DEGREE CURRICULUM

BIOPSYCOSOCIAL PREVENTION AND CARE

Coordination: PETREÑAS CABALLERO, CRISTINA

Academic year 2022-23

Subject's general information

Subject name	BIOPSYCOSOCIAL PREVENTION AND CARE
Code	100892
Semester	1st Q(SEMESTER) CONTINUED EVALUATION

Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Primary Training	4	OPTIONAL	Attendance-based
	Double bachelor's degree: Degree in Pre-school Education and Degree in Primary Training	5	OPTIONAL	Attendance-based
	Double bachelor's degree: Degree in Primary Training and Degree in Physical Activity and Sports Sciences	5	OPTIONAL	Attendance-based

Course number of credits (ECTS)	6

Type of activity, credits, and groups	Activity type	PRAULA	TEORIA
	Number of credits	1.8	4.2
	Number of groups	1	1

Coordination	PETREÑAS CABALLERO, CRISTINA
Department	PSICOLOGIA
Important information on data processing	Consult this link for more information.
Language	Catalan, English (5%)
Distribution of credits	Themes 1 & 7- Profesor Cristina Petreñas Themes 2, 3, 4, 5 & 6- Profesor Andrea Jardí

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
JARDI FERRE, ANDREA	andrea.jardi@udl.cat	4	
PETREÑAS CABALLERO, CRISTINA	cristina.petrenas@udl.cat	2	

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 analusis, working on cooperative groups, the analysis of videos and films related to the topoc 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	**30%**. (individual) **22sd of december**
(2) Case study resolution	**30%** (group) **22sd of december**
(3)Test exam	**40%** (individual) According to the exam schedule

- **The three evidences are summative. However, it is necessary to remove more than 4,5 in an evidence so that it can add up.**

- **All three pieces of evidence can be retrieved, but the maximum grade for the learning portfolio and group work will be a maximum of 5,5 points.**

- **Due to the dynamics of the subject, class attendance is compulsory by 80%.**

- **In the group work all the members of the group (who have put the name in the delivery of the work) will obtain the same note. In case of having to recover the evidence, it will have to present with all the members of the group that consisted in the delivery of the official work.**

- **The virtual campus plagiarism tool will be passed on to both the learning portfolio and the group work. In case it indicates a percentage equal or superior to 20%, it will be understood that the work is plagiarized, and therefore, the subject will be suspended.**

It is required linguistic and formal correction in written productions (http://www.fce.udl.cat/Recursos/guies/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.

ALTERNATIVE ASSESSMENT FOR STUDENTS WITH ACCREDITED WORK AND STUDENTS REPEATING THE SUBJECT

Evaluation evidence are:

(1)Portfolio	**30%**. (individual) **22sd of december**
(2) Review of selected chapters indicated on the virtual campus of these references: Berger, K.S. (2016). *Psicología del Desarrollo. Infancia y Adolescencia.* Madrid: Editorial médica panamericana. Puigdellívol, I., Petreñas, C.; Siles, B., Jardí, A. (eds.). (2019). *Estrategias de apoyo en la escuela inclusiva.* Barcelona. Graó Editorial Escorcia, T. y Rodríguez, L. (2020). *Prácticas de atención temprana centradas en la família y en entornos naturales.* UNED	**30%** (individual) **22sd of december**
(3)Test exam	**40%** (individual) According to the exam schedule

!! Attendance is mandatory in the seminars of specialized professionals invited to the subject.

• The three evidences are summative. However, you need to draw more than 4.5 in evidence so that you can add up.

• All three pieces of evidence can be retrieved, but the maximum grade for the learning portfolio and group work will be a maximum of 5,5 points.

• The virtual campus plagiarism tool will be passed on to both works. In case it indicates a percentage equal or superior to 20%, it will be understood that the work is plagiarized, and therefore, the subject will be suspended.

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 achivement of face-to-face activities and non-face-to-face activities, according to the Special Educational Nees (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: Editorial UOC.

Perinat, A., Miras, M. i Onrubia, J. (2014). *Psicologia 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*

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