



## 1. General information

Course: OCCUPATIONAL FUNCTIONING ANALYSIS

Type: CORE COURSE

Degree: 382 - UNDERGRADUATE DEGREE IN OCCUPATIONAL THERAPY

Center: 16 - FACULTY OF SCIENCES OF THE HEALTH OF TALAVERA

Year: 1

Main language: Spanish

Use of additional languages:

Web site:

Code: 64305

ECTS credits: 6

Academic year: 2020-21

Group(s): 60

Duration: C2

Second language:

English Friendly: Y

Bilingual: N

Lecturer: ABEL TOLEDANO GONZALEZ - Group(s): 60

Building/Office	Department	Phone number	Email	Office hours
1.17	PSICOLOGÍA	5624	Abel.Toledano@uclm.es	

## 2. Pre-Requisites

Not established

## 3. Justification in the curriculum, relation to other subjects and to the profession

One of the basic and idiosyncratic procedural skills of the occupational therapist is "activity analysis" and "occupational functioning analysis". This subject covers both aspects, on the one hand, the study of the different demands of the activities, their characteristics, the possible adaptations of the same and, on the other hand, the study of how the different activities and occupations are configured in daily life. The analysis of occupational functioning allows us to recognize those situations that require the intervention of an occupational therapist, either on the skills and abilities of the person or user, on the environment or on the activity. In this way, the subject is structured around the three axes of occupational functioning: activity, subject and environment.

## 4. Degree competences achieved in this course

## Course competences

Code	Description
B07	Understand and recognize the interrelationship between the concepts of well-being, health, meaningful occupation, dignity and participation.
B08	Understand and recognize the importance of contextual factors as determinants of occupational dysfunction.
B10	Carry out the assessment and adaptation of the environment to promote participation in meaningful occupations in the different facets of daily life, personal autonomy and quality of life.
C11	Obtain and elaborate, with relevant information, the history of occupational performance throughout the process.
C12	Conduct assessment of occupational functioning appropriate to the needs of individuals and populations.
C13	Determine occupational dysfunctions and needs, define planning and establish Occupational Therapy intervention, utilizing the therapeutic potential of meaningful occupation, through the use of activity, with the consent and participation of individuals and populations.
C14	Conduct occupational assessment, determine planning and establish Occupational Therapy intervention, utilizing the therapeutic potential of the meaningful occupation, through the use of the activity, with the consent and participation of individuals and populations.
CB01	Prove that they have acquired and understood knowledge in a subject area that derives from general secondary education and is appropriate to a level based on advanced course books, and includes updated and cutting-edge aspects of their field of knowledge.
CB02	Apply their knowledge to their job or vocation in a professional manner and show that they have the competences to construct and justify arguments and solve problems within their subject area.
CB03	Be able to gather and process relevant information (usually within their subject area) to give opinions, including reflections on relevant social, scientific or ethical issues.
CB04	Transmit information, ideas, problems and solutions for both specialist and non-specialist audiences.
CB05	Have developed the necessary learning abilities to carry on studying autonomously
E24	Develop and write Occupational Therapy histories and other records in an understandable form for both specialized and non-specialized audiences.
G02	Understand the different theories of functioning, personal autonomy, functional adaptation of the environment, as well as the intervention models in Occupational Therapy, transferring them to daily professional practice.
G03	Promote health and prevent disability, acquire or recover the occupational performance necessary at each stage of the life cycle to achieve independence and autonomy in the areas of occupational performance of those people who suffer situations of risk, organic deficit, limitation in activity and participation and / or social marginalization.
G04	Perform an adequate treatment, respecting the different phases and basic principles, through therapeutic occupations and based on related knowledge such as the science of occupation, in the different areas of occupational performance, analyzing the performance components and the different existing environments and contexts.
G06	Encourage user and family participation in the recovery process.
G07	To know, understand and apply the fundamentals of personal autonomy in activities of daily living with and without adaptations and/or technical aids in the life cycle.
G09	To know and understand the knowledge of Occupational Therapy for the integration of the individual in his environment throughout the life cycle.
G11	To know, evaluate, analyze, develop and participate in health education and promotion programs within the scope of Occupational Therapy to prevent occupational dysfunctions in general and subsequent to medical, surgical and psychiatric conditions and social

G14	maladjustment.
G19	Explain the relationship between occupational performance, health and well-being.
G25	Utilize the therapeutic potential of occupation through the analysis and synthesis of occupation and activity.
	Develop knowledge of the occupation and practice of Occupational Therapy.

