

**Assessment and Intervention in Chronic Diseases,  
Disability and Ageing**

Code: 43421  
ECTS Credits: 9

Degree	Type	Year	Semester
4314949 General Health Psychology	OB	1	2

## Contact

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## Use of Languages

Principal working language: catalan (cat)

## Teachers

F. Xavier Borràs Hernández  
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Josep Devi Bastida  
María José Gómez Romero  
Sergi Arenas i Guarch  
Susana Donada Colomer  
Martín Mora Martínez

## Prerequisites

There are no prerequisites but good knowledge of English at reading level is needed.

## Objectives and Contextualisation

The student should be able to:

- Do a biopsychosocial analysis of chronicity, aging and disability.
- Know the different instruments and methods of psychological evaluation specific to chronicity, disability and aging.
- Know how to perform a specific psychological diagnosis in chronicity, disability and aging.
- Know the psychological, neurocognitive and behavioral interventions that can be applied in chronicity, disability and aging in different contexts (individual, family, educational and social).
- Know how to apply psychological, neurocognitive and behavioral interventions in chronicity, aging, and disability.

- Analyze critically the different results obtained both in the evaluation and in the intervention and if it is necessary to know how to refer to a specialist or specific service.

## Competences

- Apply the principles of bioethics and the deliberation method to professional practice, in line with Law 44/2003, of 21 November, on organisation of the healthcare professions.
- Communicate with other professionals and show mastery of skills needed in working in multidisciplinary teams.
- Critically analyse and use clinical information sources.
- Design, develop and, where appropriate, supervise and evaluate psychological intervention programmes, on the basis of the psychological evaluation and the individual and social variables of each case.
- Display skills in interpersonal communication and appropriate handling of emotions for effective interaction with patients, family-members and carers in the processes of identifying the problem, evaluating, communicating the diagnosis and conducting the psychological intervention and follow-up.
- Formulate working hypotheses in research and critically assess information for problem-solving, using the scientific method.
- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
- Know in depth the different models of evaluation and intervention in the field of general health psychology, and the techniques and procedures deriving from these, to address behavioural disorders and the psychological factors associated with health problems.
- Know in depth the psychological nature of human behaviour, and the social and biological factors that can affect it.
- Know in depth the psychosocial factors associated with health problems and illness.
- Know the framework for the activity of general health psychologists and be able to call in the corresponding specialists.
- Plan, carry out and, where appropriate, supervise the psychological evaluation of human behaviour and of the psychological factors associated with health problems, in order to evaluate the latter.
- Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.

## Learning Outcomes

1. Choose the most suitable procedures, techniques and instruments for evaluating behaviour and the most important psychological factors associated with chronic illness, disabilities and ageing.
2. Communicate with other healthcare professionals involved in chronic illness, disabilities and ageing.
3. Critically assess psychological intervention programmes in the field of chronic illness, disabilities and ageing, proposing guidelines for improvement.
4. Discern the most suitable research methods and designs to respond to a hypothesis in the fields of chronic illness, disabilities and ageing.
5. Formulate research questions, objectives and hypotheses appropriately for problem solving in the fields of chronic illness, disabilities and ageing.
6. Gather and analyse information consistently with the research objectives and hypotheses, and interpret the results obtained appropriately, acknowledging the impact on individuals and communities in the fields of chronic illness, disabilities and ageing.
7. Identify and analyse the impact on the psychosocial environment of chronic illness, disabilities and ageing.
8. Identify and critically analyse relevant clinical documents for professional activity in the fields of chronic illness, disabilities and ageing.
9. Identify cases that call for specialist intervention, or for an interdisciplinary approach to be adopted.
10. Identify ethically inappropriate professional practice in chronic illness, disabilities and ageing.
11. Identify the main biopsychosocial variables affecting the development, evolution and approach to chronic illness, disabilities and ageing.
12. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.

13. Know and critically analyse the different methods, instruments and evaluation strategies in chronic illness, disabilities and ageing.
14. Know and critically analyse the different techniques and procedures for addressing problems of chronic illness, disabilities and ageing.
15. Know the main psychosocial concepts that affect the most important chronic conditions.
16. Know the support available, both in terms of healthcare and education, for all age groups and for the different additional problems of individuals with chronic illness, disabilities and ageing.
17. Manage communicative resources in professional activities, adapting to individuals' characteristics and different social and cultural contexts.
18. Propose effective psychological intervention programmes that take into account psychosocial factors associated with a health problem related to chronic illness, disabilities and ageing.
19. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.

## Content

This subject is structured on the following topics:

1. Biopsychosocial analysis of chronicity, aging, and disability. Impact on the quality of life throughout the lifespan cycle in the person and in the environment

The impact of cultural and social factors on chronicity, aging, and disability.

Disability (sensory, cognitive and motor) and its implications. Common and differential aspects.

Prevention and early care in disability.

Critical situations associated with aging and family dynamics.

2. Psychological assessment and intervention in chronicity, disability and aging in different contexts (individual, family, educational and social): Models and practice based on evidence

Long-term care and attention focused on the person. Interventions with family caregivers and professionals, and prevention of abuse. Guidance and support for families.

The social inclusion of disabilities: Psycho-socio-communicative barriers.

Technical resources and general and specific psychoeducational strategies in different contexts. Associative resources.

Aging, affective bonds, loneliness and grief. Areas of intervention and resources and social support.

Public care circuits for health, education and social care of chronicity, disability and aging.

Psychogeriatric care for the elderly with psychopathological alterations: psycho-geriatric services, care for the caregiver, ethical aspects of care for the elderly, legal aspects (competence of the disability), care for incapacity, institutionalization, alternatives to institutionalization.

3. Neurocognitive and behavioral assessment and intervention

Neurocognitive and behavioral intervention in aging and dementias.

Neurocognitive and behavioral intervention in developmental disorders in disability.

Psychological treatment techniques in early care for people with intellectual disabilities and their families (caregivers).

#### 4. Psychological assessment and intervention

##### 4.1 Assessment and psychological intervention in the psychopathology associated with aging and disability

Considerations related to the psychopathological assessment of the elderly. Cognitive and functional deficits in normal aging.

Psychological assessment instruments (psychopathological, cognitive, functional).

Psychosomatic and functional disorders; Anxiety disorders; Affective disorders; Sleep disorders.

Other mental disorders: late onset psychosis, alcohol abuse, psychoactive substance abuse, sexual dysfunctional, psychiatric disorders related to a medical illness, personality disorders.

##### 4.2. Psychological evaluation and intervention in chronic diseases

Stress and adaptation. Facing adversity.

Applications of Mindfulness in Health Psychology.

Pain and Fibromyalgia.

Psychological reactions and psychological intervention in acquired disability.

Psychooncology. Fields of intervention and type of psychological intervention.

End-of-life illness. Palliative Care. Psychological intervention.

## **Methodology**

This subject will be developed through master classes and practical classes - Problem Based Learning (ABP) - with support of ICTs. The dynamic of the class will be an active with the participation of the students.

Each one of the areas of this subject will be taught by different professors specialized in the subject in a coordinated way.

Each professor 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 will be valued, putting in common 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.

### Directed activity

The sessions of directed teaching will be carried out in two types of groups:

- Groups 1/2: Lectures with or without multimedia support, debates and group discussions.
- Groups 1/4: Classes in divided groups, where the group is divided into four, to be able to work in small groups under the principle of problem-based learning (PBL) that will allow the student to self-assess their learning and acquire the skills, competences and attitudes proposed in the program.

The learning objectives of the practical classes in a small group will be based on the resolution of two practical cases. These activities will follow the teaching approach of Problem Based Learning (PBL) and will be carried

out from a working group. There will be 9 sessions of 2 hours duration of face-to-face teaching. In this course, two cases of PBL have been designed (4 and 5 sessions each). In face-to-face teaching sessions (working within the classroom), the teacher will supervise the work carried out by the working group, providing the necessary guidance for the realization of the different activities that entail the resolution of the cases, offering guidelines to develop the work and advising on the learning process. The non-face-to-face sessions (working outside the classroom) are aimed at developing the autonomous work of the working groups. Students will prepare proceedings of the class sessions of PBL. Also, they must present and defend orally each case of PBL and develop a conceptual map of each one of these cases.

#### Supervised activity

They will be carried out through face-to-face individual or through the moodle classroom.

#### Autonomous activity

The development of the different directed and supervised tasks is complemented by the autonomous work of the student throughout the semester that is fundamental in the achievement of the different learning results.

This autonomous activity is structured in the selective and comprehensive reading of texts (compulsory and secondary material); preparation and presentation of the case study through the PBL methodology that includes the elaboration of the written work -conceptual maps, proceedings of each session and the presentation of the cases (power point)- and personal study.

### Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures	36	1.44	16, 13, 14, 15, 12, 19
Problem Based Learning (PBL)	18	0.72	2, 13, 14, 5, 18, 1
Type: Supervised			
Personal tutoring	11	0.44	15, 17, 7, 12, 19
Type: Autonomous			
Bibliographic search and comprehensive reading	30	1.2	12, 19
Personal study	40	1.6	17, 11, 12
Preparation of the case project (PBL)	66	2.64	14, 5, 8, 11, 18, 1

### Assessment

#### Evaluation

The competences of this subject will be evaluated by means of different evidences:

EV1: Individual written test: 40%

EV2: Oral defense of PBL cases: 30%

EV3: Written report of the different PBL cases (PowerPoint presentation, Conceptual map): 20%

EV4: Active participation in scheduled activities and presentation of proceedings of the cases of PBL: 10%

## ASSESSMENT OF THE SUBJECT

It will be considered that a student has passed the subject if in the set of the 4 evidences he/she obtains a score equal or superior to 5, and at least in the evidence 1 (written test -multiple choice test) obtains a mark of 2.

Those students who do NOT present all the evidences will NOT pass the subject, although the total score is equal or superior to 5.

Once the subject has been passed (grade  $\geq 5$ ), the final mark can not be improved through works or other activities.

A student who has presented evidences of learning with a weight equal to or greater than 4 points (40%) will be considered for evaluate.

Students who have not passed the course but in the continuous assessment have obtained a mark of 3.5 or higher but less than 5, can present to a new written test of evidence 1. To do this test or exam it is necessary that students have been previously evaluated in a set of activities (2/3) of the total rating of the subject. This new exam will consist of written questions corresponding to the evidence 1 and does not serve to improve the final score of the subject if a student has already approved it. The maximum score that can be obtained in the subject in this new exam is 5. The Evidences 2, 3 and 4 cannot be examined again since they are continuous assessment activities throughout the course

**COPYING OR PLAGIARISM:** According to Article 116, Section 10 Regulations UAB, if the student performs any irregularity (copy, plagiarism, ...) that could lead to a significant variation of the qualification of an act of evaluation, will be rated with 0 this act of evaluation. If there are several irregularities in the evaluation acts of the same subject the final mark will be 0.

For more information. The document with the evaluation guidelines of the School of Psychology is in the following link

[http://www.uab.cat/doc/DOC\\_avaluacioutulaciones1819](http://www.uab.cat/doc/DOC_avaluacioutulaciones1819)

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EV1: Individual written test	40%	2	0.08	16, 13, 14, 4, 15, 10, 9, 7, 11, 18, 1, 19, 3
EV2: Oral defense of PBL cases	30	2	0.08	2, 17, 5, 9, 8, 18, 12, 1, 19
EV3: Written report of the different PBL cases (Power Point presentation, Conceptual map)	20	2	0.08	13, 14, 5, 8, 7, 11, 18, 6, 1, 3
EV4: Active participation in scheduled activities and presentation of proceedings of the cases of PBL	10	18	0.72	4, 5, 7, 18, 12, 19

## Bibliography

## Bibliography

The different professors will provide specific and selected bibliography for each of the different themes and topics treated in this subject. Some of these readings will be mandatory and they will be evaluated in the written test (Evidence 1). The typology of the bibliography will be specified by the professor responsible for each teaching content.