COURSE DATA

Data Subject	
Code	42323
Name	Assessment of dependency
Cycle	Master's degree
ECTS Credits	10.0
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. year	Period
2071 - M.U.Investigación en Didácticas de las CC Experiment.(2007)	Faculty of Psychology and Speech Therapy	1	Second term

Subject-matter

Degree	Subject-matter	Character
2071 - M.U.Investigación en Didácticas de las CC Experiment.(2007)	2 - Assessment of dependency	Obligatory

Coordination

Name	Department
MONTALBA OCAÑA, CARMEN	350 - Social Work and Social Services

SUMMARY

The subject that we present below forms part of the Master in Social and Health Care for Dependency (MASSDE) and corresponds to Module III: Evaluation of Dependency, which consists of ten ECTS credits, being its teaching staff members of the Departament de Treball Social i Serveis Socials in the Facultat de Ciències Socials.

In the teaching of this subject, teachers from the department and experts in the field are involved, who are at the forefront of action in the Public Administrations.

This module aims to provide the student with the basic conceptual framework and technological procedures and resources that allow him to assess the levels of dependence, the qualitative aspects of the dependence and the consequences of the condition of dependent for the subject and his immediate environment. The contents of the module will have a biopsychosocial perspective, gathering the medical, psychological and social elements to be considered, both as background, as concurrent and consequents of the circumstances of the subject.

This implies also linking the knowledge acquired in the methodological module with those of the rest of the modules, understanding the global process, and finally, acquiring a meta-evaluation perspective, by having the skills to evaluate the evaluation protocols themselves.

The theoretical part of the subject focuses on conceptual aspects, transmission of ideas, theoretical models and information on the elements that support the practical activity from the point of view of the social sciences.

The evaluation practice, both medical and psychosocial, requires having a series of theoretical and specific knowledge that support decision-making, allow the correct integration and evaluation of the results and provides the flexibility and conceptual clarity that is embodied in good practice. Classrooms allow you to collect the global vision of the evaluation process, analyzing the key aspects, the meaning of the activity and the bases and contents of each technique.

The participation of the student in an interdisciplinary environment will be encouraged at all times. The dynamics of the classes will be developed mainly through the master lesson but discussion groups, the formal debate and the presentation of initiatives by the student will also be encouraged.

The practical activities of this subject have the objective of acquiring the technical competence and the applied skill to evaluate the dependency. The practices constitute the experience of the theories exposed and, at the same time, are an essay of the abilities to be developed. The practical sessions and seminars will focus on the application of specific knowledge or cases, the design and programming process of the evaluation activity and the preparation of reports. In general, they include the following types of face-to-face activities: seminars; discussion and problem solving sessions and exercises previously worked by the students; laboratory practice; search and consultation sessions in computerized databases; scheduled tutorials (individualized or in groups); Oral presentations by the students.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

No previous knowledge is needed

OUTCOMES

2071 - M.U.Investigación en Didácticas de las CC Experiment.(2007)

- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- Conocer los currículos de los módulos de la especialidad, así como el cuerpo de conocimientos didácticos en torno a los procesos de enseñanza y aprendizaje correspondientes. Saber convertir los contenidos de los currículos en herramientas programas de actividades y de trabajo al servicio de los objetivos educativos y

formativos de los módulos. Identificar los problemas de aprendizaje básicos y comunes de los módulos e idear estrategias para superarlos.

- To be able to integrate knowledge and make complex judgments based on information that remains incomplete or limited, but include social and ethical responsibility reflections linked to the application of their knowledge and judgments, from a gender perspective.
- Saber aplicar los conocimientos adquiridos y ser capaces de resolver problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con la atención a la dependencia.
- Diseñar servicios de atención sociosanitaria a la dependencia que cumplan unas especificaciones desde diferentes puntos de vista: Económico, ético, social, medioambiental, sostenible, etc.
- Identificar, formular y resolver problemas de los servicios de atención sociosanitaria a la dependencia.
- Desarrollar sensibilidad y compromiso hacia la calidad en el desarrollo profesional.
- Adquirir conocimientos teóricos sobre el procedimiento de evaluación, los requisitos metodológicos y las tareas del proceso de evaluación de la dependencia.
- Adquirir los elementos disposicionales y deontológicos necesarios para el adecuado desempeño de la tarea de evaluación de la dependencia.
- Saber elegir, ejecutar y valorar las diferentes técnicas de evaluación propias de su campo de formación.
- Ser capaz de diseñar protocolos funcionales de evaluación para distintas poblaciones vinculadas a la dependencia.
- Ser capaz de redactar y revisar críticamente informes de evaluación de la dependencia.
- Poder evaluar los procedimientos de evaluación de la dependencia desarrollados por terceros.

