



UNIVERSITY OF L'AQUILA



Department of Health, Life and
Environmental Sciences

Profile of

1st Cycle Degree in

***NEURO-PSYCHOMOTOR THERAPY IN
DEVELOPMENTAL AGE***

Laurea in

**TERAPIA DELLA NEURO E PSICOMOTRICITA DELL'ETA
EVOLUTIVA**

DEGREE PROFILE OF
Laurea in TERAPIA DELLA NEURO E PSICOMOTRICITA DELL'ETA EVOLUTIVA
First Cycle Degree in NEURO-PSYCHOMOTOR THERAPY IN DEVELOPMENTAL AGE

TYPE OF DEGREE & LENGTH	Single Degree (180 ECTS-credits), 3 years
INSTITUTION(S)	Università degli Studi dell'Aquila - <i>University of L'Aquila</i> , ITALY
ACCREDITATION ORGANISATION(S)	<ul style="list-style-type: none"> ✓ Ministero dell'Istruzione, dell'Università e della Ricerca - <i>Italian Ministry of Education and Research</i>, ✓ Ministero della Salute - <i>Ministry of Public Health</i> (Decree n. 56/1997 and Law n.251/2000) ✓ ANUPI-Associazione INazionale Unitaria Terapisti della Neuro e Psicomotricità dell'Età Evolutiva www.anupi.it ✓ AITNE Associazione Italiana Terapisti della Neuro e Psicomotricità dell'Età Evolutiva www.aitne.it
PERIOD OF REFERENCE	Programme validated for 3 years for cohorts starting in October 2012
CYCLE /LEVEL	QF for EHEA: First Cycle; EQF level: 6; NQF for Italy: Laurea

A	PURPOSE
	<p>Graduates in <i>Neuro-Psychomotor Therapy In Developmental Age</i> will have met the requirements stipulated by the Ministry of Health in the Decree n. 56 del 1997 and subsequent modifications or additions. Graduates will carry out preventative, therapeutic and rehabilitative treatment for neuromotricity, neuropsychology and developmental psychopathology in relation to neuropsychiatric of infant, child and adolescence conditions in collaboration with the neuropsychiatric team and other paediatric disciplines.</p> <p>The programme meets the requirements of European and National laws and Directives.</p> <p>Degree holders obtain the credentials for <i>National Certification as Terapista della Neuro e Psicomotricità dell'Età Evolutiva – Neuro-Psychomotor in Developmental Age Therapist</i></p>

B	CHARACTERISTICS								
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C	EMPLOYABILITY & FURTHER EDUCATION		
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		Graduates carry out their professional activities in health centres, residential rehabilitation communities, Child and Adolescent Neuropsychiatry Diagnosis and Treatment Services , either as employees or freelance workers.
2	FURTHER STUDIES	The Bachelor Degree in <i>Neuro-Psychomotor Therapy In Developmental Age</i> normally gives direct access to the corresponding Second Cycle degree programme. It also gives access to some other Second Cycle degree programmes in Health care professionals with further specialization, as well as in leadership and management specialization (in which case extra work may be necessary for admission).

D	EDUCATION STYLE	
1	LEARNING & TEACHING APPROACHES	Lectures, group-work, individual study and autonomous learning, interprofessional learning, self directed study, work placement. In particular, the professional learning is integrated by a practical activity consisting of clinical stages corresponding to at least 60 ECTS credits, under the supervision of a tutor, according to the European normative, where requested. Moreover knowledge of a foreign language also is requested.
2	ASSESSMENT METHODS	Assessment is normally conducted by means of an oral or written examination. The final exam consists in the discussion of a written text and in a practical exam aimed at demonstrating that the candidate has acquired the essential professional skills and competences related to the professional profile. Degree holders obtain the credentials for National Certification as Terapista della Neuro e Psicomotricità dell'Età Evolutiva .

E	PROGRAMME COMPETENCES	
1	GENERIC	
	<p>The degree programme meets the competences and quality assurance procedures required by Registro Professionale dei Terapisti della Neuro e Psicomotricità dell'Età Evolutiva Italiani (www.anupi.it) (<i>Italian Register of Neuro-Psychomotor Therapist</i>) established in 24/11/2012 by Italian Law 10/8/2000 n.251 and by the National Higher Education Quality Assurance Agency (AVA) requirements for degree courses at first level. This includes the Generic Competences expected for the first cycle graduated, as follows:</p> <ul style="list-style-type: none"> — Analysis and synthesis: Knowledge and understanding of the subject area and understanding of the profession and ability to be critical and self-critical — Flexible mind: Ability to make reasoned decisions and to interact with others in a constructive manner, even when dealing with difficult issues, — Leadership, Management and Team-working: Ability to work in a team and to interact constructively with others regardless of background and culture and respecting diversity — Communication skills: Ability to communicate both orally and through the written word in first language — Field culture: Ability to apply knowledge in practical situations and to act on the basis of ethical reasoning — Learning ability: Capacity to learn and stay up-to-date with learning — Problem solving: Ability to identify, pose and resolve problems — Other skills: Ability to plan and manage time and to evaluate and maintain the quality of work produced 	
2	SUBJECT SPECIFIC	
	<p>The Programme meets all the Specific Competences as established and agreed in collaboration with the field stakeholders, clustered within the key overarching competences summarized below:</p> <p>Knowledge of :</p> <ul style="list-style-type: none"> -cultural assets, including historical and cultural concepts of normality, health, disease, disability, and handicap, and the historical evolution of care, treatment and rehabilitation; -psycho social sciences and humanities for the understanding of normal and pathological relationship dynamics and reactions of defense or adaptation people to psychopathological and social situations; -key areas of biomedical and clinical sciences for the understanding of physiological and pathological processes connected with the state of health and illness of people in various stages of life; neuropsychiatric sciences for the understanding of mental processes and events in different life periods; -basic knowledge of the of notions concerning the normal and pathological development of children clinical forms and parent-child relationship dynamics - Psychiatric rehabilitation theory and methods and the ability to apply this knowledge in professional practice; 	

	<ul style="list-style-type: none"> - healthcare and medical sciences, social science and humanities with a view to incorporating relevant knowledge into professional practice; - scientific theories and methods, including literature and information searches, documentation and quality development and the ability to understand methodological aspects with a view to incorporating them appropriately into professional practice; - legal provisions and ethics applicable to rehabilitation practice and the ability to act accordingly. <p>Comprehension/understanding:</p> <ul style="list-style-type: none"> - basic understanding of the variables that currently affect health needs of population (aging, immigration, increased maladjustment in adolescence, use and abuse of substances); - ability to identify fundamental elements of psychic functions, of psychopathological phenomena and psychiatric symptomatology; - ability to independently combine psychiatric rehabilitation skills with understanding of the different areas of rehabilitation practice; - Understanding of ethical, legal and sociological understanding of the organizational complexity of the healthcare system, the importance and usefulness to integrate competences and skills. <p>Analysis and Synthesis:</p> <ul style="list-style-type: none"> - Ability to analyze, assess and evaluate a psychiatric disability and set goals and priorities; - ability to use functional, resource, and symptom assessments that identify the need for special services. - Capacity to provide reasons for, analyze, interpret and document the chosen actions and solutions on the basis of reasoning, decision-making, documentation and evaluation processes; <p>Application and creativity:</p> <ul style="list-style-type: none"> - Ability to plan, carry out and assess the effect of coherent and adequate physiotherapy examinations and intervention; - Ability to identify realistic goals for physiotherapeutic intervention in collaboration with the patient and in accordance with the patient's life, prerequisites, development potential, wishes and expectations; <p>basic knowledge of the of notions concerning the normal and pathological development of children clinical forms and parent-child relationship dynamics;</p> <ul style="list-style-type: none"> - Ability to apply knowledge of the foundations of psychiatric rehabilitation agreements in the area of clinical psychiatry and social concepts of mental health, psychopathology, organization of psychiatric services, characteristics of the therapeutic relationship; - Ability to apply basic knowledge of psychology and psychotherapy to psychiatric rehabilitation, with specific reference to the main currents of thought of both psychological and psychotherapeutic schools, the different approaches of individual therapy, group and family, main elements of psycho diagnostic; - Ability to guide the assessment process, in such a way that a person with a psychiatric disability determines the need for personal change and sets goals and priorities; <p>Evaluation:</p> <ul style="list-style-type: none"> - Ability to assess the patient's need for aids and modified behavioural attitudes and on the basis of this academic assessment, recommend and apply for aids; - Ability to assess the patient's social and cultural surroundings and adjust them with a view to supporting and promoting rehabilitation; <p>Problem managing:</p> <ul style="list-style-type: none"> - ability to coordinate, administer and manage specific physiotherapy services and general healthcare services offered to patients with a focus on health promotion, prevention, rehabilitation and physical activity; <p>Communication:</p> <ul style="list-style-type: none"> - ability to communicate both verbally and in writing with patients, relatives, colleagues and other professional groups in multidisciplinary collaboration. - ability to carry out evaluation of the inter-relation between emotional, cognitive, and motor functions for each paediatric neurological, neuropsychological and psychopathological disorder.
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F	COMPLETE LIST OF PROGRAMME LEARNING OUTCOMES
	<p>Graduates in <i>Neuro and Psychomotor Therapy</i> in developmental age are healthcare professionals who are able to:</p> <ul style="list-style-type: none"> - carry out, in collaboration with multi-professional teams of child neuro-psychiatrists and the other branches of paediatrics, preventive, therapeutic and rehabilitative procedures relating to neuropsychiatric conditions in children, in the areas of neuro-motricity, neuropsychology and developmental psychopathology. - adapt therapeutic procedures, on the basis of the relevant diagnoses and medical prescriptions and within their sphere of competence, tailored to the specific characteristics of the infant, child or adolescent being treated, using versatile clinical pictures which develop over time in line with emerging functions. - in a multi-professional team, identify and draw up a preventive, care and rehabilitative program geared at meeting the health requirements of children with developmental disabilities. - implement curative and rehabilitative procedures for perceptive, motor and neurocognitive disorders, and symbolization and interaction-related disorders that the child has suffered from birth; and carry out procedures directed at the integration of individuals suffering from disabilities and neuro-psychomotor and cognitive handicaps.

	<ul style="list-style-type: none"> - in a multi-professional team, collaborate with school personnel to implement preventive and functional diagnosis procedures and the dynamic functional strategy of the educational program selected. - perform curative treatments for neuro-motor, psychomotor and neuropsychological disabilities in infants, children and adolescents, using specific treatments targeted at the age range and individual stage of development in question; implement procedures to evaluate the interrelation between affective, cognitive and motor functions for each individual neurological, neuropsychological and psychopathologic disorder in childhood and adolescence; identify the need and produce a diagnostic and curative report that includes somatic representation and corporeal experience, general functional ability and object relations; draw up and produce a curative programme which employs neuro-motor models and projects as mental acts and cognitive and metacognitive instruments. - use corporeal dynamics as a combination of mental functions and interpersonal relations; assess the use of prostheses and aids in relation to the neuro-psychological benefit and psychopathological risk involved; assist in the functional rehabilitation process for all acute and chronic pathologies of childhood and adolescence; document the compatibility of the rehabilitation methodology employed and the functional recovery goals and the specific characteristics of pathologies which change over time; - carry out study, didactic, specific applied research and professional consulting activities; contribute to the training of support staff, and assist directly in the continuous updating of their professional profile. - coordinate, administer and manage specific psychiatric rehabilitation services and general healthcare services offered to patients with a focus on health promotion, prevention, rehabilitation and psycho-physical wellbeing; - further develop their own knowledge, skills and competences as part of life-long learning, including identifying their own learning requirements and assessing the learning outcomes; - be innovative and apply existing knowledge in new contexts as well as follow, apply and participate in development work in the psychomotor rehabilitation field; - continue theoretical and further education at a Master's or PhD degree level upon completion of the Bachelor's degree as well as participate in professional specialization within a narrow professional field.
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**Comprehensive Scheme of the 1st Cycle Degree in
NEURO-PSYCHOMOTOR THERAPY IN DEVELOPMENTAL AGE**

YEAR	CODE	COURSE	Credits (ECTS)	Semester
I	D4588	Elements of Anatomy and Physiology	6	1
	D4232	Foundations of Psychology and Informatic Models	10	1
	D4233	Radioprotection Techniques	3	1
	D3680	Social Medicine	6	2
	D2748	Business Economics and Labor Law	6	2
	D3676	Rehabilitation Techniques and Methods	6	2
	<i>D3638 - Internship I</i>		18	2
II	D2670	Neurosciences	9	1
	D3678	Neuro and Psycho-motor Techniques and Methods in Pediatric Pathologies	6	1
	D2656	Cognitive Rehabilitation and Re-education	6	1
	D2686	Rehabilitation of Neuro and Psycho-Pathology	9	2
	D4059	Medical Sciences	10	2
	<i>D3640 - Internship II</i>		17	2
III	D2718	Learning Process Re-education	10	1
	D4176	Neuro and Psycho-motricity	6	1
	D1100- D2182	Audiology and Visual Apparatus Pathology	3	2
	<i>D3642 - Internship III</i>		23	2
	<i>Free choice Courses / Activities</i>		6	1 and 2
	<i>Other activities</i>		12	1 and 2
	<i>Thesis</i>		6	2