

THEORY, FUNDAMENTALS AND TECHNIQUES IN OCCUPATIONAL THERAPY

Degree in Occupational Therapy

Code: 804152

Module 2

Subject: Occupational Therapy

Type of subject: Compulsory

Grade: First

Semester: consult calendar

Department: Radiology, Rehabilitation and Physiotherapy.

Credits: 6 ECTS

TEACHING STAFF

Responsible Teachers

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SHORT DESCRIPTOR

The course will deal with the birth and historical evolution of Occupational Therapy, its philosophical and theoretical foundations and the different frames of reference in which it is developed.

An introduction to basic concepts and specific terminology related to Occupational Therapy and a study of therapeutic activities, with emphasis on the analysis of activities, their adaptation and graduation for their application in client/patient care.

Introduction to assistive technology and products, the use of scientific bibliography and bibliographic resources, as well as an introduction to the therapeutic relationship and the code of professional ethics.

COMPETENCIES

These are the ones corresponding to the Module and Subject to which this subject belongs.

GENERAL SKILLS

- CG.01.
- CG.06.
- CG.07.
- CG.08.
- CG.10.
- CG.11.
- CG.12.
- CG.13.
- CG.14.
- CG.15.

- GC.17

SPECIFIC COMPETENCES

- CE.M1.2.
- CE.M2.1.
- CE.M2.2.
- CE.M2.3.
- CE.M2.4.
- CE.M2.5.
- CE.M2.6.
- CE.M2.7.
- CE.M2.8.
- CE.M2.9.
- CE.M2.13.
- CE.M2.14.

OBJECTIVES

General Objective

To introduce students to the different fields of application and intervention techniques of occupational therapy and to get used to functional diversity.

AGENDA

THEORETICAL

Topic 1. Physical Medicine and Rehabilitation. Concept. Origins. Diseases and their sequelae.

Topic 2. Occupational Therapy. Concept. Origins and development. Evolution of the discipline at world and national level.

Topic 3. Consequences of illness. International Classification of Functioning, Disability and Health (ICF).

Topic 4. The interdisciplinary team in Physical Medicine and Rehabilitation. The occupational therapist as a member of the interdisciplinary team. Types of model and organization.

Topic 5. Objectives and functions of Occupational Therapy. Levels of action and areas of application.

Topic 6. Specific and frequently used terminology in Occupational Therapy. Basic concepts.

Topic 7. Philosophical and theoretical foundations of Occupational Therapy. Different frames of reference in its development.

Topic 8. Models of intervention in Occupational Therapy. Program development.

Topic 9. Code of Ethics in Occupational Therapy.

Topic 10. Professional associations. Professional foundations.

Topic 11. Support products and therapeutic applications

Topic 12. Principles of professional practice. The therapist-patient relationship. The therapeutic process

Topic 13. Evaluation and motor and cognitive assessment scales in rehabilitation.

Topic 14. Application of actions and treatments with new activities. Use of new technologies in Occupational Therapy. Adaptations in computing. Control of the environment and home automation.

Topic 15. Occupational activities (work, leisure and ADLs) as main activities of the person. Human development. Life roles.

Topic 16. Therapeutic activities. Assessment, choice and adaptation.

Topic 17. Activity analysis. Activity analysis models.

Topic 18. Use of physical activity as a therapeutic tool.

Topic 19. Sport and functional diversity. Use of sport activities as a therapeutic means

Topic 20. Play as a therapeutic medium. Theories, methodology and application

Topic 21. Grasping and manipulative skills.

PRACTICAL

Practice 1. Occupational Therapy Process and Activity Analysis

Objectives: To understand the steps in the Occupational Therapy intervention process or the importance of activity as a therapeutic tool. The different types of activities used in Occupational Therapy or the importance and characteristics of purposeful activity as a differentiating element of Occupational Therapy. The importance of the use of activity analysis. Carry out in groups the analysis of an activity proposed by the teacher following Pilar García Margallo's complete model of activity analysis based on M. Drake's model (referred to as basic) with a subsequent sharing.

