

COURSE OUTLINE MODELS AND FRAMES OF REFERENCE IN OCCUPATIONAL THERAPY

1. GENERAL

SCHOOL	SCIENCE OF PHYSICAL EDUCATION, SPORTS AND OCCUPATIONAL THERAPY		
DEPARTMENT/MSc	OCCUPATIONAL THERAPY		
LEVEL OF STUDY	MSc - LEVEL 6		
COURSE CODE		SEMESTER OF STUDIES	2Nd
COURSE TITLE	MODELS AND FRAMES OF REFERENCE IN OCCUPATIONAL THERAPY		
INDEPENDENT TEACHING ACTIVITIES <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>		TEACHING WEEKS	CREDITS
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>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skills Development</i>	BACKGROUND		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
ONLINE COURSE PAGE (URL)	-		

2. LEARNING OUTCOMES

<p>Learning Outcomes</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"> • <i>Description of the Level of Learning Outcomes for each cycle of study according to the European Higher Education Area Qualifications Framework</i> • <i>Descriptive Indicators of Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning</i> <p><i>and Annex B</i></p> <ul style="list-style-type: none"> • <i>Summary Guide to Writing Learning Outcomes</i> <p>Upon successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> • to recognize the differences between theories, models, and frames of reference in Occupational Therapy • know and understand the basic principles of the theories, models and reference frameworks of Occupational Therapy • They describe how theories, models, and frames of reference applied in clinical practice for the treatment of pathological conditions that require occupational

therapy intervention.

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?.

Search, analyze and synthesize data and information, using the necessary technologies

Project planning and management

Respect for diversity and multiculturalism

Adapting to new situations

Respect for the natural environment

Decision-making

Demonstrate social, professional and ethical responsibility and gender sensitivity

Autonomous work

Criticism and self-criticism

Teamwork

Promoting free, creative and inductive thinking

Working in an international environment

Working in a multidisciplinary environment

Generating new research ideas

- *Search, analyze and synthesize data and information, using the necessary technologies*
- *Decision-making*
- *Autonomous work*
- *Teamwork*
- *Working in a multidisciplinary environment*
- *Criticism and self-criticism*
- *Promoting free, creative and inductive thinking*

3. COURSE CONTENT

- 1. Theory in Occupational Therapy. Clarification of terminology (example, model, frame of reference). General models: the model of human work. (Model of Human Occupation – MOHO).*
- 2. The Occupational Performance Model, and The Canadian Model of Occupational Performance*
- 3. The Reed & Sanderson model of adaptation through occupation / The "Individual-Environment-Work" model / The KAWA model*
- 4. The Biomechanical Model .*
- 5. The Person-Environment-Occupation Model (PEO). Refer to more models.*
- 6. Reference boxes. The Behavioral Frame of Reference and the Cognitive Rehabilitation Frame of Reference.*
- 7. The Developmental Reference Framework and the Neurodevelopmental Treatment (NDT).*
- 8. The Sensory Integration Reference Framework and the Rehabilitation Frame of Reference.*
- 9. The Motor Learning Frame of Reference and the Psychodynamic Frame of Reference.*
- 10. The Cultural Impact on Model and Frame Selection and Combination of Models and Frame of Reference: A Multi-Approach Theory*

11. Decision Making Process for the Selection of Model and Reference Framework and the measurement of effectiveness.

12. Clinical Application and Model Adaptation

13. Final review of models and ongoing training and developments

4. TEACHING AND LEARNING METHODS – EVALUATION

<p style="text-align: center;">DELIVERY METHOD</p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	FACE TO FACE																
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</p> <p style="text-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"> • Digital slides • video • MsTeams/ e-class, webmail 																
<p style="text-align: center;">TEACHING ORGANIZATION</p> <p><i>The way and methods of teaching are described in detail.</i></p> <p><i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Study & 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" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Literature study and analysis</td> <td style="text-align: center;">138</td> </tr> <tr> <td>Examination</td> <td style="text-align: center;">3</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Total Course</td> <td style="text-align: center;">180</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester Workload</i>	Lectures	39	Literature study and analysis	138	Examination	3							Total Course	180
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<p style="text-align: center;">STUDENT EVALUATION</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>	Written exam 100%																

5. RECOMMENDED BIBLIOGRAPHY

1. Kantartzi, S. (2002). Approved Notes: Occupational Therapy III. Athens: TEI

2. Duncan, E.A.S. (2011). Foundations for practice in Occupational Therapy. London: Churchill Livingstone Elsevier. Kielhofner, G. (2008). The Model of Human Occupation (4th ed.). Philadelphia: Lippincott Williams and Wilkins a Wolters Kluwer Business.
3. Kielhofner, G. (2009). Conceptual foundations of Occupational Therapy (4th ed.). Philadelphia: F.A. Davis Company. McColl, M. A., Law, M., Stewart, D., Doubt, L., Pollock, N. and Krupa, T. (2003). Theoretical Basis of Occupational Therapy (2nd ed.). Thorofare, NJ: SLACK Inc.
4. Turpin M., Garcia J., Iwama M. K., (2023). Using Occupational Therapy Models in Practice: A Fieldguide by Merrill June Turpin (2nd ed.). Elsevier