



| Teaching Guide | | | | |
|--------------------------|---|--------|---|---------|
| Identifying Data | | | | 2023/24 |
| Subject (*) | Resource Management in Health and Social Care in Disability and Dependency Situations | Code | 651516009 | |
| Study programme | Mestrado Universitario en Discapacidade e Dependencia (plan 2015) | | | |
| Descriptors | | | | |
| Cycle | Period | Year | Type | Credits |
| Official Master's Degree | 2nd four-month period | First | Optional | 6 |
| Language | SpanishGalician | | | |
| Teaching method | Face-to-face | | | |
| Prerequisites | | | | |
| Department | Fisioterapia, Medicina e Ciencias Biomédicas | | | |
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| Lecturers | Fernandez Cervantes, Ramon Martinez Rodriguez, Alicia | E-mail | ramon.fcervantes@udc.es alicia.martinez@udc.es | |
| Web | | | | |
| General description | This subject aims to provide the student with the necessary knowledge about the management of socio-sanitary resources in the field of disability and dependence, as well as the ability to evaluate and propose designs or modifications that revert to greater efficiency of them. Aspects such as the management of resources and services, teamwork, the role of work stress and burnout will be addressed. | | | |

| Study programme competences / results | |
|---------------------------------------|--|
| Code | Study programme competences / results |
| A5 | CE5. Ser capaz de utilizar eficientemente os recursos tecnolóxicos na comprensión e investigación da discapacidade e a dependencia? |
| A14 | CERF9. Coñecer e comprender os recursos sociosanitarios dispoñibles para as persoas con discapacidade e dependencia. |
| A15 | CERF10. Ser capaz de deseñar e executar proxectos de investigación que valoren as necesidades, o uso, a eficacia ou eficiencia dos recursos sociosanitarios para as persoas con discapacidade e dependencia.? |
| B1 | CB6. Posuír e comprender coñecementos que acheguen unha base ou oportunidade de ser orixinais no desenvolvemento e/ou aplicación de ideas, a miúdo nun contexto de investigación |
| B2 | CB7. Que os estudantes saiban aplicar os coñecementos adquiridos e a súa capacidade de resolución de problemas en ámbitos novos ou pouco coñecidos dentro de contextos máis amplos (ou multidisciplinares) relacionados coa súa área de estudo |
| B6 | CG1 Ser capaz de seleccionar e desenvolver as estratexias investigadoras para estudar a problemática relacionada coa discapacidade e a dependencia |
| B7 | CG2 Identificar, avaliar e resolver os problemas derivados da presenza de discapacidade e dependencia |
| B8 | CG3 Capacidade para a toma de decisións na resolución de problemas. |
| B9 | CG4 Ser capaz de intervir na problemática derivada da discapacidade e da dependencia |
| C1 | CT1. Ser capaz de relacionarse de forma eficiente con e dentro do equipo multidisciplinar, intradisciplinar e transdisciplinar. |
| C2 | CT2. Coñecer os recursos sociosanitarios e aprender a utilizalos para elaborar programas de intervención no ámbito da discapacidade e a dependencia |
| C4 | CT4. Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común |
| C5 | CT5. Entender a importancia da cultura emprendedora e coñecer os medios ao alcance das persoas emprendedoras |

| Learning outcomes | |
|-------------------|---------------------------------------|
| Learning outcomes | Study programme competences / results |
| | |



| | | | |
|---|---------------------|---------------------------------|-------------------|
| Posses and understand knowledge that provides a basis or opportunity to be original in the development and / or application of ideas, in a research context | | BJ1 BJ1 BJ1 BJ1 BJ1 | |
| Be able to manage material and human resources aimed at managing the phenomenon of disability and dependence | AR5 AR15 | | |
| Identify and evaluate the problems arising from the presence of disability and dependence. | AR15 | BR2 BR7 BR8 | CR1 |
| Acquire decision-making skills in problem solving. | AR5 AR15 | BR1 BR2 BR6 BR8 BR9 | |
| Be able to evaluate the results derived from the management process. | AR15 | BR7 | |
| Know the socio-sanitary resources for the attention to disability and dependence. | AR14 | BR1 | CR4 CR5 |
| Develop the skills to develop research projects on the social reality of families with disabled and/or dependent members. | AR5 AR14 AR15 | BR2 BR6 BR7 BR9 | CR1 CR2 |
| Be able to detect and analyze the social reality of disability and dependence, both quantitatively and qualitatively. | AR15 | BR9 | CR2 CR4 CR5 |
| Work and design research projects related to resource management in the field of disability and dependency. | AR15 | BR2 BR6 | CR1 CR5 |

| Contents | |
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| Topic | Sub-topic |
| Analysis and diagnosis of socio-health needs in relation to disability and dependence. | Analysis Diagnosis |
| Methodology of socio-sanitary intervention, oriented to disability and dependence, based on problem solving. | Communication Conflict Solving Resource Management |
| Application of the principles of evidence-based practice in the socio-health field. | Principles |
| Constitution and operation of multidisciplinary teams. | Constitution and operation of multidisciplinary teams |
| Situations of stress and burnout in the socio-health field. | Burnout |

| Planning | | | | |
|---------------------------------|------------------------------|--------------------------------------|-------------------------------|-------------|
| Methodologies / tests | Competencies / Results | Teaching hours (in-person & virtual) | Student?s personal work hours | Total hours |
| Guest lecture / keynote speech | A14 A15 B1 B9 B1 C2 C4 C5 | 17.5 | 0 | 17.5 |
| Seminar | A15 B2 B6 B7 B9 B3 B4 C5 | 17.5 | 0 | 17.5 |
| Mixed objective/subjective test | A5 A14 A15 B2 C2 | 2 | 0 | 2 |
| Case study | A5 A14 A15 B1 B2 B8 B5 | 9 | 21 | 30 |



| | | | | |
|--------------------------|---------------------------------|---|----|----|
| Critical bibliographical | A14 B1 B7 C1 | 0 | 20 | 20 |
| Supervised projects | A5 A14 A15 B2 B7 B8 B9 B2 C1 | 4 | 53 | 57 |
| Personalized attention | | 6 | 0 | 6 |