LEARNING OUTCOMES

At the end of the course, students must be able to:

1. To know the evaluation procedures, methodological requirements and tasks of the dependency evaluation process.
2. To be able to apply the dispositional and deontological elements necessary for the proper performance of the dependency assessment task.
3. Choose, execute and evaluate the different evaluation techniques of the training field.
4. Design functional evaluation protocols for different populations linked to the dependency.
5. Write and critically review dependency assessment reports.
6. Evaluate the dependency procedures developed by third parties.

DESCRIPTION OF CONTENTS

1. Social protection models for dependency

From the Rehabilitation Model to the Diversity Model.

2. Assessment and evaluation of the dependency

The purpose of this topic is to clarify concepts and methods related to the assessment of people in situations of dependency, always within the framework of Law 39/2006, on the Promotion of Personal Autonomy and Care for people in situations of dependency. It is about offering a knowledge of the process and management of the instruments for the assessment and evaluation of dependency situations (BVD-EVE).

3. Assessment and evaluation reports

Practical session on the difficulties that the evaluating professionals face before the evaluation process and the use of the various technical instruments. Good practices in the determination of Grade and Level.

4. Individualized care programs

Normative. The social report and the PIA proposal. Negotiation and the underlying factors at the micro and macro social level. The family and the dependent person: hierarchy and decisions. Personal and social relationships, the micro-macro encounter in everyday life. The well-being of people with dependency. The redistribution of wealth: the economic issue. The risk factors to detect and assess. Success factors. Innovation in social intervention.

5. Follow-up under LAPAD

Criteria and procedure for action regarding the follow-up of people in a situation of dependency who remain at home. Social intervention as a process. Criteria to guarantee the quality of care. Organizational structure and procedural aspects of monitoring. Theoretical-practical aspects in social intervention and socio-health coordination.

6. Case management in the social intervention of the dependency

Regulatory framework of the manager of dependency cases. Theoretical framework and historical context. Conceptual aspects, objectives and theoretical models. Professional profile of the manager in the framework of care for people in situations of dependency. The intervention of the social professional and the proper use of good practices. The spaces and contexts of professional action in the resolution of practical cases. Detection and identification of the various situations in which the professional may find himself.

7. Public policies and dependence

These teaching units aim to strengthen concepts and allow social analysis around the complex space of well-being and dependence. Welfare regime: history of a concept. The welfare actors. The four dimensions of well-being. Social protection policy, with special attention to social services. Policy for the promotion of private actors. Policy to strengthen inter-administrative relations. Policy of governance and public-private joint schemes.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	35,00	100
Classroom practices	30,00	100
Group work	25,00	100
Seminars	10,00	100
Attendance at events and external activities	2,00	0
Development of group work	40,00	0
Development of individual work	15,00	0
Study and independent work	30,00	0
Readings supplementary material	10,00	0
Preparation of evaluation activities	38,00	0
Preparing lectures	10,00	0
Preparation of practical classes and problem	25,00	0
Resolution of case studies	20,00	0
TOTAL	**290,00**	

TEACHING METHODOLOGY

The training activities will be carried out according to the distribution that follows:

· Theoretical activities.

The theoretical part of the subject focuses in the conceptual aspects, the transmission of ideas, theoretical models and information, and in the elements that support the practical activity from the point of view of the sciences that contribute the technologies.

The evaluation practice, both medical and psychosocial, requires having a series of specific theoretical knowledge that support decision-making, allows the correct integration and evaluation of the results, and provides the flexibility and conceptual clarity that allow good practice. The classes also allow us to collect the global vision of the evaluation process, analyzing the key aspects, the meaning of the activity, and the bases and content of each technique. The participation of the student in an interdisciplinary environment will be encouraged at all times. The dynamics of the classes will be developed mainly

through the master lesson but the discussion groups, the formal debate and the presentation of initiatives by the student will also be encouraged.

· Practice activities.

