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.

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	

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-casual 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	

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 honours 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	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**

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Unit 1.	·Biological and neuropsychological bases of Intellectual Disability ·Etiology, syndromes and behavioral phenotypes in Intellectual Disability
Unit 2.	·Neuropsychological evaluation and diagnosis of Intellectual Disability ·Comorbidity in Intellectual Disability
Unit 3.	·Mental Health and Intellectual Disability
Unit 4.	·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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