## 5. Objectives or Learning Outcomes

### Course learning outcomes

#### Description

The student will be able to communicate effectively in a work environment, both written and verbal. In this sense, skills and abilities are included as a therapist to evaluate / analyze the occupational status of a patient, individual or client

To arrive at a theoretical reflection about the practice and the profession, articulating it with the theoretical knowledge acquired, and to argue from different perspectives and theoretical positions. Most especially, it will be able to identify which processes, skills, abilities and factors, both personal and environmental, influence the execution of an activity. Also, the student will be able to select the most appropriate methodology to evaluate and analyze each of the components of human performance (activity, skills, abilities and environmental factors) and the most useful tool in terms of them

The student will be able to identify the different components that may be influencing occupational dysfunction, formulate an occupational diagnosis and make both verbal and written reports on the status of the individual on which the analysis of occupational functioning is performed

## 6. Units / Contents

**Unit 1: Conceptual approach to the Analysis of Occupational Functioning**

**Unit 2: Conceptualization of Occupational Functioning. Models for the study of Occupational Functioning. Study of the Occupational Profile.**

**Unit 3: Components of the Analysis of Occupational Functioning Methods and procedures for Occupational Functioning Analysis. Personal Dimensions**

**Unit 4: Methods and procedures of Analysis of Occupational Functioning. Personal Dimensions**

## 7. Activities, Units/Modules and Methodology

Training Activity	Methodology	Related Competences (only degrees before RD 822/2021)	ECTS	Hours	As	Com	Description
Class Attendance (practical) [ON-SITE]	Project/Problem Based Learning (PBL)	C11 C12 C13 C14 CB01 CB02 CB03 CB04 CB05 E24	1	25	Y	N	
Class Attendance (theory) [ON-SITE]	Lectures	B07 B08 B10 C11 C12 C13 C14 CB01 CB02 CB03 CB04 CB05 E24 G02 G03 G04 G06 G07 G09 G11 G14 G19 G25	3.92	98	Y	N	
Field work [ON-SITE]	Practical or hands-on activities	CB01 CB02 CB03 CB04 CB05	1	25	Y	N	
Final test [ON-SITE]	Assessment tests	B07 B08 B10 C11 C12 C13 C14 CB01 CB02 CB03 CB04 CB05 E24 G02 G03 G04 G06 G07 G09 G11 G14 G19 G25	0.08	2	Y	Y	
<b>Total:</b>			<b>6</b>	<b>150</b>			
<b>Total credits of in-class work: 6</b>			<b>Total class time hours: 150</b>				
<b>Total credits of out of class work: 0</b>			<b>Total hours of out of class work: 0</b>				

As: Assessable training activity

Com: Training activity of compulsory overcoming (It will be essential to overcome both continuous and non-continuous assessment).

## 8. Evaluation criteria and Grading System

Evaluation System	Continuous assessment	Non-continuous evaluation*	Description
Final test	60.00%	100.00%	Exam
Projects	30.00%	0.00%	Portfolio
Laboratory sessions	10.00%	0.00%	
<b>Total:</b>	<b>100.00%</b>	<b>100.00%</b>	

According to art. 4 of the UCLM Student Evaluation Regulations, it must be provided to students who cannot regularly attend face-to-face training activities the passing of the subject, having the right (art. 12.2) to be globally graded, in 2 annual calls per subject, an ordinary and an extraordinary one (evaluating 100% of the competences).

### Evaluation criteria for the final exam:

#### Continuous assessment:

It is necessary to have at least a 5 in the final test to pass the subject.

#### Non-continuous evaluation:

Evaluation criteria not defined

### Specifications for the resit/retake exam:

It is necessary to have at least a 5 in the final test. The evaluation criteria will be the same as in the ordinary call for proposals.

