



## 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:** Occupational Sciences

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** Spanish

**Lecturer/-s:**

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## 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



## Year 2025/2026

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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

#### ATTENDANCE AND ASSESSMENT MODALITIES:

Students may choose between two types of assessment for this subject: continuous assessment or single final assessment.

**Continuous Assessment:** A minimum of 70% attendance to in-person classes is required to qualify for this modality.

Assessment is continuous and will involve the collection/submission of evidence of attendance/participation, practical activities, and individual and/or group assignments throughout the semester. All assignments must be submitted through UCV's VIRTUAL CAMPUS within the deadlines and formats established by the course instructor. Under no circumstances will late submissions be accepted. Any pending tasks must be submitted and assessed on the official date of the second exam session.

In addition, a final theoretical-practical exam will be held during the official exam period. Official exam dates are set by the Dean's Office of the Faculty in accordance with the academic calendar. For modifications to exam dates, please consult the justifying reasons and procedure outlined in Article 12 of the Examination Regulations.

As described in the course syllabus, the structure of continuous assessment in this subject will be as follows:

- Theoretical exam: 50%
- Independent work activities and oral presentation of assignments: 30%
- Active class participation: 20%

**Single Final Assessment:** This modality is intended for students who, for justified and documented reasons, cannot meet the required minimum attendance. The request must be



submitted in writing to the course instructor, who will respond in the same manner. Single final assessment does **not** consist of a single test, but of a set of tests and/or activities necessary to demonstrate and measure all learning outcomes defined for the course.

The structure of single final assessment in this subject will be as follows:

- Theoretical exam (50%)
- Practical exam and additional assignments (50%): this part will include a practical test, which may be oral or written, and, if necessary, additional independent work activities to demonstrate learning outcomes not assessable through exams.

In both modalities, students must pass all components in order to pass the course.

### **CRITERIA FOR AWARDING "MATRÍCULA DE HONOR" (HONORS DISTINCTION):**

The Honors Distinction ("Matrícula de Honor") may be awarded to students who achieve a final grade equal to or higher than 9.5 and demonstrate excellence in practical activities, as well as in attendance and active class participation. According to general regulations, only one Honors Distinction may be awarded per 20 students, not per fraction of 20, except in groups with fewer than 20 students, in which case one Honors Distinction may be awarded.

### **CONSIDERATIONS FOR THE USE OF ARTIFICIAL INTELLIGENCE:**

Responsible use of artificial intelligence (AI) tools can enrich the learning process, provided that principles of academic honesty, individual authorship, and critical thinking are respected.

#### **In this course, the use of AI tools IS allowed for:**

- Generating outlines, summaries, concept maps, or study schedules.
- Asking questions to review concepts or practice interactively.
- Grammar, spelling, and style review.
- Suggestions for improving academic writing or adapting to the required format.
- Obtaining additional or simplified explanations of complex concepts.
- Receiving suggestions for sources (which must always be verified by the student).
- Other activities proposed by the course instructor that involve the use of AI, provided they are explicitly indicated.

#### **In this course, the use of AI tools is NOT allowed for:**

- Submitting as one's own any text, exercise, presentation, or assignment generated (in whole or in part) by AI without explicit mention or instructor authorization.
- Copying and pasting AI-generated responses into exams, practicals, or graded activities.
- Using AI to complete assignments that must be original and reflect individual understanding.
- Including fabricated, inaccurate, or unverified references generated by AI.
- Creating fake or altered images, graphs, data, or videos for presentations or reports without indicating they are artificially generated.

Students must explicitly declare any use of AI tools in any submitted document (e.g., in a footnote or appendix). The name of the tool, its purpose, and the part of the work in which it was used must be indicated.



In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded.

Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

## 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
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>



## 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 ( <a href="http://www.plataforma.ucv.es">www.plataforma.ucv.es</a> ) 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 ( <a href="http://www.plataforma.ucv.es">www.plataforma.ucv.es</a> ) M8	R1, R2, R3, R4	50,00	2,00
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## 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	<ul style="list-style-type: none"><li>·Disability concept</li><li>·Introduction to the concept of intellectual disability</li><li>·International classification of functioning, disability and health</li></ul>
Unit 2. Models and paradigms Current Intellectual Disability	<ul style="list-style-type: none"><li>·Quality of Life Model</li><li>·The Paradigm of Supports</li><li>·Multidimensional model of human functioning</li></ul>
Unit 3. Positive behavioral support	<ul style="list-style-type: none"><li>·The learning process in people with Intellectual Disability</li><li>·Behavioral alterations and behavior modification techniques</li><li>·Positive behavioral support</li></ul>
Unit 4. Environment and social participation in people with disabilities Intellectual	<ul style="list-style-type: none"><li>·Analysis of the environment of people with Intellectual Disability</li><li>·Intervention in the environment from Occupational Therapy</li></ul>
Unit 5. Adaptive Behavior and Therapy Occupational	<ul style="list-style-type: none"><li>·Adaptive Behavior</li><li>·Occupational Therapy in Behavioral Intervention adaptive</li><li>·Skills Training Methodology</li></ul>



## 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

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