

## COURSE OUTLINE ASSESSMENT TOOLS IN OCCUPATIONAL THERAPY

### 1. GENERAL

<b>SCHOOL</b>	SCHOOL OF PHYSICAL EDUCATION, SPORTS AND OCCUPATIONAL THERAPY		
<b>DEPARTMENT/MSc</b>	DEPARTMENT OF OCCUPATIONAL THERAPY		
<b>LEVEL OF STUDY</b>	MSc - LEVEL 6		
<b>COURSE CODE</b>		<b>SEMESTER OF STUDIES</b>	3o
<b>COURSE TITLE</b>	Assessment Tools in Occupational Therapy		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>in case the credits are awarded to distinct parts of the course, e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the entire course, indicate the weekly teaching hours and the total credits</i>	<b>TEACHING WEEKS</b>	<b>CREDITS</b>	
Theory	3	6	
Laboratory	2		
<i>Add rows if needed. The organization of teaching and the teaching methods used are described in detail in 4.</i>			
<b>COURSE TYPE</b> <i>Background, General Knowledge, Scientific Area, Skills Development</i>	BACKGROUND		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>ONLINE COURSE PAGE (URL)</b>	-		

### 2. LEARNING OUTCOMES

<p><b>Learning Outcomes</b></p> <p><i>The learning outcomes of the course are described, the specific knowledge, skills and abilities of an appropriate level that students will acquire after the successful completion of the course.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>● <i>Description of the Level of Learning Outcomes for each cycle of study according to the European Higher Education Area Qualifications Framework</i></li> <li>● <i>Descriptive Indicators of Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning</i></li> </ul> <p><i>and Annex B</i></p> <ul style="list-style-type: none"> <li>● <i>Summary Guide to Writing Learning Outcomes</i></li> </ul> <p>Upon completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. understand the theoretical background of occupational therapy assessment tools</li> <li>2. assess motor, sensory, cognitive, psychosocial skills, activities of daily life and quality of life</li> <li>3. understand the basic steps of identifying and using the appropriate assessment tools for assessing-reassessing, assessing the improvement, stagnation or deterioration of the initial situation;</li> </ol>
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4. understand reasoning based on which the condition of a person in need of occupational therapy intervention is assessed
5. interpret the results of the assessments and integrate them into the design of personalized occupational therapy interventions

**General Competencies**

*Taking into account the general competencies that the graduate must have acquired (as listed in the Diploma Supplement and listed below), which / which of them is the course aimed at?.*

<i>Search, analyze and synthesize data and information, using the necessary technologies</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for diversity and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Autonomous work</i>	<i>Demonstrate social, professional and ethical responsibility and gender sensitivity</i>
<i>Teamwork</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Promoting free, creative and inductive thinking</i>
<i>Working in a multidisciplinary environment</i>	
<i>Generating new research ideas</i>	

- Search, analyze and synthesize data and information, using the necessary technologies
- Decision-making
- Autonomous work
- Teamwork
- Working in a multidisciplinary environment
- Demonstrate social, professional and ethical responsibility and gender sensitivity
- Promoting free, creative and inductive thinking

**3. COURSE CONTENT**

1. Introduction to Assessment Tools in Occupational Therapy
2. Categories and types of ratings
3. Reliability and validity of assessment instruments
4. Kinetic and functional assessment
5. Sensory and perceptual evaluation
6. Cognitive assessment
7. Psychosocial assessment
8. Assessment of Activities of Daily Living
9. Quality of Life Assessment
10. Assessments in childhood and adolescence I
11. Assessments in childhood and adolescence II
12. Interpretation of the evaluation results
13. Practical application

**4. TEACHING AND LEARNING METHODS - EVALUATION**

<b>DELIVERY METHOD</b>	Face to face
<i>Face-to-face, Distance learning, etc.</i>	

<p align="center"><b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b></p> <p align="center"><i>Use of ICT in Teaching, Laboratory Training, Communication with Students</i></p>	<p>Use of ICT in Teaching and Communication with Students</p> <ul style="list-style-type: none"> <li>• Digital slides</li> <li>• video</li> <li>• MsTeams/ e-class, webmail</li> </ul>														
<p align="center"><b>TEACHING ORGANIZATION</b></p> <p><i>The way and methods of teaching are described in detail.</i></p> <p><i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Study &amp; Analysis of Literature, Tutorial, Practice (Placement), Clinical Exercise, Art Workshop, Interactive Teaching, Educational Visits, Project Preparation, Writing a Paper / Paper, Artistic Creation, etc.</i></p> <p><i>The student's study hours for each learning activity as well as the hours of non-guided study are indicated so that the total workload at semester level corresponds to ECTS standards</i></p>	<table border="1"> <thead> <tr> <th align="center"><b>Activity</b></th> <th align="center"><b>Semester Workload</b></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td align="center">39</td> </tr> <tr> <td>Work</td> <td align="center">60</td> </tr> <tr> <td>Literature study and analysis</td> <td align="center">58</td> </tr> <tr> <td>Create a hardware folder</td> <td align="center">20</td> </tr> <tr> <td>Examination</td> <td align="center">3</td> </tr> <tr> <td><b>Total Course</b></td> <td align="center"><b>180</b></td> </tr> </tbody> </table>	<b>Activity</b>	<b>Semester Workload</b>	Lectures	39	Work	60	Literature study and analysis	58	Create a hardware folder	20	Examination	3	<b>Total Course</b>	<b>180</b>
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<p align="center"><b>STUDENT EVALUATION</b></p> <p><i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Conclusive, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Paper, Report/Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Examination of a Patient, Artistic Interpretation, Other/Other</i></p> <p><i>Explicitly defined evaluation criteria and whether and where they are accessible by students are mentioned.</i></p>	<p>Formative Work (individual, group) (40%) (post in e-class)          Delivery Portfolio at the end of the semester (35%)          Provision of a selection tool (25%)</p>														

## 5. RECOMMENDED BIBLIOGRAPHY

<ol style="list-style-type: none"> <li>1. Stalikas, A., Triliva S., Roussi P. (2012). Psychometric tools in Greece. Athens: Pedio.</li> <li>2. Alexopoulos, D. (2011). Psychometrics. Athens: Pedio.</li> <li>3. Asher, I.E. (2007). Occupational Therapy Assessment Tools: An Annotated Index. AOTA Inc.</li> </ol>
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