



COURSE DATA

DATA SUBJECT

Code: 43344

Name: Additional specialised training: psychobiological aspects applied to psychosocial intervention

Cycle: Master's Degree

ECTS Credits: 5

Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
2151 - Master's degree in Psychological Intervention in the Social Environment	Facultat de Psicologia i Logopèdia	2	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2151 - Master's degree in Psychological Intervention in the Social Environment	Psychological assessment and intervention in the disabled and the elderly	COMPULSORY

COORDINATION

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SUMMARY

The specialised complementary training is part of the general module of Assessment and Intervention with People with Disabilities and Elderly People. This complementary training consists of a series of sessions in which different aspects related to functional diversity are addressed; such as:

-Basic concepts, characteristics, assessment and psychosocial intervention in people with **Autism Spectrum Disorders (ASD)** and other developmental disorders, such as **Intellectual Disability** (3.5 ECTS).

-Seminar on **Animal Assisted Therapy** (1.0 ECTS).

-Workshop seminar on **Psychosocial Intervention for Amyotrophic Lateral Sclerosis** (0.5 ECTS).

PREVIOUS KNOWLEDGE



43344 Additional specialised training: psychobiological aspects applied to psychosocial intervention

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

It is a requirement to have passed 60% of the contents of the first-year subjects and to have taken the advanced specialised training subject ¿Psychological assessment and intervention in women and social minorities¿.

It is also recommended to have taken the advanced specialised training subjects "Psychological assessment and intervention in family and childhood" and "Psychological assessment and intervention in youth".

COMPETENCES / LEARNING OUTCOMES

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Capacidad para plantear y elaborar un trabajo escrito comprensible, organizado y coherente.

Capacidad para trabajar en equipo sobre la base de la colaboración, respeto por las diferencias y resolución negociada de conflictos.

Entender las bases biológicas de los procesos psíquicos y comportamientos tanto en su funcionamiento normal como patológico así como los principios y elementos básicos para la aplicación de técnicas de intervención aplicadas a la salud física y mental.

Saber aplicar los conocimientos adquiridos y su capacidad de resolución de problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con el área de estudio de la intervención psicosocial.

Saber comunicar en el contexto de la intervención psicológica en ámbitos sociales, las conclusiones (y los conocimientos y razones últimas que las sustentan) a públicos especializados y no especializados de un modo claro y sin ambigüedades.

Ser capaz de identificar, analizar y evaluar de una manera crítica y reflexiva las necesidades, problemas y demandas sociales de poblaciones de riesgo e interés, propios de la intervención psicosocial

Ser capaz de integrar conocimientos y enfrentarse a la complejidad de formular juicios a partir de una información que, siendo incompleta o limitada, incluya reflexiones sobre las responsabilidades sociales y éticas vinculadas a la aplicación de sus conocimientos y juicios en el ámbito de la intervención psicosocial.

DESCRIPTION OF CONTENTS



1. People with disabilities, older people and caregivers: psychobiological aspects and main features.

People with disabilities have unique physical, cognitive, organic or mental characteristics that limit their ability to carry out day-to-day activities. Caregivers need to be taken into account as an important part of their lives.

2. Neuropsychological assessment in people with disabilities

The differences in structure and neuronal functioning in the disabled population contribute to the existence of a neuropsychological profile that shows a characteristic way of processing information, so it is important to know the main screening and diagnostic instruments.

3. Brain plasticity and cognitive training and stimulation programmes.

Brain plasticity is the brain's ability to reorganize itself and form new connections throughout life and in the face of an adverse situation. Cognitive stimulation and training programs take advantage of this capacity and provide a tool to improve brain functions, taking into account the limitations of each person.

