

OCCUPATIONAL THERAPY IN INTELLECTUAL DISABILITY

Degree in Occupational Therapy

Code: 804158

Type of subject: Compulsory

Year: Third

Semester: 6º

Department: Social, Work and Differential Psychology

Credits: 6 ECTS

TEACHING STAFF

García Moltó, Amelia (P.C.D.)

Marta Alicia Giménez Paez (P.A.)

SHORT DESCRIPTOR

The course considers the model proposed by the World Health Organisation (WHO) in the International Classification of Functioning, Disability and Health (ICF), which considers disability as an interaction between the state of health, the impairment (altered functions and structures), participation, the context and the activity carried out by the person.

The American Association on Intellectual and Developmental Disability (AAIDD), taking up the principles of the ICF, defined mental retardation (now intellectual disability) in 2002 as "a disability characterized by significant limitations in intellectual functioning and adaptive behaviour as manifested in conceptual, social and practical skills. This disability begins before the age of 18".

The key concept provided by this definition is that of support. This concept, together with that of activity provided by the ICF, opens up the space for Occupational Therapy intervention. The objective of the intervention proposed by the AAIDD is to provide the necessary support to each subject, so that he/she can reach an optimal level of personal functioning in each of the five areas considered: intellectual functioning; adaptive behaviour; health and aetiological considerations; participation, interaction and social role; and social context, cultural environment and opportunities.

Occupational Therapy is a basic support for the person with intellectual disabilities that will favour their personal functioning.

The course considers the WHO and AAIDD models and combines them with the models, frameworks and techniques known to the students and related to the therapy.

Occupational/Ergotherapy. These are the fundamental axes on which it is developed. It analyses the concept of intellectual disability, its dimensions, the concept of support, the areas of support proposed by the AAIDD, the assessment and treatment in the different evolutionary stages and considers the differential aspects that characterized people with intellectual disability. Special relevance is given to family intervention and socio- occupational integration, analysing the role of the occupational therapist in the whole process.

COMPETENCIES

Specific Competences

- To understand the different theories of functioning, personal autonomy, functional adaptation of the environment, as well as the models of intervention in Occupational Therapy/Ergotherapy, transferring them to the professional practice applied to intellectual disability.
- Perform adequate treatment, respecting the different phases and philosophical principles, through therapeutic occupations, based on knowledge related to Occupational Science, in the different areas of occupational performance, analysing the components of performance and the different existing environments and contexts.
- Know, design and apply the different modalities and general procedures of intervention in Occupational Therapy/Ergotherapy in their frames of reference, evaluating their effectiveness in a cooperative work environment.
- Encourage the participation of the user and family in their recovery process.
- Know, understand and apply the fundamentals of personal autonomy in activities of daily living with and without adaptations and/or technical aids in the life cycle.
- To know and understand the knowledge of Occupational Therapy/Ergotherapy for the integration of the individual in his/her environment throughout the life cycle.
- To know, evaluate, analyse, elaborate and participate in education and health promotion programmes within the field of Occupational Therapy/Ergotherapy to prevent occupational dysfunctions in general.
- Explain the theoretical concepts underpinning Occupational Therapy/Ergotherapy, specifically the occupational nature of human beings and their functioning through occupations.
- Explain the relationship between occupational functioning, health and well- being.
- Working in society with individuals and groups to promote health promotion, prevention, rehabilitation and treatment.

- Choosing, modifying and applying appropriate theories, models and methods of practice to meet the occupation according to the health needs of individuals/populations.
- Establish the professional and ethical use of effective reasoning in all parts of the Occupational Therapy/Ergotherapy process.
- Utilise the therapeutic potential of occupation through the use of activity and occupational analysis and synthesis.
- Appreciate and respect individual differences, cultural beliefs, customs and their influence on occupation and participation.
- Practice in an ethical manner, respecting clients, taking into account professional codes of conduct for occupational therapists.
- To engage in a continuous process of evaluation and improvement of the quality of Occupational Therapy/Ergotherapy services, involving clients where appropriate and communicating relevant results to other members.
- Consider developments in health, social care, society and legislation at international, national and local levels that affect Occupational Therapy/Ergotherapy services.

OBJECTIVES

- To exercise the profession of occupational therapist in programmes aimed at people with intellectual disabilities.
- To design primary, secondary and tertiary intervention programmes with regard to intellectual disability in the different evolutionary stages.
- To design research programmes in the field of intellectual disabilities.
- Design interventions that include families and the primary caregiver.
- Monitor the implementation of these programmes, and evaluate them in terms of results, process and impact.
- To be part of the multidisciplinary team that takes care of people with intellectual disabilities in the different fields of intervention in health, social, labour, school, community services and all those services that aim to improve the quality of life of people with intellectual disabilities and their families, and consider meaningful activity as a key element of the intervention.

