Information about the subject

Degree: Bachelor of Science Degree in Occupational Therapy

Faculty: Faculty of Psychology

Code: 1122006 **Name:** Occupational Therapy in intellectual disability

Credits: 6,00 **ECTS Year:** 2 **Semester:** 2

Module: OCCUPATIONAL THERAPY, PERSONAL AUTONOMY AND INDEPENDENCE

Subject Matter: Areas of Intervention in Occupational Therapy **Type:** Compulsory

Field of knowledge: Health Sciences

Department: -

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

1122	María De Nazaret Hernández Espeso **(Responsible Lecturer)**	nazaret.hernandez@ucv.es

Module organization

OCCUPATIONAL THERAPY, PERSONAL AUTONOMY AND INDEPENDENCE

Subject Matter	ECTS	Subject	ECTS	Year/semester
General Occupational Therapy	18,00	Activities of daily living	6,00	2/1
		History and Theory of Occupational Therapy	6,00	1/1
		Occupational science and Occupational Therapy fundamentals	6,00	1/2
Areas of Intervention in Occupational Therapy	42,00	Community Occupational Therapy	6,00	3/1
		Functional rehabilitation in physical disability	6,00	3/1
		Occupational Therapy in early care and the educational field	6,00	2/2
		Occupational Therapy in Geriatrics	6,00	4/2
		Occupational Therapy in intellectual disability	6,00	2/2
		Occupational Therapy in Mental Health	6,00	3/2
		Occupational Therapy in physical and sensory disabilities	6,00	3/2

Recommended knowledge

It is recommended to have completed the subjects of the subject "General Occupational Therapy".

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

R1	To acquire skills for planning the supports necessary for a person with an intellectual disability to improve his/her daily functioning from the multidimensional model.
R2	To design intervention and skills training programs in adaptive behavior, based on a person-centered planning approach.
R3	To learn to apply positive behavioural support techniques integrated into learning processes.
R4	To acquire skills to analyze the environment of persons with intellectual disabilities, and promote the necessary changes in it to improve the adjustment that the persons with ID present in this environment.

Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL		Weighting			
		1	2	3	4
CG7	To understand and recognise the interrelationship between the concepts of wellbeing, health, significant occupation, dignity and participation.				x
CG12	To develop an evaluation of occupational functioning that is adequate for the needs of individuals and populations.				x
CG13	To determine occupational dysfunctions and needs, to define the planning and to establish Occupational Therapy interventions, using the therapeutic potential of meaningful occupation through the use of activities, with the consent and the participation of individuals and populations.				x
CG14	To know, select and apply the appropriate theories, the theoretical frameworks for reference, the models and methods of Occupational Therapy practice to choose or re-establish meaningful occupation, according to the health needs of individuals/populations (promotion of health, prevention and treatment).			x	
CG16	To understand the fundamentals of action, indications and efficiency of Occupational Therapy interventions, based on the available scientific evidence			x	

SPECIFIC		Weighting			
		1	2	3	4
CE32	To understand the different theories of functioning, personal autonomy, functional adaptation from/to the environment, as well as the intervention models in Occupational Therapy, transferring them to every day professional practice				x

CE33	To promote health and prevent disability, acquire or recover the occupational activity needed in each part of the life cycle in order to achieve independence and autonomy in the areas of occupational activity of those persons who are at risk, those with organ deficiency, activity limitation and participation and/or social exclusion.			x
CE34	To carry out an adequate treatment, respecting the different phases and basic principles through therapeutic occupations and based on related knowledge such as the science of occupation, in the different areas of occupational activity, analysing the activity components and the different existing environments and contexts.			x
CE47	To select, modify and apply theories appropriately, practical models of intervention and methods to satisfy occupational and health needs of individuals and populations.			x
CE50	To adapt and apply the process of Occupational Therapy in close cooperation with individuals and populations.			x

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	50,00%	Written tests: Summative and final theoretical-practical test (open questions, objective test questions, truncated test, etc.) Preparation of field work memoranda, practical case solutions, single cases.
R1, R2, R3, R4	30,00%	Presentation of group and individual works.
R1, R2, R3, R4	20,00%	Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials.

