

SUPSI

Bachelor course in Occupational Therapy

The three-year educational program

Structure and order of specific modules in the three-year educational program.

The strengths of the educational program can be identified in:

- Quality of the study program: the educational climate is characterised by the extreme care of human relationships, by the academic level and by the relations with the research activities.
- Rotation between theory and practice: the scientific rigour of the academic educational module is constantly alternated with the stage experience that the students acquire within different structures and partner institutions in Ticino, Switzerland and abroad.
- Innovative teaching methods: the modular offer adopts different teaching-learning methods which are diversified by active pedagogy and adult training (seminars, workshop, problem-based learning, clinical practice).
- Interdisciplinarity: the educational structure foresees many working moments between the students of three bachelor modules (Nursing, Physiotherapy and Occupational therapy). The pedagogical and didactics choices enhance the openness of different professional worlds.
- Mobility: the students have the possibility to carry out a traineeship abroad, and collaborate in international projects. The SEMP program (ex Erasmus) allows the students to study in other European partner universities for one semester.
- Educational qualification/access to continuing education programs: with the SUPSI Bachelor of Science, the graduates can access to post graduate studies (Diploma, Master) in SUPSI Department of Business Economics, Health and Social Care or other universities.

FIRST YEAR	1 st SEMESTER	<p>The human body in everyday occupation 1 (2 ECTS)</p> <p>The module aims to introduce students to the observation and knowledge of the components and functions of the human body. The latter is considered as a system of receptive and elaborative abilities that have an effect and thus allow the person to participate in occupations that are meaningful to her.</p>
	2 nd SEMESTER	<p>The human body in everyday occupation 2 (3 ECTS)</p> <p>The module continues the introduction to the observation and knowledge of the components and functions of the human body. The latter is considered as a system of receptive and elaborative abilities that have an effect and thus allow the person to participate in occupations that are meaningful to her.</p>
SECOND YEAR	3 rd SEMESTER	<p>The therapeutic potential of the environment (4 ECTS)</p> <p>The module aims to introduce students to the observation and knowledge of the interaction between person, environment and occupation. The environment is considered as intrinsically and extrinsically inhabited.</p>
	4 th SEMESTER	<p>Occupational therapy and the salutogenic approach (4 ECTS)</p> <p>Antonovsky (1987), the founder of the salutogenic approach, explains health as a "continuum between health and disease". The module assumes that "all people are more or less healthy and, at the same time, more or less sick: it is rather about to know how the individual can become healthier or less sick" (Bengel, Strittmacher e Wittmann, 1998). Each person will always have the resources and opportunities to foster the shift of his personal condition towards the health pole.</p>
THIRD YEAR	5 th SEMESTER	<p>Two optional modules (of 2 ECTS each)</p> <p>The Department offers optional modules based on an annual survey on the different fields of interest of the students. It is also possible to attend optional modules in other educational institutes (other SUPSI Departments, Swiss High Schools, European universities) that award ECTS. These modules can also be taken as traineeships in different clinical fields, both locally and abroad. The participation in optional modules contributes to the development of the expected professional competences, and corresponds to the needs and interests of each single student.</p>
	6 th SEMESTER	<p>Occupational science and future fields for occupational therapy (6 ECTS)</p> <p>The occupational science is the academic discipline which studies the importance of the doing in the human being's life. The course proposes to explore some of the related topics, which are important or might become important to the future practice of the occupational therapy.</p>