Methodology and activities: Initially there will be a short presentation by the teacher accompanied by videos, a dynamic will be carried out to consolidate knowledge and an analysis of the activity will be carried out in groups of approximately 6 people with a subsequent sharing of the activity by the whole group.

Practice 2. Experiencing Functional Diversity

Objectives: To experience first-hand the physical, sensory and cognitive functional diversity. To learn about the difficulties faced by people with functional diversity in everyday life. To facilitate the development of empathy.

Methodology and activities: After watching a video in which a person experiences great difficulties in communication, the students will carry out practical exercises in which they will have to communicate with their classmates according to instructions that limit, hinder and slow down communication. Then, after a brief explanation of how to guide a person with visual impairment and how to use a manual wheelchair, the students will have to move around and carry out activities in the environment with their eyes covered by a blindfold or in a wheelchair or with crutches. Finally, there will be a sharing of the experiences of each student.

Practice 3. Preparatory activities in occupational therapy I: Movement analysis. Trunk control and core stability.

Objectives: To learn the characteristics of preparatory activities (auxiliary and enabling). To learn and apply the basic principles of "normal movement" analysis as a basis for the subsequent analysis of pathological movement. To

learn to analyse pathological movement in relation to "normal movement" as a basis for motor treatment planning and goal setting. To learn how to facilitate the emergence of "normal movement" within occupational therapy treatment.

Methodology and activities: There will be a brief presentation of the concept of "normal movement" and the components involved in it, as well as the basic principles of analysis. Students will then be divided into groups of 4 to analyse their own basic movement patterns and test for variability within "normality".

Videos of patients will be shown so that, in groups, they can reflect on the differences and look for treatment objectives based on the differences analysed.

The importance of trunk control and central stability as a basis for upper limb work will be explained in a practical way. The concept of facilitation and its importance in occupational therapy will be explained in a practical way. Students will have the opportunity to practice among themselves different facilitations to improve trunk control and central stability.

Practice 4. Preparatory activities in occupational therapy II: upper limb.

Objectives: To learn and practice the basic auxiliary activities to prepare the sensory components of the upper limb. To learn the basic auxiliary activities to prepare motor components of the upper limb. To become familiar with some of the materials most commonly used in occupational therapy. To learn how to plan training activities according to the proposed objectives and to graduate them according to the patient's needs.

Methodology and activities: The analysis of upper limb movement will be reviewed from a biomechanical perspective (joint and muscle balance) and from a neurodevelopmental perspective.

The preparation of the sensory and motor components in the upper limb will be explained in a practical way. Students will practise the explained manoeuvres among themselves under the supervision of the teacher.

Some of the most commonly used materials in occupational therapy rooms will be explained. A brief review of the principles to be taken into account when planning and grading training activities. Videos of patients will be shown. In groups, you will discuss what treatment

goals could be set and plan activities using different materials.

Practice 5. Cognitive Rehabilitation in Occupational Therapy

Objectives: To learn about the main cognitive deficits that may affect people who are likely to benefit from occupational therapy intervention. To understand the repercussion of cognitive functions on ADLs. To discern the most appropriate rehabilitation manoeuvres according to the altered cognitive function (training or compensation).

Methodology and activities: A presentation of the main cognitive deficits that can influence the performance of ADLs, a description of their characteristics so that they can be detected and the techniques that can be used for their rehabilitation and compensation. Students will participate in different dynamics and exercises to become aware of the strategies used by themselves and others, and experience the techniques and manoeuvres that can be used with patients in their rehabilitation.

Practice 6. Intervention in Activities of Daily Living I (Adapted Techniques)

Objectives: To understand the role of the occupational therapist in ADLs, both basic, instrumental and advanced. To learn about the different intervention techniques in ADLs and differentiate when to use each of them. To learn about different compensatory strategies (adapted techniques) for the performance of ADLs.

Methodology and activities: There will be a brief reminder of the characteristics of the BADLs and IADLs and their influence when intervening on each of them. In groups they will experience the difficulties they may have in carrying out ADLs with different deficits and different solutions will be provided by means of adapted techniques. They will practise dressing and undressing by simulating different deficits and using adapted techniques. Videos of people with different deficits performing basic, instrumental and advanced activities of daily living will be shown as a real example of adapted techniques.