Observations

* Note 1
To facilitate the organization of the subject, any person who knows in advance that for work reasons or for any other reason he will not be able to attend the required presence, he must present his case in the first 15 days of class to the teacher.
* Note 2
To add the percentages it is essential to approve each and every one of the evaluation instruments. Failure to comply with the rules and deadlines established for carrying out academic activities will invalidate the grade.
Criteria for granting the Honors:
The mention of Honor Enrollment may be awarded to students who have obtained a grade equal to or greater than 9.0.Attendance at the face-to-face sessions, active participation and involvement in the practical theoretical classes as well as in the rest of the training activities by the student, candidate to receive the Honors, must reach the levels of excellence.Only one honors can be given for every 20 students, not for a fraction of 20, with the exception of the case of groups of less than 20 students in total, in which one can give tuition.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1 ON-CAMPUS CLASS

M2 PRACTICAL CLASSES

M3 SEMINAR

M4 GROUP PRESENTATION OF PAPERS

M5 OFFICE ASSISTANCE

M6 ASSESSMENT

M7 GROUP WORK

M8 INDEPENDENT WORK

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
ON-CAMPUS CLASS: Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge. M1	R1, R2, R3, R4	29,00	1,16
PRACTICAL CLASSES: Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity. M2	R1, R2, R3, R4	10,00	0,40
SEMINAR: Supervised monographic sessions with shared participation M3	R1	7,50	0,30
GROUP PRESENTATION OF PAPERS: Application of multidisciplinary knowledge M4	R1, R2, R4	7,50	0,30
OFFICE ASSISTANCE: Personalized and small group attention. Period of instruction and /or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, eadings, papers, etc. M5	R1, R2, R3, R4	3,00	0,12
ASSESSMENT: Set of oral and/or written tests used in initial, formative or additive assessment of the student M6	R1, R2, R3, R4	3,00	0,12
TOTAL		**60,00**	**2,40**

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK: Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform (www.plataforma.ucv.es) M7	R1, R2, R3, R4	40,00	1,60
INDEPENDENT WORK: Student study: Group Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform (www.plataforma.ucv.es) M8	R1, R2, R3, R4	50,00	2,00
TOTAL		**90,00**	**3,60**

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Unit 1. Introduction to Intellectual Disability	·Disability concept ·Introduction to the concept of intellectual disability ·International classification of functioning, disability and health
Unit 2. Models and paradigms Current Intellectual Disability	·Quality of Life Model ·The Paradigm of Supports ·Multidimensional model of human functioning
Unit 3. Positive behavioral support	·The learning process in people with Intellectual Disability ·Behavioral alterations and behavior modification techniques ·Positive behavioral support
Unit 4. Environment and social participation in people with disabilities Intellectual	·Analysis of the environment of people with Intellectual Disability ·Intervention in the environment from Occupational Therapy
Unit 5. Adaptive Behavior and Therapy Occupational	·Adaptive Behavior ·Occupational Therapy in Behavioral Intervention adaptive ·Skills Training Methodology

Temporary organization of learning:

Block of content	Number of sessions	Hours
Unit 1. Introduction to Intellectual Disability	4,00	8,00
Unit 2. Models and paradigms Current Intellectual Disability	6,00	12,00
Unit 3. Positive behavioral support	6,00	12,00
Unit 4. Environment and social participation in people with disabilities Intellectual	6,00	12,00
Unit 5. Adaptive Behavior and Therapy Occupational	8,00	16,00

References

American Psychiatric Association. (2013). *DSM-5. Manual diagnóstico y estadístico de los trastornos mentales*. 5ª ed. Arlington, VA: APA. (trad. cast.: Madrid: Editorial Médica Panamericana, 2014).

