

Academic Year/course: 2022/23

## 26014 - Activities for functional independence II: Occupational performance in daily life

### Syllabus Information

**Academic Year:** 2022/23

**Subject:** 26014 - Activities for functional independence II: Occupational performance in daily life

**Faculty / School:** 127 - Facultad de Ciencias de la Salud

**Degree:** 276 - Degree in Occupational Therapy

**ECTS:** 9.0

**Year:** 2

**Semester:** Annual

**Subject Type:** Compulsory

**Module:**

## 1. General information

### 1.1. Aims of the course

The subject is developed within the context of the study of human occupation, delving into the effect of occupations on autonomous functioning, health and well-being of people. This second block of the "Functional Independence and Applied Occupational Activities" Module will lead the student towards the knowledge and application of methods, techniques and professional skills, as well as evaluation instruments, specific materials, support products and adapted equipment and assistance that they are used in the process of Occupational Therapy in the area of ??performance of Activities of Daily Living (ADL).

The practical application of these contents in the usual care contexts is sought, emphasizing the contribution that the occupational therapist, as a specialist in human occupation, can make in the different professional teams.

These approaches and objectives are aligned with the following Sustainable Development Goals (SDGs) of the United Nations 2030 Agenda (<https://www.un.org/sustainabledevelopment/es/>), in such a way that the acquisition of the results of Subject learning provides training and competence to contribute to some extent to its achievement.

Goal 1: End of poverty.

1.5 By 2030, build the resilience of the poor and people in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental disasters.

Objective 3: Health and well-being.

Objective 4: Quality education.

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4.3 By 2030, ensure equal access for all men and women to quality technical, vocational and higher education, including university education.

4.4 By 2030, substantially increase the number of young people and adults who have the necessary skills, including technical and professional skills, to access employment, decent work and entrepreneurship.

4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for vulnerable people, including people with disabilities, indigenous peoples and children in situations of vulnerability.

4.7 By 2030, ensure that all students acquire the knowledge and skills necessary to promote sustainable development, including through education for sustainable development and sustainable lifestyles, human rights, gender equality, the promotion of a culture of peace and non-violence, world citizenship and the appreciation of cultural diversity and the contribution of culture to sustainable development.

4.a Build and adapt educational facilities that take into account the needs of children and people with disabilities and gender differences, and that offer safe, non-violent, inclusive and effective learning environments for all.

Goal 13: Climate action.

13.3 Improve education, awareness, and human and institutional capacity regarding climate change mitigation, adaptation, reduction of its effects, and early warning.

### 1.2. Context and importance of this course in the degree

Through the different subjects of the "Functional Independence and Applied Occupational Activities in Occupational Therapy" module, the student learns to consider the person from an occupational perspective, understanding that through their occupations people can reach a satisfactory level of functioning and optimize your health and wellness. The different human occupations are presented in their double aspect: as areas on which to intervene in case of risk or occupational dysfunction and as activities with diverse therapeutic possibilities.

In the case of "Activities for Functional Independence II" (AIF II), the student understands the importance, meaning and therapeutic possibilities of the different ADLs as well as the methods, techniques, skills, instruments and devices for intervention in this area.

### 1.3. Recommendations to take this course

Passing both the subject "Activities for Functional Independence I" (AIF I) and the rest of the 1st Grade subjects is the most desirable starting point for making the most of the contents of the subject. In addition, since the methodological approach of AIF II is based on learning by doing, it is recommended that students show initiative and a positive attitude towards participation and cooperative work. The different practical activities are designed to be carried out in small groups to allow the continuous evaluation process and facilitate the development of work habits and pre-professional skills. It is important that the future professional learns the need to adapt their clothing, footwear and other aspects of their presentation to adapt them to the needs of the tasks that are going to be carried out in practice.

## 2. Learning goals

### 2.1. Competences

ACCORDING TO REPORT VERIFIED BY ANECA of the Degree in Occupational Therapy

generic skills

- ? Capacity for analysis and synthesis.
- ? Ability to apply knowledge in practice.
- ? Planning and time management.
- ? Basic general knowledge about the study area.
- ? Basic knowledge of the profession.
- ? Oral and written communication in the mother tongue.
- ? Basic computer skills.
- ? Ability to learn.
- ? Capacity for criticism and self-criticism.
- ? Ability to adapt to new situations.
- ? Ability to generate new ideas (creativity).
- ? Troubleshooting.
- ? Decision making.
- ? Teamwork.
- ? Interpersonal skills.
- ? Appreciation of diversity and multiculturalism.
- ? Ability to work autonomously.
- ? Project design and management.
- ? Ethical commitment.
- ? Concern for quality.
- ? Motivation.