THEORETICAL PROGRAM

1. Intellectual disability: definition, classification and support systems.
 - 1.1. Historical approach to the concept of intellectual disability.
 - 1.2. Concept and definition of intellectual disability.

- 1.3. Classification systems for intellectual disability.
- 1.4. Diagnosis of intellectual disability.
- 1.5. Assessment of intellectual disability.
 - Dimension I: Intellectual functioning.
 - Dimension II: adaptive behaviour.
 - Dimension III: health. Aetiological considerations.
 - Dimension IV: participation, interaction and social role.
 - Dimension V: Social context. Environment. Culture. Opportunities.
2. Descriptive characteristics.
 - 2.1. Explanatory models of intellectual disability.
 - 2.2. Descriptive characteristics of intellectual disability. Cognitive processes. Language and communication. Social skills. Personality.
3. Intervention in intellectual disability.
 - 3.1. Significant areas and implementation components. Family intervention. Life cycle.
 - 3.2. Intervention procedures for behavioural problems.
 - 3.3. Intervention in childhood.
 - 3.4. Intervention in socio-occupational integration.
 - 3.5. Intervention in ageing.

PRACTICAL WORK

Practice 1. The occupational therapist in the multidisciplinary teams.

Practice 2. Systematisation of the AAIDD definition of Intellectual Disability (2010).
Occupational Therapy and Support Areas: human development. Teaching and education.
Home life. Life in the community. Employment. Health and safety. Behavioural. Social.
Protection and advocacy.

Practice 3. Occupational therapy and assessment.

Practice 4. Directed Academic Activities (AAD).

DIRECTED ACADEMIC ACTIVITIES (AAD). PRACTICE 4

The AAD is a compulsory activity and will be carried out on the scheduled days, with the same timetable as the theory and/or practical classes and with the tutoring of the subject teacher.

Objectives

The proposed AAD aims to ensure that students:

1. Know real experiences of intervention in intellectual disabilities and base their work on them.
2. To be trained in the necessary skills for the elaboration of an intervention programme in intellectual disability.
3. Integrate knowledge acquired in other subjects.

Activities

Students will organise themselves into teams and carry out the following activities:

1. They will contact on line and/or in situ the places recommended by the teaching staff, where intervention programmes on intellectual disabilities are exposed or developed.
2. They will design an intervention programme from which they will produce a report including:
 - 2.1. The subject and its context. This includes a description of the subject and his/her environment. The AAMR (2004) assessment sheets will be used.
 - 2.2. Assessment. This includes the preparation of an assessment guide for the subject in the chosen area.
 - 2.3. Programme objectives.
 - 2.4. Activities and techniques for achieving the objectives.
 - 2.5. Programme evaluation. It includes the development of a user satisfaction questionnaire.
 - 2.6. Revised bibliography.
3. Design the detailed content of an Occupational Therapy session.

TEACHING ACTIVITIES

The course will adopt a teaching methodology based on theoretical classes (lectures), seminars, practical classes and tutorials. This is a mixed teaching methodology that corresponds to a cooperative and collaborative student learning methodology.

Theoretical or master classes are aimed at transmitting to the students basic knowledge about the disciplinary contents of the subject, in order to understand the principles, models and techniques of intervention in intellectual disability.

The aim of the practical classes, assignments, seminars and tutorials is for students to apply the principles, models and intervention techniques learnt to specific situations in order to acquire and develop the competences covered in the course.

EVALUATION

The theoretical and practical knowledge acquired by the students will be assessed by means of a written exam.

The remaining academic-training activities carried out in the teaching-learning process and directed by the lecturer will also be assessed. These include the preparation of topics in seminars, oral presentations in class, resolution of practical cases and presentation and defense of work/individual projects.

The quantification of each of the training activities in the final qualification will be as follows:

- Active participation in the classroom and in seminars: up to 10% of the final grade.
- Completion and presentation of individual or group work: up to 40% of the final grade.
- Final exam: up to 50% of the final grade.

The grading system will be numerical, following, for this purpose, the provisions of RD. 1125/2003, and, consequently, applying the following scale: 0 to 4.9 fail/

5.0 to 6.9 pass/ 7.0 to 8.9 notable/ 9.0 to 10 outstanding. The mention "Matrícula de Honor" may be awarded to students who have obtained a grade equal to or higher than 9.0.

BIBLIOGRAPHY / RELATED INTERNET LINKS

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Related Internet Links

- www.cermi.es
- www.plenainclusion.org
- www.siiis.net
- www.ceapat.es