánchez-Pérez, V. Vinzón y S. Veiga-Seijo). Recuperado de <http://www.migrationhealth.ca/undocumented-workers-ontario/body-mapping> (original en inglés, 2012) Clare Hocking (2021) Occupation in context: A reflection on environmental influences on human doing, Journal of Occupational Science, 28:2, 221-234, DOI: 10.1080/14427591.2019.1708434 Huot, S., Cao, A., Kim, J., Shajari, M., & Zimonjic, T. (2018). The power of language: Exploring the relationship between linguistic capital and occupation for immigrants to Canada. Journal of Occupational Science, 0(0), 1-12. <https://doi.org/10.1080/14427591.2018.1534136> Huot, S., Rudman, D., Dodson, B., & Magalhães, L. (2013). Expanding Policy-Based Conceptualizations of 'Successful Integration': Negotiating Integration through Occupation following International Migration. Journal of Occupational Science, 20(1), 6-22. <https://doi.org/10.1080/14427591.2012.717497> Lei 10/2014, do 3 de decembro, de accesibilidade. DOG nº 241 (17 de decembro de 2014). Organización Mundial de la Salud (2001). Pizarro E., Estrella S., Figueroa F., Helmke F., Pontigo C. & Whiteford G. (2018) Entendiendo la justicia ocupacional desde el concepto de territorio, una propuesta para la ciencia de la ocupación, Journal of Occupational Science, 25:4, xvi-xxvi, DOI: 10.1080/14427591.2018.1487262 Pollard, N., & Sakellariou, D. (2017). Occupational therapies without borders: integrating justice with practice (2nd ed.). Elsevier. Rivas-Quarneti, N., Magalhaes, L., & Fernández, M. (2017). Contribuciones del Metaplan en Investigación Cualitativa Crítica en Ciencias de la Salud: un camino hacia la acción dialógica. CIAIQ 2017, 2(0). Retrieved from <http://proceedings.ciaiq.org/index.php/ciaiq2017/article/view/1262> Rigby P, Craciunoiu O. Assessing environment: home, community and workplace. Access and safety. En: Vining M, Trombly CA. Occupational therapy for physical dysfunction. Baltimore: Lippincott Williams & Wilkins; 2014; p. 306-337. Stein F, Söderback I, Cutler S, Larson B. Occupational therapy and ergonomics: applying ergonomic principles to everyday occupation in the home and at work. Chichester: Whurr Publishers; 2006 Whiteford G., Jones K., Rahal C. & Suleman A. (2018) El Marco de Justicia Ocupacional Participativa como herramienta de cambio: Descripción y contraste de tres casos, Journal of Occupational Science, 25:4, I-ixii, DOI: 10.1080/14427591.2018.1504610



Complementary	 
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## Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Ergonomics, Accessibility, Universal Design and Functional Adaptation/653G01206

Subjects that continue the syllabus

## Other comments

ECOLOGICAL OBSERVATIONS: To help achieve an immediate sustainable environment and meet strategic objective 9 of the Green Campus FCS Plan, the documentary works carried out in this area:

- Majority will be requested in virtual format and computer support.
- To be made on paper:
  1. Plastics will not be used.
  2. Double-sided prints will be made.
  3. Recycled paper will be used.
  4. Drafting will be avoided

(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.