

Course Unit: 400350 – Methodologies for Planning and Intervention II

Year 2 Semester 2 ISCED Code: 0915 ECTS: 6

Type of Course Unit: Compulsory Delivery Mode: Face-to-face Language of Instruction: Portuguese

COURSE COORDINATOR: Susana Cristina Costa Pestana

HOURS OF WORK

TOTAL HOURS	Contact Hours								Hours in autonomous work
	Theory	Theory and practice	Practical and laboratory work	Field work	Seminar	Internship	Tutorial guidance	Other	
150	46	20	-	-	-	-	-	-	84

Prerequisites (if applicable):

LEARNING OUTCOMES (knowledge, skills and competence)

Integrate concepts already acquired of the process approach in Occupational Therapy.

Know the methods of planning and intervention used in the therapeutic process.

CONTENTS

- Psychiatry and Mental Health
- Methodology "Case Management"
- Planning: setting goals and objectives
- Defining the type of involvement and the type of strategies that facilitate therapeutic change
- Intervention: Implement therapy (revision of targets; continuous review of therapy)
- Family Intervention
- Experience of integration experience in a Service of Psychosocial Rehabilitation (therapeutic activities)
- Social Skills Training
- Movement and Relaxation
- Expressive/Creative Activities
- Cognitive rehabilitation / remediation
- Physical Rehabilitation
- Training ADL
- Bobath techniques
- Techniques Margaret Johnstone / Approach Panat
- Techniques Rood
- Techniques PNF
- Mobilizations
- Biofeedback

FES

Mirror Therapy

Constraint Therapy

Motor Imagery

Biometrics

DEMONSTRATION OF THE CONTENTS COHERENCE WITH THE COURSE UNIT'S LEARNING OUTCOMES

At the end of the course the student should:

Demonstrate knowledge and understanding of methodologies for planning and intervention in the context of Mental Health, the theoretical reference of Model of Human Occupation and in the context Physical Rehabilitation

Identify intervention methodologies adapted to mental health and physical rehabilitation.

Recognize the importance of the planning phase and intervention as key in the whole approach in Occupational Therapy, allowing the collection of information to evaluate results.

Solve problems through logical thinking and critical analysis and creativity demonstrated ability to produce assertive conclusions and sustained decisions.

TEACHING METHODOLOGIES

Theoretical and theoretical-practical lessons.

Narrative and expository method, with slideshow and use of multimedia projector.

Worksheets will be conducted in order to identify the main difficulties and make review of taught content.

DEMONSTRATION OF THE COHERENCE BETWEEN THE TEACHING METHODOLOGIES AND THE LEARNING OUTCOMES

Module "Psychiatry and Mental Health" will study the various methodologies at the planning stage and Intervention, with the professional model "Model of Human Occupation".

It is intended to deepen the theoretical knowledge of planning methodologies and intervention used in the context of Mental Health.

At the Module "Physical Rehabilitation" the objective is reflected in the different theoretical principles relating the approach in Occupational Therapy, targeting the dysfunction of occupational performance.

EVALUATION METHODS

Continuous Assessment (CA) - Psychiatry and Mental Health: 1 individual written test (IWT - 8 points maximum rating) Physical Rehabilitation: 1 practical test (PT) and 1 IWT (minimum admissible classification of 10 points in the PT to be able to perform the IWT, whose minimum admissible classification is 8 points). Course Unit (CU) approval: minimum grade of 10 points in the weighted average of the evaluation tests. Only the final UC classification is obtained by rounding.

Final Assessment in Normal Season (NS) - Applies to students who do not opt for CA (same type of evaluation methods; minimum admissible rating: 10 points for each evaluation method). Only the final CU classification is obtained by rounding.

Final Assessment at Resource Season (RS) - Applies to students who have not passed CA and Final Assessment in NS (same type of evaluation methods; minimum admissible rating: 10 points for each evaluation method). Improvements are contemplated in Final Assessment at RS.

MAIN BIBLIOGRAPHY

Bellack, A., Mueser, K., Gingerich, S., & Agresta, J. (2004). *Social Skills for Schizophrenia: A Step-by-Step Guide* (2^a Ed.). NY: The Guilford Press.

Cole, M. (2012). *Group dynamics in occupational therapy: The theoretical basis and practice application of group intervention* (4rd Ed.). Thorofare: Slack Incorporated.

Payne, R. (2003). *Técnicas de Relaxamento: Um Guia Prático para Profissionais de Saúde* (2^a Ed.). Loures: Lusociência – Edições Técnicas e Científicas, Lda.

Adler, S., Beckers, D., & Buck, M. (2008). *PNF in Practice: An Illustrated Guide* (3rd edition). Chicago: Springer.

Brogardh, C., & Sjolund, B. (2006). *Clinical Rehabilitation: Constraint-induced movement therapy in patients with stroke: a pilot study on effects of a small group training and of extended mitt use*, 20, 218-227.

Ramachandran, V., & Altschuler, E. (2009). *Brain: The use of visual feedback, in particular mirror visual feedback, in restoring brain function*, 132, 1693-1710.

Year of implementation: 2019/2020 | Date of approval by the Technical-Scientific Board: 2019-12-18