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| **General information** |
| **Name of University:** **Khmelnytsky National University****Education:** Bachelor occupational therapy**Name of the course: Integration of occupational therapy into professional activities****ECTS:** 4 **Language:** Ukrainian**Study time lessons:** 72 **Study time students:** 52**Place of the course in the education (year & semester):** year 2, semester 3**Lector(s)** Liudmyla Basenko |
| **Compentences / learning outcomes & goals** |
| **GC 01. Knowledge and understanding of the subject area and understanding of the profession.**PLR 01. Apply basic knowledge of the subject area in practice and demonstratean understanding of theoccupational therapy profession.**SC 01. Ability to explain the theoretical concepts underlying occupational therapy, including theoccupational nature of human beings, their occupational activities, the significance of dailyactivities andthe right to occupational justice, and the relationship between performance, health and well-being.**PLR 05. Apply in practice the knowledge and understanding of the theoretical foundations ofoccupational therapy: understanding of the personas a whole, its occupational nature, the importanceof daily occupational activity and the right to occupational justice, the relationship between theoccupational activity of a person in the context of the environment, his/her health and well-being.**SC 04. Ability to determine the appropriateness of occupational therapy interventions and conductscreening, client-centered occupational therapy examination and assessment of an individual, group ofpeople, organizations or populations to determine needs, analyze occupational activity and create anoccupational profile.**PLR 07. Determine the appropriateness of occupational therapy interventions and conduct client-centered assessment and evaluation of an individual, group of people, organizations or populationstodetermine needs, analyze occupational activities and create an occupational profile; help the patient /client understand the need for occupational therapy.PLR 08. Carry out the occupational therapy process in accordance with evidence-based practiceon theuse of occupational activity as the main means of occupational therapy intervention, using abiopsychosocial approach to rehabilitation and professional thinking.PLR 09. Apply types of daily activities to restore functions or form new ways of patient's/client's activity,fully utilizing his/her adaptive and creative potential.**SC 05. Ability to help the patient/client understand their own needs, discuss and explain the content andneed for occupational therapy interventions.****SC 06. Ability to carry out the occupational therapy process in accordance with the principles of client-centered practice and evidence-based practice in the field of occupational therapy.**PLR 08. Carry out theoccupational therapy process in accordance with evidence-based practice on theuse of occupational activity as the main means of occupational therapy intervention, using abiopsychosocial approach to rehabilitation and professional thinking.PLR 09. Apply types of daily activities to restore functions or form new ways of patient's/client's activity,fully utilizing his/her adaptive and creative potential.PLR 10. To use knowledge of ergonomics and universal design, to select technical and auxiliary meansoftransportation and self-care in order to expand the functional independence of the patient / client ineveryday life, participation in leisure and productive activities.PLR 11. To create a safe and accessible living environment, adapting and modifyingthe physical andsocial environment in accordance with the functional capabilities and needs of the patient/client, inorder to expand their occupational activity and participation.**SC 07. Ability to use occupational activities in client-centered practicein a therapeutic way inaccordance with the results of examination and assessment, the stage of the rehabilitation process, theintervention plan and the wishes of the patient / client.**PLR 08. Carry out the occupational therapy process in accordance withevidence-based practice on theuse of occupational activity as the main means of occupational therapy intervention, using abiopsychosocial approach to rehabilitation and professional thinking.PLR 09. Apply types of daily activities to restore functionsor form new ways of patient's/client's activity,fully utilizing his/her adaptive and creative potential.PLR 11. To create a safe and accessible living environment, adapting and modifying the physical andsocial environment in accordance with the functional capabilities and needs of the patient/client, inorder to expand their occupational activity and participation.**SC 08. Ability to adapt the means of daily living, select technical and auxiliary means of transportationand self-care in order to increasethe functional independence of the patient / client in everyday life,participation in leisure and productive activities.**PLR 11. To create a safe and accessible living environment, adapting and modifying the physical andsocial environment in accordance with the functional capabilities and needs of the patient/client, inorder to expand their occupational activity and participation.**SC 09. Ability to apply knowledge of ergonomics and universal design to adapt and create a safe andaccessible environment for the patient's/client's life, change factors of the physical and socialenvironment in order to expand the patient's/client's activity and participation in accordance with theirfunctional abilities and needs.**PLR 11. To create a safe and accessible living environment, adapting and modifying the physical andsocial environment in accordance with the functional capabilities and needs of the patient/client, inorder to expand their occupational activity and participation.**SC 11. Ability to effectively usedifferent types of professional reasoning, practice ethically, respectingpatients / clients and taking into account the professional code of conduct for occupational therapists.**PLR 08. Carry out the occupational therapy process in accordance with evidence-based practice on theuse of occupational activity as the main means of occupational therapy intervention, using abiopsychosocial approach to rehabilitation and professional thinking |
| **Learning activities** |
| **Content of the course : describe + content table** |
| 1. PEO-Model2. Applying the PEO-model in practice2.1.1. Person – Personal factors2.1.2. Occupation2.1.3. Environment2.1.4. Person/occupation2.1.5. Occupation / environment2.1.6. Person / environment2.1.7. Fit3. Occupation3.1. Areas of occupation/categories of occupation3.1.2. Productivity: Education & Work3.1.3. Play and Leisure3.1.4. Rest and Sleep3.2. Occupation in the perspective of time3.3. Occupational balance3.4. Occupational profile3.5. Bottom-up and Top-down3.5.1. Bottum-up3.5.2. Top-down3.6. Occupation as Means – Occupation as End3.7. Analyzing Occupations and Activity3.7.1. Why analyze activities and occupations?3.7.2. Terminology3.7.3. Taxonomic Code of Occupational Performance (TCOP)3.7.4. Grading and adapting4. The occupational therapy process5. Goals 315.1. Types of goals5.1.1. Internal & external goals5.1.2. Linear & cyclical5.1.3. Goal hierarchy5.2. SMART-goals6. Code of ethics |
| **Study material** Book – Syllabus – Textbook – Notes - Online material – Other (+specify) |
| 1. American Association Occupational Therapy. (2020). Occupational therapy practice framework: Domain and process (4th ed.). Amemrican Journal of Occupational Therapy, 75(Suppl. 2). doi:7412410010 https://doi.org/10.5014/ajot.2020.74S2001
2. Bona, L. (2000). What are the benefits of leisure? An exploration using the Leisure Satisfaction Scale. British Journal of Occupational Therapy, 63, 50-58.