Practice 7. Intervention in Activities of Daily Living II (Support Products)

Objectives: To learn about the work of the occupational therapist in the field of support products. To become

familiar with and know how to use different support products. To be able to determine the possible users of each support product. To learn how to handle the material available to the occupational therapist for counselling.

Methodology and activities: Students will be divided into groups to work with various support products on which they must determine their usefulness (for which ADLs), form of use and population that could benefit from such a product, then a sharing will take place for the whole group and the products will be exchanged so that everyone can get to know and handle them.

Practice 8. Intervention in Activities of Daily Living III (Environmental Modification)

Objectives: To learn about the work of the occupational therapist in the field of environmental modification. To learn about the different modifications that can be made to a patient's environment depending on their functional diversity in order to maintain their independence in ADLs or to facilitate the work of their carers.

Methodology and activities: Students will be divided into groups to carry out the adaptation of the home of a person with a specific functional diversity (with different budgets) so that this person is able to carry out their ADLs with the greatest possible autonomy, after which there will be a sharing of all the alternatives that have arisen.

Practice 9. Therapeutic Relationship

Objectives: To understand the importance of the therapeutic use of the self. The characteristics that the therapeutic relationship must have in order to be effective. To know what aspects benefit and harm the relationship established with the patient.

Methodology and activities: The presentation will be interspersed with videos, dynamics and role-playing to represent the different situations that may arise and to put into practice different relationship and communication skills.

Practice 10. Work Exhibition

Objectives: To present the group work carried out.

- To show and learn about the work of the occupational therapist in different pathologies.
- Show and learn about the work of the occupational therapist in the centres visited.

Methodology and activities: Students in groups will present the work carried out and the work of the occupational therapist in the centres they have visited, using the audiovisual media of their choice.

TEACHING ACTIVITIES

SEMINARS

Duration: A seminar will be held for approximately 4 hours.

Seminar: Visit to Occupational Therapy centres.

Students in groups will visit centres where occupational therapists from different fields work and will then give a short presentation on their experience.

PRACTICAL CLASSES

The internship will have a duration of 30 hours distributed in 10 workshops with a duration of 3 hours each.

FIELDWORK

FINAL INTERNSHIP WORK

Students will carry out a group work which they will present in the last practical class and which will consist of the following points:

- Choose a pathology or population susceptible to intervention by Occupational Therapy.
- Brief description.
- Description of the visit to the centre specialising in the pathology.
- Objectives of Occupational Therapy (OT) intervention.
- Activities that could be used to achieve the proposed objectives
- Choose an activity: subject it to the analysis process according to the model worked on in class and demonstrate it.
- Bibliography.

It is essential that the work meets all of the above points.

EVALUATION

- The practical part of the course will be assessed through the final project and through continuous assessment of attendance and participation in each of the practicals.
- Attendance to the practical part of the course is compulsory in order to pass the course.
- There will be a final exam on the theoretical content consisting of multiple-choice and short questions (30% of the final grade). In addition, students must submit a paper on TO article review (10%) and participate in the TO Wiki (10%) that will be provided within the Campus of the subject. The final grade of the course will be the weighted average of both parts (practical 50% and the sum of all the theory, another 50%), being essential to have completed the practices in order to pass the course.
- **Attitude to follow in the event of a voluntary or accidental infringement of the rules of conduct of the examination.**

The voluntary or accidental infringement of the rules for conducting the exam prevents the assessment of the same, so that the offending student will sit the oral exam of the subject to establish their knowledge of the subject. If the cheating is confirmed to be intentional, it will be considered a very serious misconduct, and the Services Inspectorate will be informed in order to take the disciplinary measures it deems appropriate.

- In order for the student to acquire the competences of this subject, it is necessary to carry out learning methodologies based on simulations; the student must: practice with other students, carry out different examinations, use or apply evaluation, assessment and treatment techniques, which may involve discovering parts of their body or simulating "pathological situations". The practicals are compulsory and will be supervised at all times by the lecturers; failure to carry them out in accordance with the above will mean not acquiring the necessary competences and therefore failing the subject.

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