Specific skills

- ? Knowledge and ability to apply New Technologies within the context of Occupational Therapy.
- ? Knowledge and ability to apply occupations therapeutically.
- ? Knowledge and ability to apply Activities of Daily Living therapeutically in all areas of occupational performance.
- ? Knowledge and ability to apply Ergonomics principles within the context of Occupational Therapy.
- ? Ability to educate, facilitate, support and encourage the occupational functioning, well-being and comfort of populations, communities, groups and individuals whose lives are affected by limitation in functioning, suffering, illness.

ACCORDING TO ORDER CIN/729/2009, of March 18, which establishes the requirements for the verification of official university degrees that qualify for the exercise of the profession of Occupational Therapist. (Occupational Therapy Module, personal autonomy and independence):

- ? Understand the different theories of functioning, personal autonomy, functional adaptation to/from the environment, as well as intervention models in Occupational Therapy, transferring them to daily professional practice.
- ? Encourage the participation of the user and family in their recovery process.
- ? Know, understand and apply the fundamentals of personal autonomy in daily life activities with and without adaptations and/or technical aids in the life cycle.
- ? Apply significant activity, ergonomic study, new technologies and existing technology in Occupational Therapy in the life cycle.
- ? Use ethical and professional reasoning effectively throughout the Occupational Therapy process.
- ? Use the therapeutic potential of occupation through the analysis and synthesis of occupation and activity.
- ? Prepare, maintain and review the documentation of the Occupational Therapy processes.
- ? Be able to argue the scientific principles that support intervention in occupational therapy, adapting it to the available scientific evidence.

### 2.2. Learning goals

1. Explain the relationship between functioning and occupational performance in Activities of Daily Living (ADL).
2. Identify the professional profile of the occupational therapist and his role in the area of ??ADLs, developing self-knowledge and self-criticism.
3. Distinguish and assess the use of the therapeutic relationship in the occupational therapy process in the area of ??ADLs, taking into account individual differences, beliefs and customs.
4. Identify and apply the occupational therapy process in the evaluation and intervention in the area of ??ADLs.
5. Define, analyze and carry out ADLs from the different approaches and types of intervention.

### 2.3. Importance of learning goals

The learning results contribute, together with the rest of the skills acquired in the subjects of the "Functional Independence and Applied Occupational Activities" Module, to the training of students for the performance of the professional profile. The performance area of ??daily life is very significant for the person as an occupational being. This fact is reflected in the subject through learning and the application of the occupational therapy process in ADLs. In addition, the students have the opportunity to know, select and apply specific support materials and products in this area. All this is part of the tasks of the professional role. Work is also done on the acquisition of interpersonal and teamwork skills as important transversal skills for the student as a future health professional.

### 3. Assessment (1st and 2nd call)

#### 3.1. Assessment tasks (description of tasks, marking system and assessment criteria)

##### 3.1. Type of tests and their value on the final grade and evaluation criteria for each test

To pass the subject, the student must demonstrate that he has achieved the expected learning outcomes. The regularity in the participation and the effective realization of all the evaluable activities designed and programmed that are presented below will be valued:

Assessment of the practical part (60% of the course grade):

? Assignments and final work (30% of the final grade):

? Short assignments and exercises related to practices, may be individual or in small teams (15% of the final grade).

? Final content integration work (15% of the final grade). It will be done in a team of 3-4 people. Compliance with the instructions given for its preparation, precision in the use of professional terminology, the capacity for synthesis and the adequate application of the contents of the subject will be assessed.

? Attitudes and abilities demonstrated during the development of face-to-face activities (30% of the final grade).

Attendance at practical sessions is an essential requirement to pass this evaluation, only a maximum of 20% duly justified absences will be allowed.

The qualification of the evaluation of the practical part can be saved for the 2nd call of the same academic year, it will not be saved for the 2nd registration or successive ones.

In the following cases, students must take a practical test in the official call to assess the skills related to this part of the subject:

1. Students who have opted for the global test.

2. Students who have exceeded 20% of duly justified absences.

3. Students who have not passed the minimum evaluation score for the practical part.

Evaluation of the theoretical part. Written tests (40% of the course grade):

? Eliminator partial exam. At the end of the 1st semester. There will be a combined exam of multiple choice, short and development questions. It will average with a grade of 5 points.

? Final exam.

? 1st official call (May-June). It will include the content of the subject of the second semester for those who have passed the first part, and of the entire subject for the rest of the people enrolled. There will be a combined exam of multiple choice, short and development questions.

? 2nd official call (June-July). The exam will include all the contents of the subject, partial grades are not saved. There will be a combined exam of multiple choice, short and development questions.

Spelling mistakes may be discounted in each exam up to a maximum of 1 point.

To pass the subject, the student must obtain a grade equal to or greater than 5 points in each of the evaluation blocks.

Rating system

0-4.9 Failed

5.0-6.9 Pass

7.0-8.9 Good

9.0-10 Outstanding

<https://academico.unizar.es/grado-y-master/informacion-academica/examenes>

### 4. Methodology, learning tasks, syllabus and resources

#### 4.1. Methodological overview

The learning process that has been designed for this subject is based on a mixed orientation, both theoretical and applied, so that the activities are planned with the acquisition of attitudes, habits, knowledge and skills that the student needs to develop the learning process in mind. of occupational therapy in the area of ??ADLs.