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

| Methodologies | |
|---------------------------------|--|
| Methodologies | Description |
| Guest lecture / keynote speech | Oral presentation complemented by the use of audiovisual media and the introduction of some questions aimed at students, in order to transmit knowledge and facilitate learning. |
| Seminar | Group work technique that aims at the intensive study of a topic. It is characterized by discussion, participation, the preparation of documents and the conclusions to be reached by all components of the seminar. |
| Mixed objective/subjective test | Test that integrates questions type of essay tests and type questions of objective tests |
| Case study | Methodology where the subject is faced with the description of a specific situation that raises a problem that has to be understood, valued and solved by a group of people, through a process of discussion. The student is faced with a specific problem (case), which describes a real situation of professional life, and must be able to analyze a series of facts, referring to a particular field of knowledge or action, to reach a reasoned decision through a process of discussion in small working groups. |
| Critical bibliographical | Process of critical reading of a book, an article, a thesis or a communication to a congress. As such a process includes the reading of the work, the analysis of its content and a critique and evaluation of it in relation to the existing literature on the subject. |
| Supervised projects | Methodology designed to promote autonomous student learning, under the tutelage of the teacher and in varied scenarios (academics and professionals)). |

| Personalized attention | |
|--|--|
| Methodologies | Description |
| Supervised projects Case study Mixed objective/subjective test | Through seminars, case studies and supervised work, the teacher will provide personalized attention to the student. Students with part-time dedication and academic dispensation may request specific tutors to work on the contents of the program. They may also carry out complementary work that allows to compensate for the non-attendance at the classes thus acquiring the competences of the subject. |

| Assessment | | | |
|---------------------------------|---------------------------------|--|---------------|
| Methodologies | Competencies / Results | Description | Qualification |
| Supervised projects | A5 A14 A15 B2 B7 B8 B9 B2 C1 | O estudante deberá elaborar e entregar en tempo e forma os traballos solicitados polo profesor, que poderán ser de elaboración individual ou grupal. | 40 |
| Case study | A5 A14 A15 B1 B2 B8 B5 | O estudante deberá participar no estudo e resolución dos casos, entregando un informe do mesmo na forma e data indicada polo profesor. | 10 |
| Mixed objective/subjective test | A5 A14 A15 B2 C2 | Consiste na realización dunha proba que combinará diferentes modalidades de preguntas, dende preguntas abertas de resposta breve a preguntas de resposta múltiple. | 30 |
| Critical bibliographical | A14 B1 B7 C1 | O estudante deberá entregar en tempo e forma resumos, esquemas ou recensións das lecturas facilitadas polo profesor | 20 |

| Assessment comments |
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Full-time and

part-time students will be assessed in the same way at both the 1st and 2nd opportunities. Therefore, the same conditions described in the evaluation section are maintained. There will be a continuous evaluation test with an assignment of 50% of the grade of the subject.

The students with

recognition of part-time dedication and academic dispensation of assistance, will carry out the same training activities as the rest of the students, that is: study of the curricular contents, realization of case studies, bibliographic reviews and supervised works.

The realization of

plagiarism in the activities of any modality of evaluation will suppose the qualification of suspense with a grade of zero points, and the invalidation and loss of any previous qualification, of value equal to or superior to the approved obtained in the matter, that could compute in the extraordinary call. os estudiantes a tiempo completo y a tiempo parcial, serán evaluados del mismo modo tanto en la 1ª como en la 2ª oportunidad. Por ello se mantienen las mismas condiciones descritas en el apartado de evaluación. Habrá una prueba de evaluación continuada con una asignación del 50% de la nota de la materia.

The students with

recognition of part-time dedication and academic dispensation of assistance, will carry out the same training activities as the rest of the students, that is: study of the curricular contents, realization of case studies, bibliographic reviews and supervised works.

The realization of

plagiarism in the activities of any modality of evaluation will suppose the qualification of suspense with a grade of zero points, and the invalidation and loss of any previous qualification, of value equal to or superior to the approved obtained in the matter, that could compute in the extraordinary call.

Sources of information

| | |
|--------------|--|
| Basic | <ul style="list-style-type: none"> - Pedro R. Gil-Monte, Bernardo Moreno-Jiménez (2007). El síndrome de quemarse por el trabajo ("burnout") : grupos profesionales de riesgo. Madrid: Pirámide - Samprón D (2010). Hacia nuevos modelos de asistencia y gestión sanitaria : asistencia sociosanitaria y hospitalización a domicilio. Madrid : Edisofer - Villalobos J (2007). Gestión sanitaria para los profesionales de la salud. Barcelona: McGraw-Hill Interamericana - Ballenato G (2005). Trabajo en equipo dinámica y participación en los grupos. Madrid : Pirámide - Campos MI (2005). Relaciones interpersonales, trabajo en equipo. Alcalá: Formación Alcalá |
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Complementary

Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus



Other comments

Environmental

considerations: with the aim of helping to achieve an immediate sustainable environment and comply with the strategic objectives of the Green Campus Plan of the Faculty of Physiotherapy, the documentary works carried out in this area can be requested both in paper and virtual format or computer support. If done on paper, the following general recommendations will be followed as far as possible:-

Plastics will not be used.-

Double-sided prints will be made.-

Recycled paper will be used.- Drafts will be avoided.

(*The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.