Asociación Americana de Discapacidades Intelectuales y del Desarrollo (AAIDD) (traducción de Verdugo, M.A) (2011): Discapacidad Intelectual: *definición, clasificación y sistemas de apoyo.* Madrid, Alianza Editorial

Castillo, Tomás (2007). *Déjame intentarlo. La discapacidad: hacia una visión creativa de las limitaciones humanas*. Ediciones CEAC

De Pablo-Blanco, C., y Rodriguez, M.J. (2010). *Manual Práctico de Discapacidad Intelectual.* Editorial Síntesis.

De Pablo-Blanco, C., y Rodriguez, M.J. (2020). *Discapacidad Intelectual.* Editorial Síntesis.

García Fernández, J.M., Pérez Cobacho, J., Berruezo Adelantado, P.P. (2002): *Discapacidad Intelectual: Desarrollo, comunicación e intervención*. Editorial Cepe.

García-Alba, J., Esteba-Castillo, S., & Viñas-Jornet, M. (2018). *Neuropsicología de la discapacidad intelectual de origen genético*. Madrid: Síntesis.

Gilman, C.J., Morreau, L.E. y cols. (2002). Manual. Inventario de Destrezas Adaptativas (CALS). Bilbao. Mensajero

Gilman, C.J., Morreau, L.E. y cols. (2002). Manual. Curriculum destrezas adaptativas (ALSC). Bilbao. Mensajero.

Gilman, C.J, Montero, D. y Unamunzaga, E. y cols. (2002). Currículum de destrezas adaptativas. Destrezas de la vida en la comunidad. Bilbao. Mensajero.

Gilman, C.J, Montero, D. y Unamunzaga, E. y cols. (2002). Currículum de destrezas adaptativas. Destrezas de la vida personal. Bilbao. Mensajero.

Gilman, C.J, Montero, D. y Unamunzaga, E. y cols. (2002). Currículum de destrezas adaptativas. Destrezas de la vida en el hogar. Bilbao. Mensajero.

Gilman, C.J, Montero, D. y Unamunzaga, E. y cols. (2002).Currículum de destrezas adaptativas. Destrezas laborales. Bilbao. Mensajero.

Goñi, M.J., Martínez, N., Zardoya, A. (2007), *Apoyo Conductual Positivo: Algunas herramientas para afrontar las conductas difíciles.* Cuadernos de buenas prácticas FEAPS. Recuperado de https://www.plenainclusion.org/sites/default/files/apoyo_conductual_positivo.pdf

Johnson, K. R., Blaskowitz, M., & Mahoney, W. J. (2019). Occupational therapy practice with adults with intellectual disability: what more can we do?. *The Open Journal of Occupational Therapy*, *7*(2), 12.

Labrador, F.J. (2008). *Técnicas de modificación de conducta*. Madrid. Pirámide

Organización Mundial de la Salud (2001). Clasificación Internacional del Funcionamiento, la Discapacidad y la Salud (CIF). IMSERSO

Sánchez, A., Berruezo, P.P. y Pérez, A.M. (2002). Formación y empleo para personas con discapacidad intelectual. En J.M. García, J. Pérez y P.P. Berruezo (Eds.).

Schalock, R. y Verdugo, M.A. (2003) *Calidad de vida. Manual para los profesionales de la educación, salud y servicios sociales.* Madrid, Alianza Editorial.
Schalock, R. L., Lucharsson, R., & Tassé, M. J. (2021). *Discapacidad intelectual: definición, diagnóstico, clasificación y sistemas de apoyo*. Hogrefe TEA Ediciones.
Verdugo, M.A. (dir.) (2006) *Como mejorar la calidad de vida de las personas con discapacidad. Instrumentos y estrategias de evaluación*. Salamanca: Amarú Ediciones