



Universitat de Lleida

DEGREE CURRICULUM
**BIOPSYCOSOCIAL
PREVENTION AND CARE**

Coordination: PETREÑAS CABALLERO, CRISTINA

Academic year 2023-24

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	EDUCATION SCIENCES			
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
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

Module 1. Prevention and biopsychosocial detection from 0 to 6 years

Topic 1. Prenatal, perinatal biopsychosocial factors and the impact of birth from a perspective ecosystem

Topic 2. Prevention and detection in psychomotor development from 0 to 6 years

Topic 3. Prevention and detection in cognitive development from 0 to 6 years

Topic 4. Prevention and detection in the development of language and communication from 0 to 6 years

Topic 5. Prevention and detection in socio-affective development from 0 to 6 years

Topic 6. Impact of parenting on child development

Module 2. Attention and early intervention in 0 to 6 years

Topic 7. Early care during the first 6 years

Topic 8. Psychoeducational bases and function of inclusive educational support during the first 6 years

Topic 9. Intervention and early support at school

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:

Block 1- Classroom practices include different activities of assessment: practices, reading seminar, seminars	20%. (individual) See on virtual campus

Block 2 - Solving a case includes 2 activities evaluation: Assessment activity 1: Part 1- Module 1 of content (17.5%) Assessment activity 2: Part 2- Module 2 of content (17.5%)	35% (individual) See on virtual campus
Block 3- Solving a case through simulation of a CAD includes 3 assessment activities: Assessment activity 1- Presentation of the analysis of the case (public oral presentation) (5%) Assessment activity 2- Intervention proposal according to the case (written report) (15%) Assessment activity 3- Final oral presentation (5%)	25% (group) See on virtual campus
Block 4- Test	20% (individual) According to academic calendar

- Blocks 1, 3 and 4 are cumulative.
- Block 2 is an essential requirement to pass the subject. It must be passed with an equal or higher grade to 5. It can be recovered. The maximum grade for this block in recovery will be 6 points.
- If you do not pass block 2 with a grade equal to or higher than 5, even if the average of the other blocks is approved, in accordance with the UdL assessment regulations, the final grade on the record will be 4.9.
- Any detection of plagiarism or fraudulent use of AI when carrying out the assessment activities will mean the suspension of the subject and the application of the UdL protocol in these cases.

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.

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

Evaluation evidence are:

Block 1: Portfolio	20% . (individual) See on virtual campus
Block 2 - Solving a case includes 2 activities evaluation: Assessment activity 1: Part 1- Module 1 of content (25%) Assessment activity 2: Part 2- Module 2 of content (25%)	50% (individual) See on virtual campus
(3)Test exam	30% (individual) According to the exam schedule

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

Blocks 1 is summative.

Blocks 2 and 3 are an essential requirement to pass the subject. They must be passed with an equal grade or greater than 5. They can be recovered. The maximum grade for these blocks in recovery will be 6 points.

If you do not pass blocks 2 and/or 3 with a grade equal to or higher than 5, even if the average of the others evidence is approved, in accordance with the UdL assessment regulations, the final grade on the record will be 4.9.

Any detection of plagiarism or fraudulent use of AI when carrying out the assessment activities will mean the suspension of the subject and the application of the UdL protocol in these cases.

ASSESSMENT FOR STUDENTS FROM UDLXTOTHOM

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

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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, J.L. i Sadurní, M. (2007). *Psicología del desarrollo. Un enfoque sistémico*. Barcelona: Editorial UOC.

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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.