



Universitat de Lleida

DEGREE CURRICULUM  
**BIOPSYCOSOCIAL  
PREVENTION AND CARE**

Coordination: PETREÑAS CABALLERO, CRISTINA

Academic year 2021-22

## Subject's general information

<b>Subject name</b>	BIOPSYCOSOCIAL PREVENTION AND CARE			
<b>Code</b>	100892			
<b>Semester</b>	1st Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Bachelor's Degree in Primary Training	4	OPTIONAL	Attendance-based
	Double bachelor's degree: Degree in Primary Training and Degree in Physical Activity and Sports Sciences	5	OPTIONAL	Attendance-based
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	1.8		4.2
	<b>Number of groups</b>	1		1
<b>Coordination</b>	PETREÑAS CABALLERO, CRISTINA			
<b>Department</b>	PSICOLOGIA			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
PETREÑAS CABALLERO, CRISTINA	cristina.petrenas@udl.cat	6	

## Competences

### Basic skills:

CB02: To Apply their knowledge to their work or vocation in a professional way and have the skills that are usually demonstrated through the development and defense of arguments and problem solving within the area of study .

CB03: To Gather or interpret relevant data (usually within your area of study) to make judgments that include reflection on relevant social, scientific, or ethical issues.

CB04: To Convey information, ideas, problems and solutions to both specialized and non-specialized audiences.

### General skills:

CG01: To Promote democratic values, with special emphasis on those of tolerance, solidarity, justice and non-violence and know and value human rights.

CG02: To Know the intercultural reality and develop attitudes of respect, tolerance and solidarity towards the different social and cultural groups.

CG03: To Understand the right to equal treatment and opportunities between women and men, in particular by eliminating discrimination against women, whatever their circumstance or condition, in any area of life.

CG04: To Know the measures that guarantee and make effective the right to equal opportunities for people with disabilities.

CG05: To Develop the ability to critically analyze and reflect on the need to eliminate all forms of discrimination, direct or indirect, in particular racial discrimination, discrimination against women, sexual orientation or that caused by a disability.

CG06: To Assume the commitment of personal and professional development with oneself and the community. Adapt learning proposals to the most significant cultural developments.

### Specific skills:

CE02: To Design, plan and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals at the center.

CE04: To Encourage the reading and critical commentary of texts from the various scientific and cultural domains contained in the school curriculum.

CE05: To Design and regulate learning spaces in contexts of diversity that address gender equality, equity and respect for human rights that make up the values of civic education.

CE10: To Collaborate with the different sectors of the educational community and the social environment.

CE11: To Assume the educational dimension of the teaching function and promote democratic education for active citizenship.

CE14: To Reflect on classroom practices to innovate and improve teaching. Acquire habits and skills for autonomous and cooperative learning and promote it among students.

## Transversal skills:

CT05: To Acquire essential notions of scientific thought.

## Subject contents

### **Unit 1. The prevention of risk factors and early care from a comprehensive and inter-transdisciplinary approach.**

- Alarm signs to child development
- Regulatory development versus early childhood disorders
- Language difficulties during the first 6 years

### **Unit 2. The conceptualization of educational support during the first 6 years**

- Psychoeducational bases of support
- Inclusive school support function

### **Unit 3. The network of external resources**

- Networking
- Ordinary school / EE school
- Area Educational Services (EAP, ELIC, CRP)
- Specific Educational Services (CREC / CREDV, CREDA, CRETDIC)
- Department of Social Action and Citizenship (CDIAP, EAIA)
- Catalan Health Service (CSMIJ, hospitalization ...)

### **Unit 4. Early Care for the first 6 years**

- Theoretical foundations of early care
- Target population of Early Care (disability, prematurity, ASD, language disorders) and areas of action (Education, Social Services and Health)
- Evaluation, diagnosis and intervention in early care
- Early Care and Families

### **Unit 5. Early intervention and support in school**

- Autonomy
- Language and communication
- Psychomotor development
- Cognitive development
- Socio-emotional and behavioral development

### **Unit 6. The role of the family in early care**

- Parenting processes and family educational styles
- Family-school relationship

## Methodology

The subject has a theoretical and practical character. This involves the continued reading on scientific documentation, flipped classroom, case analysis, working on cooperative groups, the analysis of videos and films related to the topic and seminars by specialized professionals.

## Development plan

This information is at virtual campus.

## Evaluation

### **CONTINUOUS EVALUATION**

The evaluation has a continuous character, therefore, the regular attendance to class and the elaboration and delivery inside the established dates of the tasks that specify like evidences of evaluation of the subject are compulsory to surpass.

Assesment evidences are:

(1)Portfolio	40%. (20% individual, 20% group)
(2) Case study resolution	30% (group)
(3)Test exam	30% (individual)

! The three evidences are summative. However, it is necessary to remove more than 4 in an evidence so that it can add up.

*It is required linguistic and formal correction in written productions*

*(<http://www.fce.udl.cat/Recursos/guias/guiatreballs.pdf>). It is important to cite academic sources following the APA style. Expressive errors, as well as an inappropriate presentation, will affect the final mark of the subject.*

### **ASSESSMENT FOR STUDENTS WITH NESE (SPECIAL EDUCATIONAL NEEDS)**

*Condition: certificate of disability or to have any specific learning difficulty.*

Teachers could modify the assessment and the achievement of face-to-face activities and non-face-to-face activities, according to the Special Educational Needs (NESE, in its acronym in Catalan) of each student, under the supervision of the committee of Attention to Diversity of UdL.

## Bibliography

Alfonso, C. i Ibáñez, P. (2013). *Estimulación del desarrollo en la infancia: inteligencia, lenguaje, afectividad y otras áreas*. Madrid: Editorial Dykinson.

Aranda, R. (2008). *Atención temprana en educación infantil*. Bilbao: Wolters Kluwer

Berger, K.S. (2016). *Psicología del Desarrollo. Infancia y Adolescencia (9ª ed.)*. Madrid: Editorial Medica Panamericana

Cristóbal, C., Fornós, A., Giné, C., Mas, J. y Pegenaute, F. (2010). *La atención temprana. Un compromiso con la infancia y sus familias*. Barcelona: Editorial UOC.

Perinat, A., Lalueza, JL. i Sadurní, M. (2007). *Psicología del desarrollo. Un enfoque sistémico*. Barcelona:

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Perinat, A., Miras, M. i Onrubia, J. (2014). *Psicología del desenvolupament I*. Barcelona: Editorial UOC.

Pérez- López, J. y Brito de la Nuez, A. (2004). *Manual de Atención Temprana*. Madrid: Ediciones Piramide

Robles, M. A. y Sánchez- Teruel, D. (2011). *Evaluación e intervención en atención infantil temprana: hallazgos recientes y casos prácticos*. Jaén: Universidad de Jaén.