<p>The basis of human occupation in different cultural contexts (6 ECTS)</p> <p>The module focuses on the human being which is interpreted as an occupational being, introducing dimensions of doing both theoretically and practically. Through the proposed activities it is possible to recognize the importance of the personal meaning of the activities and of some preliminary principles useful to transform the activity into a specific therapy chosen by the occupational therapist.</p>	<p>The occupational therapy as a complex intervention (4 ECTS)</p> <p>The module introduces the central aspects of the professional practice nowadays. The person-centered approach is considered as one of the philosophical basis of the profession. Referring to specific clinical contexts, the implementation of a complex intervention is tested by referring to an exemplary clinical situation and by integrating the relevant theoretical basis.</p>	<p>Essentials of assessments for the occupational therapy intervention (4 ECTS)</p> <p>The module deals with the importance of an accurate assessment at the beginning of the occupational therapy process and how to measure the result at the end of it. The methods and tools used across the various fields of occupational therapy are exposed to introduce students to the role of a therapist being able to collect data, use tools, administer tests and manage data. The concepts of objectivity, reliability and validity are introduced in the theoretical part of the module.</p>
<p>The complexity of everyday life 1 (6 ECTS)</p> <p>The first of a series of three modules focusing on the everyday life activities. Referring to the three clinical scenarios with different contexts, the module develops concrete proposals of occupational therapy interventions which take into account both the complexity and the personal meaning of everyday life for those individuals who manifest occupational problems.</p>	<p>The occupational therapy intervention based on scientific evidence (3 ECTS)</p> <p>The module has two interconnected goals: first, to develop a proposal for an occupational therapy intervention related to the exposed clinical case, and second, to build up scientific research skills to be applied to it. Then, the module summarizes the theoretical and practical knowledge of the first year educational program, becoming propaedeutic for the clinical practice of the first traineeship.</p>	<p>Stage 1 (10 ECTS) Length: 8 weeks</p> <p>The first of a series of four modules offering the opportunity to carry out a traineeship in different contexts. The traineeship has a practical approach; by facing the different occupational problems of patients/clients, students strengthen and integrate their professional education.</p>
<p>The therapeutic potential of the group (6 ECTS)</p> <p>The module aims to introduce students to the inductive approach characterized by the following phases: experimentation of situations, discussion on experimentation, the conceptualization and transposition of those into actual working conditions by the group approach.</p>	<p>The therapeutic potential of the play (3 ECTS)</p> <p>The module focuses on play as phenomenon present in every life stage and on its importance for the human being's life. Through both playful and theoretical moments, the normative development and the influence of culture on play are explored. Adaptations and rehabilitative techniques are experimented to enable the person in need to have access to play.</p>	<p>The complexity of everyday life 2 (6 ECTS)</p> <p>The second of a series of three modules focusing on the everyday life activities. Through three clinical scenarios, the module develops concrete proposals of occupational therapy interventions by considering occupational areas like sleep and rest, basic and instrumental activities of daily living.</p>
<p>Social participation (6 ECTS)</p> <p>Social participation is a core principle for occupational therapy and it is taking increasing importance in all health professions. This module induces students to reflect on the meaning of social participation in the various stages of life (childhood, adolescence, adulthood and later life), on the life situations which can reduce opportunities for social participation, and on the means they have as therapists to answer to related occupational problems.</p>	<p>Stage 2 (12 ECTS) Length: 10 weeks</p> <p>The second of a series of four modules offering the opportunity to carry out a traineeship in different contexts. The traineeship has a practical approach; by facing the different occupational problems of patients/clients, students strengthen and integrate their professional education.</p>	
<p>Stage 3 (13 ECTS) Length: 12 weeks</p> <p>The third of a series of four modules offering the opportunity to carry out a traineeship in different contexts. The traineeship has a practical approach; by facing the different occupational problems of patients/clients, students strengthen and integrate their professional education. During this third module, the traineeship can be carried out abroad in Europe (SEMP Program, ex Erasmus) or by collaborating with several projects of cooperation.</p>		
<p>Bachelor Thesis (7 ECTS)</p> <p>During the fifth and sixth semester the preparation of a final thesis is required. It is seen as an opportunity to students to apply the concepts of reflective practice and situated knowledge, with strict interaction between theory (conceptual and methodological frameworks) and professional contexts.</p>		
<p>The complexity of everyday life 3 (6 ECTS)</p> <p>The last of a series of three modules focusing on everyday life activities. This module aims to contribute to the student's acquisition of skills essential for their insertion into the working reality. It gives them the opportunity to consolidate their awareness of the need to be promoters of their own continuous learning.</p>	<p>Stage 4 (13 ECTS) Length: 12 weeks</p> <p>The last of a series of four modules offering the opportunity to carry out a traineeship in different contexts. The traineeship has a practical approach; by facing the different occupational problems of patients/clients, students strengthen and integrate their professional education.</p>	

Distribution of interdisciplinary modules into the educational program.