Acquiring technical competence and applied skills to assess medical and psychosocial dependence requires classes to include the practice of tasks that must be performed. The practices constitute the experience of the theoretical concepts, at the same time, are an essay of the functions to be developed. The practical sessions and seminars will focus on the application of the aforementioned knowledge to specific cases, the design and programming process of the evaluation activity, and the preparation of reports. In general, they include the following types of face-to-face activities:

o Seminars

o Discussion sessions and problem solving and exercises previously worked by the students

o Laboratory practices

o Search and query sessions in computerized databases.

o Scheduled tutorials (individualized or in groups)

o Oral exposition of works/essays.

· Personal work of the student.

As a final objective of the subject, it is intended to develop a general protocol of medical or psychosocial evaluation for a particular group of potentially dependent people. Each pair of students (or a trio where appropriate), preferably multidisciplinary, will choose a potentially dependent type of population, to carry out a work with a proposed format and prepare the aforementioned protocol. At the end of the course, all students will have a copy in digital format so that it can be used as a resource in their professional activity. This type of task tries to promote group work and the integration of interdisciplinary knowledge, essential for a holistic attention of the person with dependency. On the other hand, the student must prepare the classes and exams (study), a task that will be carried out individually and that seeks to promote autonomous work, while at the same time trying to enrich the theoretical teaching by raising issues for debate.

EVALUATION

The evaluation and qualification of this module will be subject to the provisions of the **Reglament d'Avaluació i Qualificació de la Universitat de València (ACGUV 108/2017)**.

The evaluation of the learning will include the follow-up of the student's attendance to the compulsory sessions, as well as the verification of the theoretical and practical knowledge acquired and the completion of the tasks assigned.

The student has the right to two examinations (Art. 5).

Procedure and evaluation criteria (Art. 6): The qualification of the subject is a function of the evaluation of:

First part: Objective test. Assessment of theoretical and applied concepts by means of a written exam. 50% of the final grade.

Second part: Written works and essays: Oral and/or written presentation of individual and group essays and works on clinical cases, problem solving and/or diagnostic tools. 50% of the final grade.

CLASS ASSISTANCE (80% MINIMUM) IS NECESSARY TO PASS THE MODULE.

"Not Presented" Qualification (Art. 6): On the first call, if the student has not submitted any of the tests, the qualification will be Not Presented (NP).

When in the second call the student has not submitted to ANY test, the grade will be Not Presented (NP).

In both calls, if there is a qualification that does not reach the minimum requirements, the "no Pass" grade and the numerical note in base 10 of the qualification of this section 1 will be recorded.

Development of the evaluation tests (Art. 11): The teaching staff may require at the beginning of the tests to be carried out in the classroom the identification of the students by means of an official photo document. Non-accreditation of identity may be grounds for exclusion from the test. The teaching staff will allow access to the classroom during the first 15 minutes from the official start time of the exam, except if during this time any of the students had left the classroom. In the event that the student leaves the classroom after the test has been distributed, they will be asked to identify themselves in the classroom and will be considered presented in that call.

Fraudulent performance of evaluation tests (Art. 13): The student is obliged to comply during the tests with the rules and procedures that guarantee the authenticity of the exercise and its privacy. Behaviors or acts that contravene these rules may involve the delivery of the evidence at the time they are detected and their expulsion from the classroom (Art. 13).

The student must abstain from the use or cooperation in fraudulent procedures in the evaluation tests and in the work done (Art. 2).

In any case, when there is evidence of a fraudulent performance in a test or in a part of it, the evaluation test may be graded with a zero (Art. 13).

The copy or plagiarism in any student evaluation work may be scored with the numerical grade of zero, regardless of initiating the appropriate disciplinary procedures.

System and qualification criteria (Art. 16): The results corresponding to the different evaluation activities as well as the final result obtained by the student in the subject, will be scored on a numerical scale from 0 to 10, with the expression of a decimal: 0 ≤ No pass <5; 5 ≤ Approved <7; 7 ≤ Notable <9; 9 ≤ Outstanding ≤ 10. The grading system is expressed by numerical grading in accordance with the provisions of the regulations

(RD 1125/2003 of September 5) establishing the European credit system and the grading system in the official University degrees with validity throughout the national territory.

Mention of Honors (Art. 17): The mention of honors (Art. 17) can be awarded to the student who has obtained a grade equal to or greater than 9.0 by strict order of note in the qualification record. The number of “mentions of honors” cannot exceed 5% of the students enrolled in the subject in the academic year. These conditions will be applied in each of the groups.

In case of a tie in the total grade of the subject, the honors will be awarded to the student with the highest grade in the section with the highest weight. In the event that the sections have the same weight in the final grade, the coordinator of the subject can take an additional test to obtain the Mention of Honors.