Different methodologies are applied such as: role-playing, simulations, cooperative learning, ApS, etc. The use of a didactic approach close to the professional practice of occupational therapy implies the realization of some visit or activity outside the building of the Faculty of Health Sciences.

#### 4.2. Learning tasks

? Theoretical classes in a large group. 36 hours. Participatory master exhibitions. Learning outcomes: 1-5.

? Practical classes and seminars. 54 hours. Learning outcomes: 1-5.

? Final project (25 hours). Learning outcomes: 1-5.

? Autonomous work and evaluation (110 hours). Learning outcomes: 1-5.

### 4.3. Syllabus

#### 4.3. Program

##### Thematic block 1

Functional independence and activities of daily living. Basic concepts.

- 1.1. Concept and classification of activities of daily living (ADL).
- 1.2. Characteristics and meanings of ADLs.
- 1.3. Factors that influence performance and autonomy in ADLs.

##### Theme block 2

##### Occupational Therapy Process and AVD

- 2.1. Fundamental aspects of the Occupational Therapy process.
  - 2.1.1. Basic concepts on management in occupational therapy.
  - 2.1.2. The occupational therapy process according to the AOTA "Framework" (OTPF).
  - 2.1.3. Professional reasoning in occupational therapy.
  - 2.1.4. Contexts of action of the occupational therapist. Resources and equipment.
  - 2.1.5. Therapeutic relationship in occupational therapy.
- 2.2. Evaluation I
  - 2.2.1. Methods and sources for collecting information.
  - 2.2.2. Preparation of the occupational profile.
- 2.3. Evaluation II.
  - 2.3.1. Observation: an essential tool in occupational therapy.
  - 2.3.2. Assessment instruments in AVD.
  - 2.3.3. Analysis of needs and definition of problems in AVD.
- 2.4. Intervention. Design and development of the intervention plan in AVD.
  - 2.4.1. Therapeutic priorities and goals.
  - 2.4.2. Approaches and types of intervention.
  - 2.4.3. Activity planning.
  - 2.4.4. Intervention review.
- 2.5. Results.
  - 2.5.1. Global results of occupational therapy in ADL.

##### Theme block 3

##### Occupations and ADLs in practice

##### 3.1. Basic Activities of Daily Living (ABVD)

- 3.1.1. functional mobility.
  - ? Bedridden people I: Mobilization and functional independence in bed. Therapeutic techniques and resources.
  - ? Bedridden people II: Mobilization with a crane. Therapeutic techniques and resources.
  - ? Displacement I: Techniques, resources and aid devices for displacement. Use of canes, walkers and other elements of personal mobility.
  - ? Displacement II: Wheelchairs as assistive devices for displacement.
  - ? Prescription and basic operation.
  - ? Indoor handling and transfers.
  - ? Skills for handling the wheelchair outdoors.
- 3.1.2. Hygiene and personal care: therapeutic resources, techniques and assistive devices.
- 3.1.3. Food: therapeutic resources, techniques and assistive devices.
- 3.1.4. Clothing: therapeutic resources, techniques and assistive devices.
- 3.1.5. Sexual activity: therapeutic resources, techniques and assistive devices.
- 3.2. Instrumental activities of daily living (IADL) and home environment.
  - 3.2.1. Caring for others and health maintenance.
  - 3.2.2. Use of communication systems.
  - 3.2.3. Food preparation.
  - 3.2.4. Home care and maintenance.

### 4.4. Course planning and calendar

#### 4.4. Planning of learning activities and calendar of key dates

The information regarding the temporary distribution of the training activities will be available through the Moodle platform of the Educational Digital Ring (ADD).

The use of the platform allows direct contact with the students to specify the specific calendar of activities well in advance, thus facilitating their preparation and anticipating possible changes that may be made.

Overall, the course is structured as follows:

- ? Theoretical classes: 1.5 hours/week throughout the course.
- ? Practical classes (laboratory and seminars): 1 practice every 15 days and 1 weekly seminar depending on the distribution schedule of the groups. From time to time some activity can be carried out in the afternoon.
- ? Jobs:
  - o Tasks and exercises directly related to the practices: they will be delivered according to the corresponding sessions.
  - o Final content integration work: it will be delivered in mid-April.
- ? Tutorials: mainly aimed at orientation and preparation of work during the course.
- ? Partial exam: at the end of the 1st semester.
- ? Final exam/comprehensive test: according to the official announcement published in Academic Regulation.

### 4.5. Bibliography and recommended resources

#### 4.5. Bibliography and Recommended Resources

<https://psfnizar10.unizar.es/br13/egAsignaturas.php?codigo=26014>