3. Boyt Schell, B., & Gillen, G. (2019). Willard and Spackman's Occupational Therapy 13th edition. Philadelphia & Baltimore: Wolters Kluwer.
4. Chapparo, C., & Ranka, J. (2011). Occupational Performance Model. Opgehaald van http://www.occupationalperformance.com/
5. Christiansen, C. (1996). Three perspectives on balance in occupation. In R. Zemke, & F. Clark, Occupational science: the evolving discipline (pp. 431-451). Philadelphia: F.A. Davis.
6. Curtin, M., Egan, M., & Adams, J. (2017). Occupational Therapy for People Experiencing Illness, Injury or Impairment. 7th Edition. Elsevier Ltd.
7. Duncan, E. (2011). Foundations for Practice in Occupational Therapy. Elsevier Health Sciences.
8. Harvey, A., & Pentland, W. (2011). What Do People Do? In C. Christian, & E. Townsend, Introduction to occupation, the art and science of living. (pp. 101-134). Upper Saddle River: Pearson.
9. Huet et al. (sd). Enabling engagement in self-care occupations. In M. Curtin, & M. S.-M. Molineux, Occupational therapy and physical dysfunction: enabling occupation (pp. 341-356). Edinburgh: Chruchill-Livingstone.
10. James, A., & Pitonyak, J. (2019). Activities of Daily Livind and Instrumental Activities of Daily Living. In G. B.-S. Gillen, Willard's and Spanckmans Occupational Therapy. 13th edition (pp. 714-752).
11. Kielhofner, G. (2009). Conceptual Foundations of Occupational Therapy. Philadelphia: F.A. Davis.
12. Law et al. (2006). Participation of children in school and community. In S. Rodger, & Z. J., Occupational Therapy with children, understanding children's occupations and enabling participation (pp. 67-90). Oxford: Blackwell Publishing.
13. Law, M. C., Strong, S., Stewart, D., Rigby, P., & Letts, L. (1996). The Person-Environment-Occupation Model: A transactive approach to occupational performance. Canadian Journal of Occupational Therapy, 63(1), 9-23.
14. le Granse, M., van Hartingsveldt, M., & Kinébanian, A. (2017). Grondslagen van de ergotherapie. Houten: Bohn Stafleu van Loghum.
15. Occupational Performance Model (Australia). (sd). Opgehaald van http://www.occupationalperformance.com/.
16. Pierce, D. (2001). Untangling occupation and activity. American Journal of Occupational therapy, 55(2), 138-146.
17. Rodger, S., & Brown, T. (2006). I can do it: Developming promoting and managing children's self-care needs. In S. Rodger, & J. Ziviani, Occupational therapy witrh children: understanding children's occupations and enabling participation. (pp. 200-221). Oxford: Blackwell Science.
18. Rodger, S., & Kennedy-Behr, A. (2017). Occupation-Centered Practice with Children. A Practical Guuide for Occupational Therapists. 2nd edition. US: WILEY Blackwell.
19. Sellar, B., & Stanley, M. (2010). Leisure. In M. Curtin, M. Molineux, & J. Supyk-Mellson, Occupational therapy and physical dysfunction: Enabling occupation (pp. 357-369). Edinburgh: Churchil Livingstone.
20. Thomas, H. (2015). Occupation-Based Activity Analysis. 2nd edition. Thorofare: SLACK inc.
21. Townsend, E., & Polatajko, H. (2007). Enabling Occupation II : Advancing an occupation therapy vision for health, wellbeing and justice through occupation. Ottawa: CAOT Publishers.
22. Townsend, E., & Polatajko, H. (2013). Enabling occupation II: Advancing an occupational therapy vision on health, well-being and justice through occupation (2nd ed.). Ottawa: CAOT Publications ACE.
23. Turpin, M., & Iwama, M. (2011). Using Occupational Therapy Models in Practice. A field guide. Toronto: Churchil Livingston Elsevier.
24. A., & Hocking, C. (2015). An Occupational Perspective of Health. SLACK, Inc.
25. World Health Organisation. (2001). The International Classification of Functioning, Disability and Health (ICF). ((. 2001, & W. (. Geneva, Producenten) Opgehaald van (http://www.who.int/classifications/icf/en/.
26. Modular environment for learning MODEL. Access to the resource: https://msn.khnu.km.ua.
27. University electronic library. Access to the resource: http://library.khnu.km.ua.
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| **Educational methods** Lecture – Excursion – group work – Other (+specify) |
| verbal (story, conversation, explanation); practical, visual (illustrating educational material, showing slides). |
| **Evaluation** |
| **Moment of evaluation****Evaluation form*** Written exam, Oral exam, Practical exam/demonstration
* Task, Portfolio, Permanent evaluation
* Other

**Second chance?** |
| Written exam |