INTERDISCIPLINARY MODULES	SEMESTER/CREDITS ECTS					
MODULE TITLE	1 st	2 nd	3 rd	4 th	5 th	6 th
<p>Life phases and users characteristics 1 and 2</p> <p>Human condition in all its complexity is examined through an analysis of different stages of life. Models and conceptual tools are proposed to facilitate the incorporation during the educational program of knowledge and skills necessary to develop the role of a professional aware of the challenges he will deal with.</p>	4	2				
<p>Health epistemology 1 and 2</p> <p>The modules are preliminary to the educational program. They introduce to the understanding of paradigms, models and theories that have led to the development of the approaches which characterize the practice of care and the research in the three professions (Nursing, Physiotherapy, Occupational Therapy). It is proposed a critical overview of the care scenarios to promote a greater understanding of their professional identity.</p>	2	2				
<p>Social health systems and services</p> <p>The module's aim is to develop in students the ability to integrate themselves in the various professional fields, starting from the knowledge of the main dynamics that characterize a health care system in relation to the factors that influence it. The political, organizational and structural aspects are declined in relation to the local and national peculiarities.</p>	2					
<p>English</p> <p>The aim of the module is to acquire and develop English-language skills to increase the professional integration.</p>	-	7				
<p>Psychosocial distress</p> <p>The module offers a look at the issues related to psychosocial distress, a condition that affects a large segment of the population exposed to uncertainty and vulnerability. Students are encouraged not as much in the role of health professionals, but rather as individuals called personally to recognize and address the multiple determinants of discomfort.</p>		3				
<p>Identity and alterity in practical profession</p> <p>The module deals with the topic of identity and the related issues of alterity, communicative and relational dimensions in the health field. It promotes an attitude aimed at the development of human relations based on dialogue, respect, solidarity and mutual tolerance, by paying attention to the values and characteristics of the different cultures of origin.</p>			6			
<p>Health statistics</p> <p>The module's aim is to provide students with a knowledge of the basic principles and statistical methods to enable them to read reports, articles, reviews and other scientific literature. The module leads to increase the skills to present statistical results leading to a better preparation for the module "Research Methodology 1 and 2" and the writing of the thesis.</p>			2			
<p>Quality</p> <p>The module aims to recognize the qualitative dimension of health care, to support the implementation of quality management systems in the health sector and to actively collaborate in their development.</p>			3			
<p>Ethics identity in practical profession</p> <p>The theoretical framework of the module includes concepts of clinical ethics, medical anthropology, philosophy and psychology. Those concepts contribute to the construction of a paradigm of the relationship of care and its ethical dimensions.</p>				5		
<p>Research methodology 1 and 2</p> <p>The aim of the first module is to acquire knowledge and procedures to help the formulation and development of a thesis project. The second module instead provides pedagogical assistance provided by the academic tutor to support the preparation and development of the Bachelor thesis. In the remaining time the student develops his own thesis project in an autonomous and responsible way.</p>				3	2	
<p>Identity and relational complexity in professional practice</p> <p>This module is placed almost at the end of the training and experiential program leading the students to different relational situations and with the complexity of the care relationship, but also with the team dynamics. The module is an important moment of reflective practice during the internship and it contains at the end of the practical placement period a supervision by the class group.</p>					2	
<p>Interprofessional management of complex situations</p> <p>The module's aim is to enable students to build new knowledge around interdisciplinary collaboration and the complexity of care and organization. Students are exposed to the teamwork, the scientific and collective writing, the autonomous work, the self-evaluation of process and product, the research and the mobilization and integration of knowledge.</p>						4
<p>Palliative care</p> <p>The module brings students to integrate in their own professional practice the basis of the palliative approach, in order to provide support to the patient and his family in the experience of incurable disease, by considering its quality of life. The evaluation of the module allows to obtain the certificate of Palliative care approach which is nationally and internationally recognized.</p>						3