



Universitat de Lleida

DEGREE CURRICULUM
**HEALTH PSYCHOLOGY IN THE
FIELD OF DISABILITY**

Coordination: DRAPER FONT, MERITXELL

Academic year 2022-23

Subject's general information

| | | | | |
|---|--|--------|-----------|------------------|
| Subject name | HEALTH PSYCHOLOGY IN THE FIELD OF DISABILITY | | | |
| Code | 14559 | | | |
| Semester | 2nd Q(SEMESTER) CONTINUED EVALUATION | | | |
| Typology | Degree | Course | Character | Modality |
| | Double degree: Master in General Health Psychology and Master in Neuropsychology | 1 | OPTIONAL | Blended learning |
| | Master's Degree in General Health Psychology | 1 | OPTIONAL | Attendance-based |
| Course number of credits (ECTS) | 3 | | | |
| Type of activity, credits, and groups | Activity type | PRAULA | TEORIA | |
| | Number of credits | 0.9 | 2.1 | |
| | Number of groups | 1 | 1 | |
| Coordination | DRAPER FONT, MERITXELL | | | |
| Department | PSICOLOGIA | | | |
| Important information on data processing | Consult this link for more information. | | | |

| Teaching staff | E-mail addresses | Credits taught by teacher | Office and hour of attention |
|-------------------------|--------------------------|---------------------------|------------------------------|
| DRAPER FONT, MERITXELL | meritxell.draper@udl.cat | 2,1 | |
| ROMERO MARTINEZ, ALICIA | alicia.romero@udl.cat | ,9 | |

Learning objectives

- Obj.1 Know and understand the concept of DID (Discapacidad intelectual y del desarrollo) in the current context.
- Obj.2 Know the current services and resources in the care of people with DID.
- Obj.3 Know and know how to identify the needs of people with DID.
- Obj.4 Know the presentation of mental disorders in people with DID and their approach.
- Obj.5 Know the intervention systems and strategies aimed at the characteristics and needs of people with DID and their application.
- Obj.6 Know and understand communicative intervention strategies.
- Obj.7 Know and understand the process and intervention strategies of Positive Behavioral Support and other tools provided by the person-centered care model.
- Obj.8 Learn to develop and develop an intervention plan.

Competences

- C1. Understanding DID (Intellectual and Developmental Disability) according to the current contributions of research and professional practice.
- C2. Knowing how to observe, collect, analyze and evaluate data and information, using the methods and techniques applicable to people with DID, generating new knowledge for their attention.
- C3. Knowing how to design Individual Plans.
- C4. Knowing how to promote inclusive development contexts and participation in the community aimed at people with DID.
- C5. Develop values and have elements of reflection in care ethics in the field of care for people with DID.

Subject contents

1. Conceptualization of DID. (Xell Draper)
 - 1.1 Definition
 - 1.2 Classification
 - 1.3 Diagnosis

2. Models and services to care for people with DID. (Xell Draper)
 - 2.1 The quality of life model for people with DID
 - 2.2 Person Centered Planning
 - 2.3 The Support System
3. Behaviors that concern us. Mental Health in DID people. (Xell Draper)
 - 3.1 Comprehensive evaluation.
 - 3.2 Positive Behavioural Support and Types of Strategies.
4. Reflection from healthcare ethics. (Xell Draper)
5. Disability in childhood (Alicia Romero)
6. The work with families (Alicia Romero)
7. Aging and DID. (Xell Draper)

Methodology

The subject will be taught by two teachers, each of them will provide the necessary resources and will assign different tasks to be carried out by the students, where the critical reflection and active participation of the student will be valued, putting together the tasks carried out.

The activities that will be carried out and that will guide the student to achieve the different learning objectives are of three types: directed, supervised and autonomous.

Regarding the pedagogical concept, the constructivist model proposed in current educational regulations is followed. From this perspective, the concepts must be worked on to promote the progressive development of knowledge by each student. That is why it is necessary that the contents in question are solidly consolidated before moving forward with the acquisition of other new ones. Likewise, the key knowledge must be established and deepened in them, both from a conceptual and procedural point of view, in order to guarantee adequate training. Another principle that must be attended to throughout educational practice is the gender perspective. To favor it, the use of inclusive language will be used and promoted, as well as proposing activities in which they are visible.

We propose to start the activity with a group reflection and/or discussion (although it can also be done individually) through general questions raised by the teacher. Based on these reflections, conclusions will be obtained that will be conveyed in the setting of objectives and the presentation of the contents or script of the unit.

The curricular contents will be explained, making the necessary extensions or adaptations according to the teacher's criteria, with the intention of assimilating the key concepts and acquiring sufficient knowledge to put them into practice. It is time to incorporate real or simulated examples (but with a real basis), practical advice based on experience, analysis of situations or news, etc. In this phase, you can use all relevant complementary and extension materials: documents, presentations, videos, information obtained from the internet or specialized bibliography, etc

Parallel to the explanation of the contents, the most suitable activities will be selected. Different types of activities can be carried out, some of an individual nature, others in pairs or small groups and others in large groups. It will also be convenient to use different didactic resources such as the theater, carrying out resource research work, case analysis, image coaching, simulations or role playing, debates, watching videos or films, infographics, etc.

Development plan

Meritxell Draper

| Action | Total hours |
|----------------|-------------|
| Theory | 14 |
| Practical work | 6 |

Alicia Romero

| Action | Total hours |
|----------------|-------------|
| Theory | 7 |
| Practical work | 3 |

TIMING

| Session | Date | Theoretical content | Teacher |
|---------|----------|---|---------------|
| 1 | 9/02/23 | Presentation and Conceptualization of DID | Xell Draper |
| 2 | 16/02/23 | Conceptualization of DID | Xell Draper |
| 3 | 23/02/23 | Model and services for the attention of people with DID | Xell Draper |
| 4 | 2/03/23 | Model and services for the attention of people with DID | Xell Draper |
| 5 | 9/03/23 | Behaviors that worry us. Mental Health in DID people. | Xell Draper |
| 6 | 16/03/23 | Behaviors that worry us. Mental Health in DID people. | Xell Draper |
| 7 | 30/03/23 | Reflection from healthcare ethics. | Xell Draper |
| 8 | 13/04/23 | Disability in childhood (2,5 h) | Alicia Romero |
| 9 | 20/04/23 | Disability in childhood (1 h) The work with the families (1,5 h) | Alicia Romero |
| 10 | 04/04/23 | The work with the familias (1 h) Classroom practice 1(1,5 h) | Alicia Romero |
| 11 | 18/05/23 | Classroom practice 2(1,5 h) Evaluation (1 h) | Alicia Romero |
| 12 | 25/05/23 | DID and Aging | Xell Draper |

Evaluation

Continuous evaluation system

25% PAC1+25% PAC2+25% E1+ 25%E2

| Instrument | % |
|------------------------------|-----|
| Continuous Evaluation Test 1 | 25% |
| Continuous Evaluation Test 2 | 25% |
| Exam 1 | 25% |

Exam 2-A

25%

Alternative evaluation**Exam 2-B 100%****Bibliography**

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