Publication and revision of qualifications (Art. 18): The teaching staff will inform throughout the course of the results of the tests that contribute to the final qualification. The teaching staff will make public the proposal of global qualification of the subject. Together with this qualification, the place, date and time at which the revision of the same will be held must be indicated at least 24 hours in advance. All the qualifications corresponding to the different tests that contribute to the global grade will be published in the “virtual space” or “Aula Virtual” of the subject.

After conducting the review in front of the teacher, the student may request the start of a process to challenge the qualification in accordance with the regulations (Art. 21). The consultation and challenge of the qualification obtained will be subject to the Reglament d'avaluació i qualificació de la Universitat de València per a títols de grau i màster (ACGUV de 30 de maig de 2017).

This Academic Guide (Art. 4) conforms to the Title Verification Report and has been approved by the Master Academic Coordination Commission (CCA).

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ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

English version is not available

1. *CONTENIDOS*

Se mantienen los contenidos de la guia docente original.

2. VOLUMEN DE TRABAJO Y PLANIFICACIÓN TEMPORAL DE LA DOCENCIA

Se mantienen las actividades y volumen de trabajo de la guía docente original. No obstante, de acuerdo con las instrucciones establecidas en la resolución publicada en fecha de 28 de enero de 2021 por la Rectora de la Universidad de Valencia en relación con las directrices a seguir para ajustes en la adaptación de la docencia en el inicio de segundo cuatrimestre en atención a la situación sanitaria actual, se modifica la presencialidad para el mes de febrero, como sigue:

- La totalidad de la docencia del mes de febrero se impartirá de manera online.

- A finales de febrero, la Comisión de Coordinación Académica (CCA) tomará decisiones sobre la modalidad de la docencia a impartir en el mes de Marzo de acuerdo con la evolución de las instrucciones que se reciben desde Rectorado.

3. METODOLOGÍA DOCENTE

-En el mes de febrero la docencia se realizará prioritariamente en modalidad de videoconferencia síncrona impartida en el horario fijado para cada asignatura. También se podrá subir a Aula Virtual materiales, y transparencias locutadas. En el caso de las actividades prácticas, se garantizará la interacción con estudiantes mediante videoconferencia o foro o chat en aula virtual

-En el mes marzo, en caso de que la situación sanitaria imponga continuar con la totalidad de la docencia en modalidad online, se sustituirán todas las sesiones prioritariamente por videoconferencia síncrona impartida en el horario fijado para cada asignatura. También, se podrá subir materiales a Aula virtual y transparencias locutadas . Dado el caso, las adaptaciones correspondientes serán comunicadas a través del aula virtual por el equipo docente de la asignatura.

-Sistema de tutorías. Se mantiene el programa de tutorías virtuales (atención en 48 horas laborables máximo por correo electrónico) a partir de los medios virtuales de los que dispone la Universitat (Aula Virtual, Blackboard Collaborate, Microsoft Teams, o correo electrónico). Adicionalmente, y en el caso de que el profesorado así lo disponga en su horario de tutorías, podrán realizarse también tutorías presenciales en el mes de Marzo si la situación sanitaria lo permite.

PARA ESTUDIANTADO VULNERABLE O AFECTADO

Se adaptará la metodología a las siguientes actividades no presenciales:

- *Trabajos individuales asignados*

- *Tutoría por videoconferencia*

- *Desarrollo de proyecto individual*

- Otros (especificar)

4. EVALUACIÓN

Se mantienen los criterios de la guía docente en cuanto a la ponderación de la evaluación de cada tipo de actividad. En caso de estudiantado vulnerable o afectado, la proporción de calificación de las actividades de grupo evaluables se trasladará a actividades individuales.

En caso de que la situación sanitaria imponga que la prueba final se desarrolle online, se propondrá una evaluación por la siguiente modalidad (según docente):

- Prueba escrita individual por tarea síncrona mediante preguntas de desarrollo por aula virtual.

- Prueba escrita individual síncrona mediante caso práctico por aula virtual.

- Prueba escrita individual asíncrona con preguntas de desarrollo librada por aula virtual.

- Adición de actividades de evaluación continúa.

5. BIBLIOGRAFIA

Se mantiene la bibliografía existente en la guía. Si la situación sanitaria impone cierre de biblioteas, se facilitará material de apoyo a través del aula virtual.