



Universitat de Lleida

DEGREE CURRICULUM

HEALTH PSYCHOLOGY IN THE FIELD OF DISABILITY

Coordination: DRAPER FONT, MERITXELL

Academic year 2023-24

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	PSYCHOLOGY, SOCIOLOGY AND SOCIAL WORK			
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	2,5	
ROMERO MARTINEZ, ALICIA	alicia.romero@udl.cat	,5	

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

BASIC SKILLS:

CB7 Knowing how to apply the knowledge acquired and having the ability to solve problems in new or little-known environments within broader (or multidisciplinary) contexts related to their area of study.

CB8 Being able to integrate knowledge and face the complexity of formulating judgments based on information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.

CB9 Knowing how to communicate their conclusions –and the ultimate knowledge and reasons that support them– to specialized and non-specialized audiences in a clear and unambiguous way.

GENERAL COMPETENCES:

CG1 Acquire, develop and put into practice a concept of comprehensive health, where its biopsychosocial components have a place, in accordance with the guidelines established by the WHO.

CG6 Develop their work from the perspective of quality and continuous improvement, with the self-critical capacity necessary for responsible professional practice.

CG7 Knowing how to communicate and communicate with other professionals, and mastering the necessary skills for teamwork and multidisciplinary groups.

SPECIFIC COMPETENCES:

CE1 Show interpersonal communication skills and the management of emotions suitable for effective interaction with patients, family members and caregivers in the processes of problem identification, evaluation, diagnosis communication and psychological intervention and follow-up.

CE2 Write psychological reports appropriately for recipients

CE8 Know in depth the different models of evaluation and intervention in the field of General Health Psychology, as well as the techniques and procedures derived from them to address behavioral disorders and psychological factors associated with health problems.

CE9 Plan, carry out and, if applicable, supervise the process of psychological evaluation of human behavior and psychological factors associated with health problems to establish their evaluation.

CE10 Design, develop and, if necessary, supervise and evaluate psychological intervention plans and programs, based on the psychological evaluation and the concurrent individual and social variables in each case.

CE11 Execute promotional and educational activities for psychological, individual and community health.

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 master's degree is face-to-face, the subject will be taught by two professors, each of whom will provide the necessary resources and assign different tasks to be carried out by the students, where critical reflection and active participation of the student throughout the classes will be valued. , sharing the tasks carried out.

There will be several activities to be carried out by the students that will be taken into account in the evaluation of the subject as well as their participation in terms of the capacity for reflection, debate and assimilation of new content. The activities that will be carried out to achieve the different learning objectives will be of three types:

directed, supervised and autonomous. In this phase, all pertinent complementary and extension materials may be used: documents, presentations, videos, information obtained from the Internet or specialized bibliography, etc. Activities will be derived that will have to be posted in the corresponding section of the Virtual Campus.

The curricular contents will be explained, making the necessary extensions or adaptations according to the teacher's criteria, with the intention that the key concepts are assimilated and sufficient knowledge is acquired to put them into practice. This is considered as an essentially practical and debate subject. It is about the students participating and constantly building, participation and reflective thinking will be taken into account. Different types of activities can be carried out, some of an individual nature, others in pairs or small groups and others in a large group.

At the beginning of the course, this point will be explained in more detail.

Evaluation

Continuous evaluation system

Continuous evaluation is applied in the subject:

- Class attendance, active participation and oral presentations - 15%
- Preparation and delivery within the fixed dates of the proposed activities, whether individual or group - 20%.
- A written evaluation exam - 25%
- Individual practical work: 40%

The delivery of all the activities will be done through the activities folder of the Virtual Campus.

Alternative evaluation

Students who have been granted the alternative evaluation:

- A written evaluation exam - 50%
- Individual practical work: 50%

The delivery of the activities will be done through the activities' folder of the Virtual Campus.

Alternative students are recommended to contact from the beginning and be aware of the virtual campus and delivery dates.

REQUIREMENTS TO PASS THE COURSE IN CONTINUOUS AND ALTERNATIVE:

The course will be approved with a grade equal to or greater than 50%.

In order to average the final grade for the subject, a minimum of 50% of the value of each of the evaluation elements must be obtained separately.

Students who have to make recovery of the parts may only opt for a grade of 70% in those parts that recover.

Linguistic correction of the written tests submitted is a requirement.

Bibliography

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