

Intellectual Disability and Development Disorders

Code: 102539
ECTS Credits: 6

Degree	Type	Year	Semester
2502443 Psychology	OT	4	2

Contact

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Other comments on languages

In case the student has difficulties to understand the statements of the written tests in Catalan (e.g., for being an exchange student) he/she can request the test in Spanish as long as he/she does it before week 4 in writing to the coordination of the sub

Prerequisites

Prerequisites:

There are no strict prerequisites for taking this subject. However, it is highly recommended that students should have previously studied the milestones of normal development (including language).

Objectives and Contextualisation

Aims:

The subject aims to provide students with knowledge of the following neurodevelopment disorders: genetic syndromes causing intellectual disability, cerebral palsy and language disorders.

When the subject is completed, the student will be able to:

- Understand and be sensitive to the overall condition of patients who present these disorders.
- Identify the behaviour characteristics associated with the disorders studied.
- Meet the psychological needs of patients who present these disorders.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Apply knowledge, skills and acquired values critically, reflexively and creatively.

- Apply techniques to collect and produce information about the functioning of individuals, groups and organisations in context.
- Criticise the effects of personal practice on people, taking into account the complexity of human diversity.
- Evaluate, contrast and take decision on the choice of adequate methods and instruments for each situation and evaluation context.
- Formulate hypotheses about the demands and needs of the recipients.
- Maintain a favourable attitude towards the permanent updating through critical evaluation of scientific documentation, taking into account its origin, situating it in an epistemological framework and identifying and contrasting its contributions in relation to the available disciplinary knowledge.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Prepare and write technical reports on the results of the evaluation, research or services requested.
- Recognise the diversity of human behaviour and the nature of differences in it in terms of normality, abnormality and pathology.

Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Analyse the results to develop intervention objectives.
3. Apply assessment techniques for each type of problem and level of complexity.
4. Apply knowledge, skills and acquired values critically, reflexively and creatively.
5. Assess the impact of the difficulties, prejudices and discriminations that actions or projects may involve, in the short or long term, in relation to certain persons or groups.
6. Critically analyse the principles, values and procedures that govern the exercise of the profession.
7. Criticise the effects of personal practice on people, taking into account the complexity of human diversity.
8. Differentiate the various methods and tools and their usefulness.
9. Distinguish the quality criteria of the instruments depending on the context.
10. Explain the explicit or implicit deontological code in your area of knowledge.
11. Identify situations in which a change or improvement is needed.
12. Indicate the differential diagnosis.
13. Maintain a favourable attitude towards the permanent updating through critical evaluation of scientific documentation, taking into account its origin, situating it in an epistemological framework and identifying and contrasting its contributions in relation to the available disciplinary knowledge.
14. Make diagnoses of psychological disorders in practical clinical cases presented.
15. Organize the relevant information of the case.
16. Propose new experience-based methods or alternative solutions.
17. Propose new ways of measuring the viability, success or failure of the implementation of innovative proposals or ideas.
18. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
19. Recognise and analyse the psychopathological manifestations of each disorder, associated symptoms, and epidemiological trends.
20. Select the appropriate vocabulary according to the recipient.
21. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.
22. Write up the results in an operational way.

Content

Contents

This subject is structured through the following blocks.

BLOCK A: Concept of intellectual disability (ID). This block will discuss briefly the historical evolution of the concept of intellectual disability and how it is defined today. It is a brief block to establish the basic concepts of the subject

BLOCK B: Syndromes that cause intellectual disabilities. The main disorders that cause ID will be studied, together with its aetiology, symptoms and differential phenotypes, both physical and behavioural. It is the largest block in the subject

BLOCK C: Cerebral palsy and its associated disorders.

BLOCK D: : Mental health and intellectual disability. The most common psychopathological disorders in ID, classification systems

BLOCK E: Assessment .The main assessment tools will be studied.

BLOCK F: Specific language disorders

Methodology

-Group Work

-Theory classes with multimedia support. Group size 1/1.24 hours.

-Practical classes in small group. Seminar size. 12 hours.

-Individual work

-Readings related to the content of the subject. 80 hours.

- Practical case studies. 30 hours.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Practical sessions	12	0.48	2, 4, 3, 7, 8, 22, 14, 12
Theory classes	24	0.96	8, 14, 19
Type: Autonomous			
Practical case studies	30	1.2	2, 3, 22, 14, 15, 20
Readings related to the content of the subject	80	3.2	8, 19

Assessment

Assessment is continuous.

Students who have submitted less than 40% of the evidences will be Non-Assessable (NA).

The learning evidences are all face-to-face (except for the Ev3).

The subject is failed when students who, having submitted evidences with a weight of 40% or more (evaluable if two or more), have an average grade less than 5.

The subject is passed when the student has an average grade of 5 or more from the three evidences.

Reassessment:

To be eligible for reassessment students must:

- have submitted evidences with a weight equal to, or greater than, 66.6% of the total grade (that is, at least two exams).
- have achieved a grade lower than 5 points and greater than or equal to 3 points.

The reassessment will consist of doing the first and/or second exam in face-to-face and written test

In case of overcoming the recovered evidence, the total mark will be recalculated with the original marks of the remaining original unrecovered evidence.

No unique final synthesis test for students who enroll for the second time or more is anticipated.

<https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Ev1:1st Interim Exam (first assessment period)	40%	2	0.08	6, 4, 9, 10, 12, 13, 15, 21, 16, 19
Ev2: 2nd Interim Exam (second assessment period)	40%	2	0.08	4, 12, 15, 17, 18, 19, 5
Ev3: Written report of practical cases (week 12-14)	20%	0	0	2, 1, 4, 3, 7, 8, 22, 14, 11, 20

Bibliography

BIBLIOGRAPHY

AAID (Asociación Americana de Discapacidades Intelectuales y del desarrollo) (2011) Discapacidad Intelectual. Psicología Alianza Editorial

AAVV(2006) Síndrome X frágil:Libro de consulta para familias y profesionales. Centro Español de Documentación sobre Discapacidad.

BRUN,C y ARTIGAS J. (2005) Síndrome de Angelman: del gen a la conducta. Ed Nau Llibres Valencia. Colección Logopedia e Intervención. Serie: Patologías.

GARCÍA-ALBA,J., ESTEVA-CASTILLO,S. I VIÑAS-JORNET,M. (2018) *Neuropsicología de la discapacidad intelectual de origen genético*.Editorial Síntesis

HAGERMAN,R.J i HAGERMAN,P . (2002) Fragile X syndrome. Diagnosis, Treatment and Research. The Johns Hopkins University Press. Baltimore.

O'BRIEN,G. & YULE,W. (1995) Behavioural Phenotypes. MacKeith Press. Cambridge University Press.

WEB LINKS

<http://www.ssbp.co.uk> - SSBP: Society for the Study of Behavioural Phenotypes, página de esta agrupación de profesionales dedicados al estudio de los fenotipos conductuales

<http://www.ssbp.co.uk/files/syndromes.htm> - Aquí encontrareis una ficha con la información relevante de cada síndrome.

<http://www.fcsd.org> Fundació catalana síndrome de Down

<http://www.dincat.cat> Página con informaciones, documentos y convocatorias de actividades sobre discapacidad intelectual.

<http://www.rett.es> AEn la sección "Nuestro hijo con Rett" -Que es el S. de Rett, encontrareis un Manual en PDF del síndrome en castellano muy completo.

<http://www.findresources.co.uk> Página muy completa sobre trastornos neurogenéticos

<http://www.downcantabria.com/revista.htm> Página con muchos artículos específicos sobre el síndrome de Down

Software
