



Information about the subject

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

Faculty: Faculty of Psychology

Code: 1570012 **Name:** Implementation of the Paradigm of Supports I

Credits: 6,00 **ECTS Year:** 1 **Semester:** 2

Module: APPLICATION OF THE SUPPORT PARADIGM

Subject Matter: Application of the support paradigm I **Type:** Compulsory

Department:

Type of learning: Blended

Languages in which it is taught: Spanish

Lecturer/-s:

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Module organization

APPLICATION OF THE SUPPORT PARADIGM

Subject Matter	ECTS	Subject	ECTS	Year/semester
Application of the support paradigm I	6,00	Implementation of the Paradigm of Supports I	6,00	1/2
Application of the support paradigm II	6,00	Implementation of the Paradigm of Supports 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 and analyze the approach of the American Association on Intellectual Disability (AAIDD), its evolution and current application (2002).
- R2 Students know and practice the approach of the support paradigm enunciated by the organization.
- R3 Students carry out analysis of the abilities and limitations of a person with an intellectual disability, to guide his/her intervention.
- R4 Students develop tools for individual monitoring 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
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	
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
CG2	Capacity for teamwork and effective collaboration with other professionals (with the possibility of working in an interdisciplinary and international context).				X
CG4	Problem-solving and decision-making skills.				X
CG5	The ability to adapt to new situations.				X
CG6	The ability to take responsibility.				X
CG7	Oral and written communication skills.			X	
CG11	Analysis and synthesis skills.				X
CG12	The ability to maintain relationships with other professionals in order to compare and validate the action guidelines.				X

SPECIFIC		Weighting			
		1	2	3	4



CE17	Knowledge of the concept of adaptive behavior and the limitations that people with ID may have regarding adaptive skills.								X
CE18	Knowledge of the main assessment instruments of adaptive skills used in the field of intellectual disability.								X
CE19	Students conduct an analysis of the abilities and limitations of people with ID at any stage of their lives and develop an individualized support plan.								X
CE20	Knowledge of the methods of intervention in the conceptual skills of the person with ID.							X	
CE21	The ability to design social skills interventions for people with ID.								X
CE22	Know the methods of intervention in the conceptual skills of the person with ID.							X	

TRANSVERSAL		Weighting			
		1	2	3	4
CT3	The ability to update the knowledge and skills related to this framework of action.				X
CT4	Problem-solving and decision-making skills.				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	



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	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 AUTÓNOMO 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.	·Adaptive behavior: concept, evaluation and intervention
Unit 2.	·Communication and Social Participation ·The development of language and communication in people with Intellectual Disabilities
Unit 3.	·Augmentative and Alternative Communication Systems (SAAC) ·Communication environments
Unit 4.	·Assistive products and technologies

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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- Esteban Cristóbal, E. y Izquierdo Ortiz, S. Actividades de autonomía personal en la vida diaria para personas con discapacidad intelectual. Limpieza. CEPE.
- Esteban Cristóbal, E. y Izquierdo Ortiz, S. Actividades de autonomía personal en la vida diaria para personas con discapacidad intelectual. Cocinar primeros platos. CEPE.
- Esteban Cristóbal, E. y Izquierdo Ortiz, S. Actividades de autonomía personal en la vida diaria para personas con discapacidad intelectual. Cocinar segundos platos. CEPE.
- Esteban Cristóbal, E. y Izquierdo Ortiz, S. Actividades de autonomía personal en la vida diaria para personas con discapacidad intelectual. Cocinar postres. CEPE.
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