4. Psychosocial intervention strategies.

Intervention in disability encompasses several areas (cognitive, emotional, social) and seeks mainly to improve the quality of life of individuals and their families, as well as to promote their integral development. This requires a multidisciplinary approach that includes the participation of various specialists throughout the life cycle.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Tutorials	7,50
Theoretical and practical classes	28,00
Seminar	14,50
Total hours	50,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	5,00



Independent study and work	20,00
Preparation of lessons	15,00
Preparation for assessment activities	10,00
Resolution of case studies	10,00
Total hours	60,00

TEACHING METHODOLOGY

The working methodology is classified into 4 different sections:

a) **Face-to-face sessions**, during which group learning with the teaching staff will be encouraged. This model offers the possibility of providing an overview of the subject matter and focusing on those concepts that are key to its understanding. Likewise, students will be shown the most recommendable resources for the subsequent in-depth preparation of the subject. The strategy used to carry out the activities will be work in small groups. This strategy is more useful than other methods because it achieves three objectives: the development of communication skills, the development of intellectual and professional competences, and personal growth. The most commonly used activities would be: case studies (both real cases, e.g. press reports, and simulated cases), solving exercises and problems, problem-based learning, project-oriented learning (e.g. developing health prevention projects and/or campaigns), and cooperative learning through the use of interdisciplinary groups in class sessions, and in carrying out group work.

b) **Tutorials**. Tutorials may be held individually and in small groups to solve problems, direct assignments, etc. If possible, the Virtual Classroom forum will be used to facilitate queries and clarifications that may be of interest to the working groups. In this virtual space, students will be able to find documents, information or news relevant to the subjects. The teaching staff will deposit all the information they consider appropriate for the development of the subject.

c) **Complementary activities**, consisting of two Seminar-workshops.

d) **Preparation of assignments**. Students will have to carry out individual and group work, in which they will demonstrate the knowledge learnt during the class sessions and in an autonomous way.

In short, the teaching-learning methodology is as follows: teaching will be given through a system of face-to-face classes of a theoretical and practical nature, seminars-workshops and other complementary activities and tasks proposed by the teaching staff. Likewise, teaching will be complemented with individual and group work, where autonomous and group work will be encouraged, as well as tutorials, in which the teaching staff will guide students in the construction of their knowledge, guide them in the preparation of the work and resolve doubts or difficulties related to the subject.

EVALUATION



The overall mark for the subject may be obtained on the basis of several criteria:

1. **Assessment of performance:** part of this assessment will be carried out by means of a final test to be specified (multiple-choice, short questions, essay questions), which will account for 75% of the mark (7.5 points).
2. **Evaluation of the process:** continuous evaluation through the participation and attendance of the students in the seminars and through the completion of activities and work (individual and/or group) in the classroom and/or outside the classroom. This will account for 25% of the mark (2.5 points).

All assessment activities will be recoverable whenever it is possible to design an assessment test that assesses the acquisition of the learning outcomes at the second sitting.

In the case of fraudulent practices, the following procedure will be followed in accordance with what is determined by the Protocol d'actuació davant de pràctiques fraudulentas a la Universitat de València (ACGUV 123/2020): <https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

REFERENCES

Basic references:

De Clercq, H. (2019). *El autismo desde dentro*. Autismo Ávila

Schalock, R. L., Luckasson, R. y Tassé, M. J. (2021). *Discapacidad intelectual: Definición, diagnóstico, clasificación y sistemas de apoyos*. Hogrefe TEA Ediciones. Madrid.

Arranz Carrillo de Albornoz, P., Barbero Gutiérrez, J., Barreto Martín, M. P. y Bayés Sopena, R. (2003). *Intervención emocional en cuidados paliativos: Modelo y protocolos*. Editorial Ariel. ISBN 978-84-344-3710-4.

Complementary references:

Ministerio de Sanidad y Consumo. (2009). *Guía para la atención de la esclerosis lateral amiotrófica (ELA) en España*. <https://www.sanidad.gob.es/profesionales/prestacionesSanitarias/publicaciones/docs/esclerosisLA.pdf>

Reverte, L., Gil, J. R., Toro, L. B., García, J., & Batiste, X. G. (2008). Intervención psicológica en Cuidados Paliativos. Análisis de los servicios prestados en España. *Medicina Paliativa*, 15(1), 39-44.