



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:



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

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
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



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



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. UC Maule, (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.
- Montero, D. (2012). Conducta adaptativa y discapacidad aquí y ahora: Algunas propuestas para la mejora de la práctica profesional.



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



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:



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: