

## 26051 - Theories of human occupation

### Syllabus Information

**Academic year:** 2024/25

**Subject:** 26051 - Theories of human occupation

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

**Degree:** 645 - Degree in Occupational Therapy

**ECTS:** 6.0

**Year:** 1

**Semester:** Second semester

**Subject type:** Compulsory

**Module:**

### 1. General information

The subject "Theories of human occupation" is part of the subject 6 "Fundamentals of occupational therapy" together with the subjects "History and fundamentals of occupational therapy" of the 1st year and "Occupational therapy process" of the 2nd year. All of them are part of module 2 "Fundamentals of occupational therapy and personal autonomy and independence" of the Degree in Occupational Therapy.

The contents of the course are designed with the objective that students are able to explain and know the organization of knowledge in occupational therapy: paradigms, conceptual models and reference frameworks applied in the therapeutic process.

### 2. Learning results

The learning outcomes are:

Identify the scientific paradigms that have influenced the development of occupational therapy as a discipline.

To know the organization of knowledge in occupational therapy: related knowledge, theories, conceptual models of practice and frames of reference.

To explain the configuration of conceptual models of occupational therapy practice.

Describe the main frames of reference applied in occupational therapy.

Recognize the place and application of theories, conceptual models of practice and frames of reference in the therapeutic process.

### 3. Syllabus

#### **Thematic Block I: Evolution and organization of knowledge in Occupational Therapy**

1. Scientific paradigms.
2. Theories, conceptual models of practice and frames of reference.
3. Related knowledge.

#### **Thematic block II: Conceptual models of Occupational Therapy practice.**

4. Kielhofner's Model of Human Occupation (MOHO).
5. Canadian Model of Occupational Performance and Engagement (CMOP-E).
6. Kawa Model.
7. Australian Occupational Performance Model.
8. Ecological models.

#### **Thematic Block III: Reference frameworks, models and approaches applied in Occupational Therapy.**

9. Biomechanical model.
10. Cognitive disabilities model.
11. Sensory Integration Model.
12. Motor control model.
13. Cognitive-perceptual model.
14. Reference frameworks: Psychoanalytic, Humanistic and Cognitive-behavioral.
15. Related knowledge and approaches.

### 4. Academic activities

**Lectures (30 hours)**

With a participative methodology, explanation of the different contents of the subject, facilitating the reflection and assimilation of the fundamental concepts, oriented to the acquisition of competences and learning results and supported by audiovisual aids.

**Practical classes (30 hours)**

Practical activities in small groups to complete and apply the theoretical knowledge acquired.

**Personal study and autonomous work (84 hours).**

**Evaluation tests (6 hours)**

## **5. Assessment system**

**Evaluation of the theoretical contents (60% of the final grade).**

It will take place on the date of the official exams. The exam will include all the theoretical contents of the course. The minimum passing grade is 5/10. Type of exam: it may combine multiple-choice questions with short and essay questions.

**Practical evaluation (40% of the final grade).**

Compulsory attendance (maximum 20% of duly justified absences).

Attitudes and skills demonstrated during the development of the practical activities, active and efficient participation.

Individual or small group assignments, which may include oral presentations.

If the evaluation activities of the practicals are not passed or not carried out, a practical exam will be carried out in official call.

**The grade of the evaluation of the practical part will be kept for the 2nd call of the same academic year, it will not be kept for the 2nd or successive enrollment.**

**In order to pass the course, it is an indispensable requirement to pass each of the evaluation sections.**

## **6. Sustainable Development Goals**

3 - Good Health & Well-Being

4 - Quality Education

5 - Gender Equality