



## Information about the subject

**Degree:** Official Master's Degree in Comprehensive Care of People with an Intellectual Disability

**Faculty:** Faculty of Psychology

**Code:** 1570001 **Name:** Theoretical Frameworks, Quality of Life and Positive Behavioural Support

**Credits:** 6,00 **ECTS Year:** 1 **Semester:** 1

**Module:** BASIC TRAINING IN INTELLECTUAL DISABILITY

**Subject Matter:** Theoretical frameworks, quality of life and positive behavioural support **Type:**

Compulsory

**Department:**

**Type of learning:** Blended

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

**Lecturer/-s:**

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## Module organization

### BASIC TRAINING IN INTELLECTUAL DISABILITY

Subject Matter	ECTS	Subject	ECTS	Year/semester
Theoretical frameworks, quality of life and positive behavioural support	6,00	Theoretical Frameworks, Quality of Life and Positive Behavioural Support	6,00	1/1
Biological and neuropsychological bases of intellectual disability	6,00	Biological and Neuropsychological Bases of People with Intellectual Disability	6,00	1/1

## 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 Students establish quality indicators both for the service and at the individual level.
- R2 Carry out an observation, follow-up and evaluation of the objective conditions offered in the services by the organizations.
- R3 Students promote actions to improve the quality of the service.
- R4 Students show abilities to work in a professional, ethical, regulatory and legal code context, recognizing and responding to ethical or moral dilemmas and issues in daily practice.



## 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):

BASIC		Weighting			
		1	2	3	4
CB6	Having and understanding knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research context.				X
CB8	The ability to integrate knowledge and deal with the complexity of making judgments based on information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.				X
CB9	The ability to communicate their findings and the ultimate knowledge and reasons behind them to specialized and non-specialized audiences in a clear and unambiguous manner.			X	
CB10	Having the learning skills that will allow them to continue studying in a largely self-directed or autonomous manner.				X
GENERAL		Weighting			
		1	2	3	4
CG4	Problem-solving and decision-making skills.				X
CG11	Analysis and synthesis skills.				X
SPECIFIC		Weighting			
		1	2	3	4
CE1	The ability to identify limitations in cognitive functioning and adaptive behavior and in cognitive, neurological and neuropsychological functions of people with intellectual disability.				X
CE2	Students carry out intervention models focused on the biopsychosocial perspective in intellectual disability services.				X



CE3	The ability to describe the specific characteristics of the current conception of intellectual disability based on the way a person functions in his/her context.					X
CE4	Develop intervention models based on the evaluation of the quality of life of the person with intellectual disability and the analysis of his/her capacities and limitations.				X	
CE5	Know in depth the builder of quality of life and its dimensions.					X
CE6	The ability to apply systems to evaluate the quality of life of the person with an intellectual disability at any stage of his or her life.				X	
CE7	Know in depth the service quality management systems based on organizational quality and life quality indicators.				X	
CE8	Carry out forms of intervention based on ethical principles and respect for the autonomy of the person with an intellectual disability.					X
CE9	The ability to use the person-centered planning approach as a benchmark for intervention.					X

TRANSVERSAL		Weighting			
		1	2	3	4
CT1	Information management skills.			X	
CT3	The ability to update the knowledge and skills related to this framework of action.				X
CT9	Organizational and planning skills.				X
CT10	Self-critical attitude, that is, assessing one's own performance by knowing one's own competences and limitations, putting possible frustrations in perspective, showing interest in the quality of one's own performance and developing systems that guarantee the quality of one's own services.			X	
CT11	Analysis and synthesis skills.		X		



## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	40,00%	Carrying out objective tests
R1, R2, R3, R4	20,00%	Individual monitoring of attendance in face-to-face and practical sessions
R1, R2, R3, R4	10,00%	Individual monitoring of active participation in face-to-face and practical sessions
R1, R2, R3, R4	30,00%	Realization of individual theoretical-practical activities assessable

### Observations

#### EVALUATION CRITERIA

·In order to pass the course, the student must pass the different assessment systems separately (attendance and active participation, theoretical-practical activities and final objective test).

·The continuous assessment will be a compendium of evidence of practical participation in the teaching sessions, individual work as well as the presentation of the same, and the development of a final objective test.

#### CRITERIA FOR THE AWARDING OF HONOURS:

·The mention of "Matrícula de Honor" may be awarded to students who have obtained a grade equal to or higher than 9.5 and demonstrate levels of excellence in practical activities, as well as in attendance and active participation in class. In accordance with the general regulations, only one honourable mention may be awarded for every 20 students, not per fraction of 20, with the exception of groups of less than 20 students in total, in which one honourable mention may be awarded.



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 M1 Presentation of content by teachers, analysis of competencies, explanation and demonstration of capacities, skills and knowledge in person or synchronously through videoconferences.
- M2 M2 Group work sessions supervised by the teacher, case studies, diagnostic analysis, problems, field study, visits to resources, data search (libraries, online, Internet, etc.) Significant construction of knowledge to through the interaction and activity of the student.
- M4 M4 Study of the student -with / without support on the platform- that includes individual preparation of readings, reports, evaluations, problem solving, case analysis, programs, memories, etc. to expose or deliver in theoretical classes, practical classes and / or tutorials.
- M8 M8 Individual personalized attention during the training period and / or orientation carried out by a tutor in order to review and discuss the materials and topics presented in the sessions, seminars, readings, completion of work, etc.
- M9 M9 Set of oral and / or written tests used in the initial, formative or summative evaluation of the student.



## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
CLASES PRESENCIALES M1	R1, R2, R3, R4	35,00	1,40
TUTORÍA INDIVIDUAL M8	R2, R3	2,00	0,08
ACTIVIDADES DE EVALUACIÓN M9	R1, R2, R3, R4	3,00	0,12
<b>TOTAL</b>		<b>40,00</b>	<b>1,60</b>

## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
TRABAJO AUTÓNOMO INDIVIDUAL (CON O SIN APOYO EN PLATAFORMA) M4	R1, R2, R3, R4	110,00	4,40
<b>TOTAL</b>		<b>110,00</b>	<b>4,40</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Unit 1.	<ul style="list-style-type: none"><li>·Introduction to the concept of disability</li><li>·International Classification of Functioning, Disability and Health</li><li>·Historical evolution of the concept of Intellectual Disability and current definition</li><li>·Supports Paradigm</li><li>·Conceptual model of Human Functioning</li></ul>
Unit 2.	<ul style="list-style-type: none"><li>·Quality of Life Model</li><li>·Quality of Life Assessment Scales</li></ul>
Unit 3.	<ul style="list-style-type: none"><li>·Personal project</li><li>·Rights of people with Intellectual Disabilities</li></ul>
Unit 4.	<ul style="list-style-type: none"><li>·New visions in care organizations for people with intellectual or developmental disabilities and their families</li><li>·Map of services in the field of attention to Intellectual Disability</li><li>·Ethics and dignified treatment in the care of people with Intellectual Disabilities</li><li>·Citizenship and social inclusion</li><li>·Deinstitutionalization processes, progress towards support services</li></ul>





## Temporary organization of learning:

Block of content	Number of sessions	Hours
Unit 1.	5,00	10,00
Unit 2.	5,00	10,00
Unit 3.	5,00	10,00
Unit 4.	5,00	10,00



## References

- American Psychiatric Association. (2013). Diagnostic and Statistical Manual of Mental Disorders, 5th. Edition (DSM-5). Washington, DC.
- Asociación Americana de Retraso Mental (traducción de Verdugo, M.A. y Jenaro, C.) (2004) Retraso mental: definición, clasificación y sistemas de apoyo. Madrid, Alianza Editorial.
- 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
- Cooper, S. A., Melville, C. A. y Einfeld, S. L. (2003). Psychiatric diagnosis, intellectual disabilities and Diagnostic Criteria for Psychiatric Disorders for Use with Adults with Learning Disabilities/Mental Retardation (DC-LD). Journal of Intellectual Disability Research, 47 (s1), 3-15. //doi.org/10.1046/j.1365-2788.47.s1.2.x
- Cooper, S. A., Smiley, E., Morrison, J., Williamson, A. Y Allan, L. (2007). Mental ill-health in adults with intellectual disabilities: prevalence and associated factors. The British Journal of Psychiatry, 190 (1), 27-35. //doi.org/10.1192/bjp.bp.106.022483
- García Fernández, J.M., Pérez Cobacho, J., Berruezo Adelantado, P.P. (2002): Discapacidad Intelectual: Desarrollo, comunicación e intervención. Editorial Cepe.
- Montero, Delfín (1996). Evaluación de la conducta adaptativa en personas con discapacidades: Adaptación y validación del ICAP. Bilbao. Mensajero
- Organización Mundial de la Salud (2001). Clasificación Internacional del Funcionamiento, la Discapacidad y la Salud (CIF). IMSERSO
- Organización Mundial de la Salud. (1994). Clasificación Internacional de las Enfermedades (CIE 10). Trastornos mentales y del comportamiento. Criterios diagnósticos de investigación. Madrid: Meditor.
- POD, P. (2001). Clasificación Internacional del Funcionamiento, de la Discapacidad y de la Salud (CIF). OMS.
- Schalock, R. L. y Verdugo, M.A.(2013). El cambio en las organizaciones de discapacidad. Estrategias para superar sus retos y hacerlo realidad. Guía de liderazgo. Madrid: Alianza.
- Schalock, R.L. y Verdugo, M.A. (2012). A Leadership Guide to Redefining Intellectual and Developmental Disabilities Organizations: Eight Successful Change Strategies. Brookes Publishing Company.
- Schalock, R.L. y Verdugo, M.A. (2003). Calidad de vida. Manual para profesionales de la educación, salud y servicios sociales. Madrid: Alianza. [Original publicado en 2003 por la American Association Mental Retardation, Washington, DC]
- Verdugo, M.A. y Schalock, R.L. (coords.) (2013). Discapacidad e inclusión. Manual para la docencia. Salamanca: Amarú.
- Verdugo, M.A. & Gutiérrez, B (2009). Discapacidad intelectual: adaptación social y problemas de comportamiento. Madrid, Ediciones Pirámide.



## OTRAS FUENTES

- Instituto Universitario de Integración en la Comunidad (INICO): <http://inico.usal.es>
- Servicio de Información sobre Discapacidad: <http://sid.usal.es>
- Revista Científica: Siglo Cero. Revista Española sobre Discapacidad Intelectual

## ARTÍCULOS

- Domínguez Lara, S., & Quintana Peña, A. (2017). Calidad de vida en personas adultas con discapacidad intelectual según actividad realizada. *Revista mexicana de investigación en psicología*, 6(1), 1-16.
- Folch-Mas, A., Cortés-Ruiz, M. J., Salvador-Carulla, L., Kazah-Soneyra, N., Irazábal-Giménez, M., Muñoz-Lorente, S., ... & Martínez-Leal, R. (2017). Nuevas consideraciones sobre la salud de las personas con trastornos del desarrollo intelectual. *salud pública de méxico*, 59, 454-461.
- Gutiérrez-Zuñiga, R. P., Maldonado, E. J. P., Yáñez, D. F. S., & Retamal, M. J. R. (2018). Instrumentos de evaluación de la conducta adaptativa en personas con discapacidad intelectual. *UCMaule*, (55), 9-32.
- Macho, P. N., Alonso, M. Á. V., Torres, S. M., Modinos, F. S., & HERNÁNDEZ, A. A. (2017). Derechos y calidad de vida en personas con discapacidad intelectual y mayores necesidades de apoyo. *Siglo Cero*, 48(4), 7-66.
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