### Specifications for the second resit / retake exam:

No evaluation criteria have been introduced

## 9. Assignments, course calendar and important dates

Not related to the syllabus/contents	
Hours	hours
<b>Unit 1 (de 4): Conceptual approach to the Analysis of Occupational Functioning</b>	
<b>Activities</b>	<b>Hours</b>
Class Attendance (practical) [PRESENCIAL][Project/Problem Based Learning (PBL)]	24
Class Attendance (theory) [PRESENCIAL][Lectures]	6
Field work [PRESENCIAL][Practical or hands-on activities]	6
<b>Unit 2 (de 4): Conceptualization of Occupational Functioning. Models for the study of Occupational Functioning. Study of the Occupational Profile.</b>	
<b>Activities</b>	<b>Hours</b>
Class Attendance (practical) [PRESENCIAL][Project/Problem Based Learning (PBL)]	25
Class Attendance (theory) [PRESENCIAL][Lectures]	6
Field work [PRESENCIAL][Practical or hands-on activities]	6
<b>Unit 3 (de 4): Components of the Analysis of Occupational Functioning Methods and procedures for Occupational Functioning Analysis. Personal Dimensions</b>	
<b>Activities</b>	<b>Hours</b>
Class Attendance (practical) [PRESENCIAL][Project/Problem Based Learning (PBL)]	24
Class Attendance (theory) [PRESENCIAL][Lectures]	6
Field work [PRESENCIAL][Practical or hands-on activities]	6
<b>Unit 4 (de 4): Methods and procedures of Analysis of Occupational Functioning. Personal Dimensions</b>	
<b>Activities</b>	<b>Hours</b>
Class Attendance (practical) [PRESENCIAL][Project/Problem Based Learning (PBL)]	25
Class Attendance (theory) [PRESENCIAL][Lectures]	7
Field work [PRESENCIAL][Practical or hands-on activities]	7
Final test [PRESENCIAL][Assessment tests]	2
<b>Global activity</b>	
<b>Activities</b>	<b>hours</b>
Final test [PRESENCIAL][Assessment tests]	2
Class Attendance (theory) [PRESENCIAL][Lectures]	25
Field work [PRESENCIAL][Practical or hands-on activities]	25
Class Attendance (practical) [PRESENCIAL][Project/Problem Based Learning (PBL)]	98
<b>Total horas: 150</b>	

10. Bibliography and Sources						
Author(s)	Title/Link	Publishing house	Citv	ISBN	Year	Description
M Carmen Rodríguez, Abel Toledano y Uxía Bermúdez	Terapia Ocupacional en Geriatría	Síntesis			2019	
Blesedell Crepeau, Elizabeth	Willard and Spackman : Terapia ocupacional	Médica Panamericana		84-7903-872-1	2005	
Csikszentmihalyi, Mihaly	Aprender a fluir	Kairós		84-7245-412-6	2009	
Csikszentmihalyi, Mihaly	Creatividad : el fluir y la psicología del descubrimiento y	Paidós		84-493-0510-1	2006	
Csikszentmihalyi, Mihaly	Fluir (Flow) : una psicología de la felicidad	Random House Mondadori		978-84-8346-762-6	2008	
ENOTHE	Teaching & learning: Activity Analysis and Occupational Mapping. A European Competence Based Module	ENOTHE	Amsterdam		2008	
Heather, Thomas	Occupation-based activity analysis	SLACK		978-1-55642-946-0	2012	
Hersch, Gayle I.	Activity analysis : application to occupation	Slack		1-55642-676-3	2005	
Lamport, Nancy K.	Activity analysis and application : building blocks of trea	Slack Inc.		1-55642-321-7	1996	
Miller Kuhaneck, Heather	Activity analysis, creativity, and playfulness in pediatric	Jones and Bartlett Publishers		978-0-7637-5606-2 (a	2010	
Mulligan, Shelley	Terapia ocupacional en pediatría : proceso de evaluación	Médica Panamericana		84-7903-981-7	2006	
Polonio López, Begoña	Conceptos fundamentales de terapia ocupacional	Médica Panamericana		84-7903-631-1	2001	
Romero Ayuso, Dulce María	Terapia ocupacional : teoría y técnicas	Masson		84-458-1278-5	2003	
	AJOT : The American journal of occupational therapy	The American Occupational Therapy Association		0272-9490	1978	
	Occupational science for occupational therapy			978-1-55642-933-0 (h	2014	
	SPM	WPS				
	<a href="http://www.wpspublish.com/store/p/2991/sensory-processing-measure-spm">http://www.wpspublish.com/store/p/2991/sensory-processing-measure-spm</a>					
	Terapia ocupacional y disfunción física : principios, técni	Elsevier Science		84-8174-661-4	2002	

The texture of life : Purposeful  
Activities in the Context o

AOTA Press

978-1-56900-284-1

2009

Ejemplo de entrevista  
ocupacional con el  
COMP

<http://www.youtube.com/watch?v=Oqzym9qevyM>

Ejemplo de portafolios  
electrónico

<http://merscafo.blogspot.com/p/analisis-de-la-actividad.html>