



Information about the subject

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

Faculty: Faculty of Psychology

Code: 1570002 **Name:** Biological and Neuropsychological Bases of People with Intellectual Disability

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

Module: BASIC TRAINING IN INTELLECTUAL DISABILITY

Subject Matter: Biological and neuropsychological bases of intellectual disability **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 Know the concept and classification of intellectual disability.
- R2 Know the main systems of diagnosis and functional evaluation of intellectual disability.
- R3 Know the etiology of the main types of intellectual disabilities.
- R4 Know the bio-psycho-social model of application in diagnosis and evaluation.



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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
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
GENERAL				Weighting
				1 2 3 4
CG1 Information management skills.				X
CG11 Analysis and synthesis skills.				X
SPECIFIC				Weighting
				1 2 3 4
CE9 The ability to use the person-centered planning approach as a benchmark for intervention.				X
CE10 Design interventions based on behavioral and cognitive-behavioral modification techniques.				X
CE11 Know and be able to distinguish the main behavioral disorders most common in people with intellectual disabilities.				X
CE12 The ability to perform a functional analysis of the altered behaviors and to develop intervention guidelines.				X



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| CE13 | The ability to identify limitations in cognitive functioning and adaptive behavior and in cognitive, neurological and neuropsychological functions of people with intellectual disability. | X |
| CE14 | Identifying the main etymological multi-causal factors of intellectual disability as well as the main syndromes. | X |
| CE15 | Knowledge of the main prevention guidelines based on medical, psychological and social factors of the family and social context. | X |
| CE16 | Knowledge of the learning processes and alterations that people with intellectual disabilities experience. | X |

TRANSVERSAL	Weighting			
	1	2	3	4
CT3	The ability to update the knowledge and skills related to this framework of action.			X
CT7	Oral and written communication 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	



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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

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 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.



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- 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	R1, R2, R3, R4	2,00	0,08
ACTIVIDADES DE EVALUACIÓN M9	R1, R2, R3, R4	3,00	0,12
TOTAL		40,00	1,60

LEARNING ACTIVITIES OF AUTONOMOUS WORK

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



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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">· Biological and neuropsychological bases of Intellectual Disability· Etiology, syndromes and behavioral phenotypes in Intellectual Disability
Unit 2.	<ul style="list-style-type: none">· Neuropsychological evaluation and diagnosis of Intellectual Disability· Comorbidity in Intellectual Disability
Unit 3.	<ul style="list-style-type: none">· Mental Health and Intellectual Disability
Unit 4.	<ul style="list-style-type: none">· Positive Behavioral Support and Functional Behavior Analysis

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

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- Arnedo Montoro, M. (2012) Neuropsicología. A través de casos clínicos. Editorial: Panamericana Artigas-Pallarés. J, y Narbona, J. (2011) Trastornos del neurodesarrollo. Ediciones Viguera
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ARTÍCULOS RECOMENDADOS

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Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:



Microsoft Teams



Kaltura



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Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

- Microsoft Teams
- Kaltura

Explanation about the practical sessions:



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2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:



The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.



The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System: