



## Information about the subject

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

**Faculty:** Faculty of Psychology

**Code:** 1570004 **Name:** Intellectual Disability and Life Cycle I

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

**Module:** INTELLECTUAL DISABILITY AND LIFE CYCLE

**Subject Matter:** Intellectual Disability and Life Cycle I **Type:** Compulsory

**Department:**

**Type of learning:** Blended

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

**Lecturer/-s:**



## Module organization

### INTELLECTUAL DISABILITY AND LIFE CYCLE

Subject Matter	ECTS	Subject	ECTS	Year/semester
Intellectual Disability and Life Cycle I	6,00	Intellectual Disability and Life Cycle I	6,00	1/1
Intellectual Disability and Life Cycle II	6,00	Intellectual Disability and Life Cycle II	6,00	1/2

## 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 know the main concepts of evolutionary psychology applied to people with intellectual disabilities.
- R2 Students know the main life events of persons with intellectual disabilities, the characteristics of the transitions from childhood to adolescence, to adulthood and aging.
- R3 Students know the services offered.
- R4 Students comprehend and analyse the impact of the birth of a person with an intellectual disability on a family nucleus.
- R5 Students analyse the different contexts (from family environments to protected environments and sheltered housing) and the main characteristics by which persons with intellectual disabilities can carry out their life cycle.
- R6 Students show ability to design different intervention techniques based on the age of the person with an intellectual disability and the evolutionary context (family, school, occupational training, work...)
- R7 Students know the main formulas for social and labour insertion of persons with intellectual disabilities.
- R8 Know intervention techniques related to sensory stimulation.



## 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
GENERAL		Weighting			
		1	2	3	4
CG1	Information management skills.				X
CG9	Organizational and planning skills.				X
CG11	Analysis and synthesis skills.				X
CG13	The ability to share and disseminate academic and professional knowledge.				X
SPECIFIC		Weighting			
		1	2	3	4
CE32	Know the main life events of the person with ID.				X



CE33	The ability to create a personalized itinerary of care for the child with ID.				X
CE34	Promote an early approach in the intervention of children with intellectual disabilities.				X
CE35	Knowledge of developmental assessment instruments for children with ID.			X	
CE36	Distinguishing the different care services for children with ID and the main intervention methodologies.				X
CE37	Know the technique of sensory integration applicable to children with ID.			X	
CE38	Know the model of early intervention focused on the family.				X
CE39	Students can assess the capabilities and limitations of the child with ID at school.				X
CE40	The ability to design an appropriate educational response to the characteristics of the child with ID.				X
CE41	Design strategies, techniques and methodological adaptations of inclusive education for children with ID.				X
CE42	Use cognitive training techniques appropriate for children with ID.			X	

TRANSVERSAL		Weighting			
		1	2	3	4
CT1	Information management skills.				X
CT2	Capacity for teamwork and effective collaboration with other professionals (with the possibility of working in an interdisciplinary and international context).				X
CT6	The ability to take responsibility.				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, R5, R6, R7, R8	40,00%	Carrying out objective tests
R1, R2, R3, R4, R5, R6, R7, R8	20,00%	Individual monitoring of attendance in face-to-face and practical sessions
R1, R2, R3, R4, R5, R6, R7, R8	10,00%	Individual monitoring of active participation in face-to-face and practical sessions
R1, R2, R3, R4, R5, R6, R7, R8	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, R5, R6, R7, R8	35,00	1,40
TUTORÍA INDIVIDUAL M8	R1, R2, R5, R6	2,00	0,08
ACTIVIDADES DE EVALUACIÓN M9	R1, R2, R3, R4, R5, R6, R7, R8	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 AUTONÓMO INDIVIDUAL (CON O SIN APOYO EN PLATAFORMA) M4	R1, R2, R3, R4, R5, R6, R7, R8	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>·Early attention</li><li>·Family-centered practices and natural environments</li></ul>
Unit 2.	<ul style="list-style-type: none"><li>·Inclusive education</li><li>·Current educational regulations</li></ul>
Unit 3.	<ul style="list-style-type: none"><li>·Attention to diversity: methodological strategies and educational supports</li><li>·Universal Learning Design</li><li>·Practices focused on the school context</li><li>·Classroom planning and educational curriculum adjustments</li></ul>
Unit 4.	<ul style="list-style-type: none"><li>·Sensory Integration applied in Intellectual Disability</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

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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



## **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: