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Family Perceptions About the Methodology of the “We All Are Campus” Training Program

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Abstract: The transition to adulthood involves not only the acquisition of professional skills but also the development of social and emotional competencies that enable individuals to fully integrate into society. The educational program "We all are campus" of the University of Murcia focuses on preparing young people with intellectual disabilities for the ultimate goal of employment. In this study, 30 family members or guardians of people with intellectual disabilities (PcDI) participated and were consulted about their perceptions of this educational program. The research was conducted using a mixed qualitative methodology, adopting a case study approach. The main results indicate that the training received by the students improves aspects such as their interpersonal relationships and development. In addition, it is relevant to highlight that the family members emphasize an increase in maturity and the knowledge of the people with intellectual disabilities who attended the program "We all are campus". It is concluded that there are several aspects that are relevant to the families, among them, the optimism and support that their relatives need in the face of the uncertainty of their future.

Keywords: *Development method, intellectual disability, quality of life, training program methodology, youth development.*

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Introduction

Historically, explanatory theories are used to approach disability from a narrow viewpoint, considering it to be a problem inherent to the person, usually attributed to a specific disease, trauma, or health condition (Schalock & Verdugo, 2007). However, in recent decades, since the establishment of the Convention on the Rights of Persons with Disabilities, the gradual evolution towards a social intervention model has meant that it is now advocated to conceive disability as a social construct rather than as a personal characteristic (Manzanera-Román & Brändle Señán, 2019). This change represents a highly relevant advance, as highlighted by Mirete et al. (2022).

Under these premises, in 2001, the World Health Organization adopted the International Classification of Functioning, Disability, and Health, which adheres to an approach that considers biopsychosocial and ecological aspects, highlighting the intricate relationships between the individual and the various contexts in which he or she develops (Valladares et al., 2022).

The Role of the Family in the Quality of Life of PcDI

It is important to emphasize that the role of the family goes beyond the home and close environment; it also influences the way in which the PWD relates to society as a whole. The interaction of the family with the community and other elements of the social environment has an impact on the life of the PWD, on his or her inclusion in society, and on his or her general wellbeing. Therefore, it is essential to recognize the influence that the family exerts on different aspects of the lives of PwDs and how this is reflected in both their private sphere and in their participation in society (Misura & Memisevic, 2017).

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To fully understand the relationships between family and disability, it is crucial to keep in mind that people are influenced by various systems, ranging from the closest ones at the micro level to the broader ones at the macrosocial level. According to Bronfenbrenner's (2004) ecological theory, the family is located in the microsystem, which is the level closest to the individual. At this level, the family and the individual interact directly and establish reciprocal relationships that have a mutual impact in areas such as learning, independence, autonomy, and self-determination (Córdoba Andrade, 2017).

As a result of advances in the understanding of disability and the factors that influence it (Luckasson & Schalock, 2013), care practices aimed at people with disabilities have begun to more deeply explore family dynamics and the interactions between its members (Martínez Rueda et al., 2016). This is because the family, being constituted as the closest human group to the PWD, plays an essential role in facilitating their development at all levels (Zapata Albán & Galarza Iglesias, 2020), as a support in the independent life of the PWD (Pallisera Díaz et al., 2018). In short, the family has a direct and constant influence on the lives of the PcDI and, therefore, is in a privileged position to understand and address their needs (Solis García & Lago-Urbano, 2020). The actions and decisions of the family have a significant impact on the needs of all its members, including PWD. This impact is closely related to the concept of quality of life (Rivard et al., 2017).

Thus, the concept of "family quality of life" emerged as a new field of research with significant practical implications at the end of the last century. "Family quality of life" is defined as a dynamic state of family wellbeing which evolves over time due to changes in the age of its members, including the person with a disability and the situations they face in their lives (Turnbull et al., 2000). This underscores the importance of addressing the changing needs of families over time and adapting the support and resources according to the evolving circumstances (García-Grau et al., 2019).

Along these lines, the Family-Centered Quality of Life Model, developed by Park et al. (2003), is based on the idea of the family as, not a problem to be solved, but as a strong support unit, which can play an active role in improving the quality of life of the person with a disability (Park et al., 2002). This model reinforces the importance of empowering families and working collaboratively with them to achieve comprehensive wellbeing (García Ortiz et al., 2021; Schalock & Verdugo, 2002). García-Grau et al. (2019) highlight the essential role that research plays in this process to help identify specific areas that require attention and, in turn, enable the development of effective strategies and programs to address those needs. That is why research like this one is so necessary, where the perception of the families of this group of people with intellectual disabilities is explored and analyzed.

About the "We All Are Campus" Training Program

Specifically, the main approach applied in the study of family quality of life is based on the work developed by the Beach Center at the University of Kansas in the United States (Poston et al., 2003), using the Family Quality of Life Scale (FQLS). This model focuses on the demands expressed by the families themselves, which allows for an accurate analysis of their situation, strengths, and needs. In addition, it emphasizes the significant influence of personal and sociocultural factors on family life (Schalock & Verdugo, 2002). This is an approach that, for Resch et al. (2010), highlights the importance of working collaboratively with families and providing the necessary support to empower them and improve their quality of life in the context of a family member's disability.

Under this approach, and using the instrument detailed below, the present study sought to collect relevant information from the families of the participants of the training program "We all are campus" of the University of Murcia. It is a program supported by the European Social Fund and the Youth Employment Initiative through the call for grants from the ONCE Foundation, which provides the opportunity for young people with intellectual disabilities to receive training at the university to prepare for future employment (Belmonte et al., 2020). This proposes resources that favor the labor and social integration of this group (García-Candel et al., 2023) under the principles of inclusive education (Belmonte et al., 2021). Students with intellectual disabilities attend university classes through comprehensive, personalized, and accessible educational plans, understanding that every student has unique needs, abilities, and learning styles (Bernárdez Gómez & Portela Pruaño, 2023), where the contents are addressed in a practical and transversal manner. The program also includes an internship period that allows them to interact with collaborating companies. In short, this program represents the creation of an inclusive and standardized training environment within the university community.

Methodology

Research Objectives

The objectives established for the present research were the following:

- To explore and analyze the perceptions of the families of people with intellectual disabilities.
- To establish the nuclei of interest about the training they received in the program "We all are campus".

Study Design

The choice of a mixed qualitative methodology (Taylor et al., 2015) to address the stated objectives implies a flexible and adaptive strategy. The combination of qualitative methods provides a deeper understanding of the complexity inherent to the phenomena studied, contributing to the robustness and relevance of the research in its specific context. The core of this research lies in the search for a comprehensive understanding of a situation, examining the object of study from various perspectives (Bernárdez-Gómez, 2022). In the course of the study, the researcher evaluates the various beliefs of the participants, making essential inferences to understand the motivations that drive the people involved.

Similarly, a case study approach was adopted in this work, following the methodological premise of addressing specific research questions and dynamics within a particular context (Taylor et al., 2015). The case study is set within the framework of the formative program "We all are campus" offered by the University of Murcia. This methodological choice enabled a contextualized examination of particular situations in the university environment, allowing us to learn about the factors that influence this formative program.

Sample

In this research, which underwent evaluation and approval by the Research Ethics Committee of the University of Murcia, a total of 30 family members or guardians of PcDI who had completed the "We all are campus" program at the University of Murcia participated. All participants were informed in advance by the researchers about the nature and objectives of the study.

Regarding participation, it's crucial to note that 73.3% of the questionnaires were completed by the PcDI's mother, 13.3% by the residence's pedagogue, 6.7% by the father, 3.3% by a sibling, and another 3.3% by the tutor. It is important to highlight that when the questionnaires were filled out by a non-family member, it was because the PcDI was in foster care or under legal guardianship. In any case, 80% of all questionnaires were completed by the PcDI's primary caregiver.

Additionally, it's worth mentioning that 93.3% of the participants (28 questionnaires) were women, while 6.7% were men (2 questionnaires). In terms of age distribution, 66.5% of participants were between 40 and 49 years old, 16.6% were between 50 and 59 years old, 9.9% were 60 years old or older, and only 6.6% were younger than 30 years old, with a mean age of 52.3 years (SD, standard deviation can also be indicated).

Data Collection

The data collection for this study involved the use of a questionnaire with open-ended questions, a method described by Hernández Sampieri et al. (2014) as "based on a guided set of questions where the subject has the freedom to pose additional questions to clarify concepts or gather more information" (p. 436). This approach enables the exploration of the participants' perceptions and beliefs on specific aspects, as emphasized by Patton (2014), as well as providing insights into their experiences, as highlighted by Hargreaves (2015). The questionnaire was conducted following the protocol developed by the project research team.

The questionnaire was designed according to the characteristics of the participants and was characterized by its simplicity and the tangibility of the questions. These questions related to the methodology used in the training program and what the program meant to them. As the interview was semi-structured, two general questions were asked to guide the rest of the interview: What do you think are the strengths of the “We all are campus” program? What are the program's weaknesses? These questions were reformulated in order to better explain their meaning to the respondents. In order to validate the questionnaire, the participation of experts was necessary, who responded to the suitability of the general and in-depth questions to the subjects. Initially, a pilot test was conducted. After achieving the expected results, necessary adjustments were made and implemented for all subsequent questionnaires with the remaining participants.

Data Analysis

The analysis of data was carried out utilizing the grounded theory technique, as detailed by Alarcón Lora et al. (2017) and Almarza Franco and Pirela Morillo (2016). Employing this analytical approach, along with the support of ATLAS.ti V23 analysis software, proved to be the most effective method for delving into the data and extracting meaningful insights for the researcher, as outlined by Patton (2022). The objective was to transform the data into valid interpretations, reconstructing the content provided by the interviewees. This process aligned with the methodology established by Strauss and Corbin (2002) involving an inductive and interpretative approach to bringing forth the data categories.

The procedure, although structured in the subsequent stages, operated as a recursive process, allowing for revisiting previous phases as needed to attain accurate interpretations:

- Open coding: In the initial phase, diverse superficial concepts were identified and categorized into manageable units that aid in the creation of meaningful categories.
- Axial coding: This marked the first step in the theoretical construction where the central categories for structuring the discourse emerged. These core categories stemmed from the most relevant codes. In this phase,

working with citations linked to the codes initiated the generation of content and established various relationships between them. The use of the ATLAS.ti V23 Analysis tool for co-occurrence was particularly crucial during this stage.

- Selective coding: As the final step proposed by Strauss and Corbin (2002), the objective here was to establish relationships that deepened the understanding of the studied phenomenon.

The quality criterion followed in this research was the principle of truthfulness adopted by Patton (2022). Credibility was achieved through theoretical saturation of the data and the use of multiple sources for data collection. The data were confirmed in the research group discussions by one of the authors, an expert in the software used and in qualitative data analysis.

Results

In the analysis carried out, a series of central categories emerged that articulate the families' perception of the training of people with intellectual disabilities. These categories refer to various aspects of the training. These are:

- Training: This is a category that encompasses different opinions directly related to the training offered and certain aspects such as the curriculum.
- Personal development: This refers to when they talk about issues linked to the personal development of the participants and the different issues that influence them.
- Interpersonal relationships: this relates to the different aspects mentioned by the relatives about the users' relationships, as well as how they generate and maintain them. This is in addition to dealing with aspects of their sociability.

- Education and maturity: This is the category used when they talk about what the education received contributes to aspects such as their global knowledge and maturity.

- Dissatisfaction: When they mention different aspects with which they did not agree in the training or which they disliked.

The main relationships that have been established between these categories are shown in the semantic res generated for this purpose (Figure 1). The “We all are campus” training contributes substantially to the personal development of the users and to their interpersonal relationships. In turn, these aspects generate a higher level of maturity and knowledge among the users of the program.

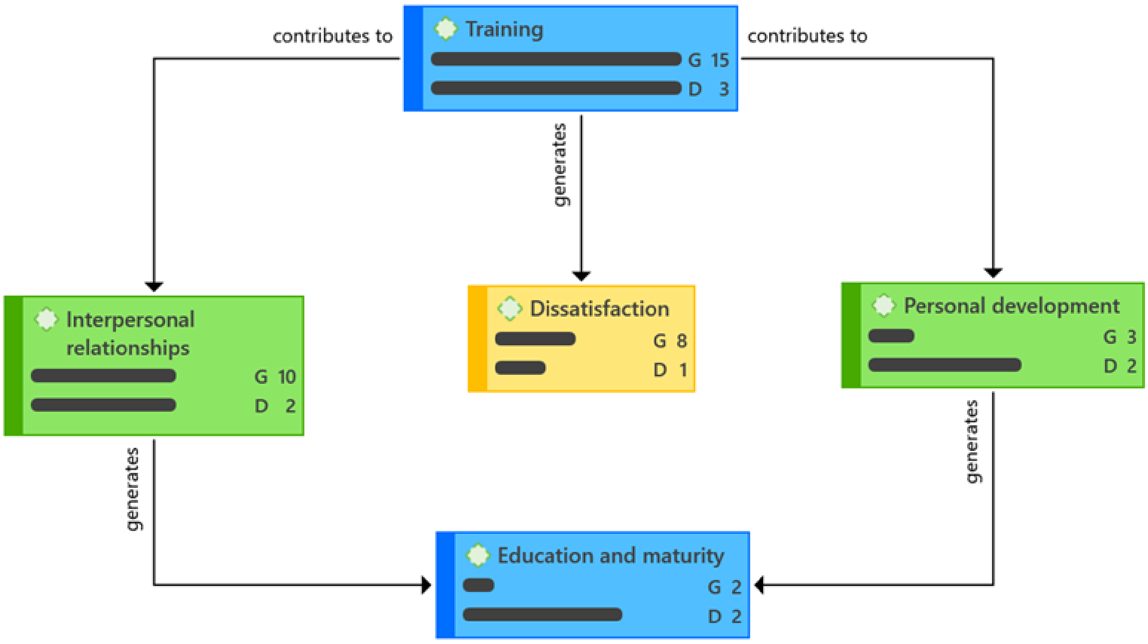

Figure 1. Semantic Network of the Relationships Between Categories

Specifically, we can establish a series of categories that have a stronger relationship between them than others (Figure 2). In it, we can see how the training offered clearly fosters interpersonal relationships, being one of the aspects with which it is most strongly linked in the coding. In addition, another aspect that emerges strongly is the dissatisfaction of the users' families. However, each of the mentioned categories should be examined in more detail.

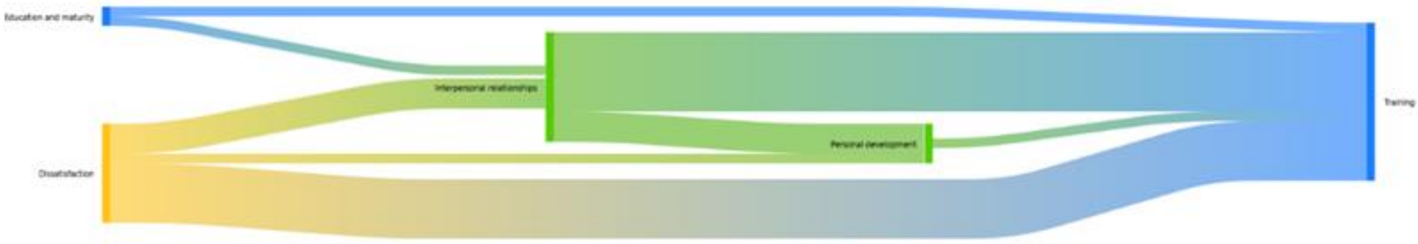

Figure 2. Sankey Diagram of the Strength of the Relationship Between Categories

Training for people with disabilities is fundamental to promoting inclusion and equity in society. By providing educational opportunities tailored to their needs, they are empowered to develop the skills that can enable them to participate actively in social and working life. This training not only enhances their individual abilities but also challenges stereotypes and reduces discrimination.

> "This program gives boys and girls with disabilities the possibility to manage autonomously and to get to know the university environment." (D1:14).

Specialized training can address specific barriers, enabling people with disabilities to reach their full potential. In addition, it fosters autonomy, self-esteem, and self-confidence. Inclusion in training programs also facilitates interactions with people without disabilities, promoting mutual understanding and breaking down social barriers.

> "They have taught him to feel confident and to look forward to going to class every day, especially to share values and weaknesses, to say the least, to make more courses for these kids." (D1:2).

In the workplace, appropriate training can open up employment opportunities, contributing to financial independence and reducing the economic gap. In short, training for people with disabilities is essential to building a more just, diverse, and inclusive society where everyone has the opportunity to thrive and contribute fully to community development.

> "The strengths are many; the acquisition of self-esteem both personal and occupational, empowerment, cohesion as a group, autonomy, seeing their disability not as a hindrance, but as a "different normality". (D1:3).

Interpersonal relationships play a key role in the wellbeing of people with intellectual disabilities, offering a number of significant benefits. First, they provide an emotionally safe environment that facilitates the expression and management of emotions, contributing to emotional development. In addition, these relationships promote social inclusion by providing opportunities to participate in community activities, counteracting possible feelings of isolation.

> "The course is good for her because she learns new things and makes friends. And improve .... because the course should last longer so that they gain more confidence in the life that awaits them." (D1:10).

In the learning environment, social interactions enrich the exchange of knowledge and experiences, supporting cognitive development. They also foster the development of social skills, such as communication, empathy and problem solving, which are essential for successful integration into diverse environments. Positive relationships also play a crucial role in building self-esteem and self-confidence, contributing to a positive self-image. In addition, they provide support in decision-making and guidance in goal planning, enabling active participation in shaping their lives. However, there are issues that may be the subject of unsatisfactory elements for family members.

> "The problem with this client has been that she has not taken advantage of this year of training at all. She has shown herself to have a bad attitude and little active participation. So, from this point of view, it is not possible to answer these questions adequately. In this case, the strengths have been, above all, to see the user so responsible in going to her internship with total autonomy and enthusiasm. The weaknesses are that the future of this training is not enough in these complicated cases for labor integration." (D1:18).

Ultimately, satisfying social connections are intrinsically linked to greater emotional and psychological wellbeing, improving quality of life and providing a sense of belonging. In short, interpersonal relationships are not only beneficial but essential for the holistic development and full participation of people with intellectual disabilities in society.

Discussion

The experience of having a loved one with an intellectual disability is unique to each family, and views about the development of these individuals may vary. In many cases, families take a positive approach that focuses on the abilities and strengths of the person with intellectual disabilities. These families recognize and value the unique abilities of their loved ones (de Azevedo et al., 2019), seeking opportunities to foster their development and autonomy (Abad Salgado, 2016). This optimistic approach can contribute significantly to the emotional wellbeing of the person with a disability if their competence of choice and control over their activities is fostered (Eldeniz Cetin & Cay, 2020) and an environment is created in which individual achievements are celebrated (Park et al., 2002), regardless of conventional expectations.

However, there are also families who face challenges and concerns related to intellectual disability (Bernárdez-Gómez, 2022). These concerns can range from health and wellness issues to social and educational barriers. Families may feel overwhelmed by a lack of resources and support (Belmonte et al., 2021), and uncertainty about the future of their loved ones. It is crucial to address these concerns and provide families with the necessary support to face and overcome the challenges associated with intellectual disability.

In terms of empowerment and advocacy, some families take an active role in promoting the rights and inclusion of people with intellectual disabilities (Zapata Albán & Galarza Iglesias, 2020). These families work to change perceptions and eliminate stigmas, advocating for a more inclusive and equitable world (Solis García & Lago-Urbano, 2020). Their commitment to advocacy can extend to participation in community organizations and awareness-raising activities to raise awareness of the needs and abilities of people with intellectual disabilities (Balcells-Balcells et al., 2019).

In addition, many families focus on accommodating and supporting the specific needs of their loved ones with intellectual disabilities. This may include seeking services and educational programs that are tailored to their individual needs (Belmonte et al., 2020), as well as collaborating with health professionals and educators to develop effective support strategies. Adaptation also involves creating inclusive environments at home and in the community (de Verdier et al., 2020), where the person with intellectual disabilities can fully participate in social, educational, and recreational activities.

The views of the families of people with intellectual disabilities span a wide spectrum, from optimism and celebration of achievements to concerns and challenges (Zapata Albán & Galarza Iglesias, 2020). Understanding, supporting, and promoting inclusion is critical to improving the quality of life and development of people with intellectual disabilities. Creating communities that value and respect diversity will contribute to building a more inclusive and equitable world for all.

On the other hand, the quality and nature of these relationships can vary significantly depending on factors such as the level of support received, the understanding of the surrounding community, and the social skills of the person with intellectual disabilities (Peral et al., 2022). Below, we will explore various facets of these views, from the positive impact of strong relationships to the challenges that can arise in the social realm.

In many cases, the family members of people with intellectual disabilities recognize and value the importance of interpersonal relationships in the lives of their loved ones. These relationships play a crucial role in their emotional and social wellbeing (Balcells-Balcells et al., 2019), providing a sense of connection, support, and belonging. Families that adopt this positive approach tend to foster the building and maintenance of meaningful relationships (Zapata Albán & Galarza Iglesias, 2020), whether that is with friends, extended family, or community members.

Family support can be essential in facilitating these connections. Family members who provide an emotionally and socially supportive environment contribute to the development of social skills and the building of stronger relationships for the person with intellectual disabilities (Balcells-Balcells et al., 2019). These emotional bonds not only benefit the person in question but also enrich the life of the family as a whole, creating a comprehensive support network.

However, there are challenges that some families may face regarding the social interactions of their loved ones with intellectual disabilities (Belmonte et al., 2021). These challenges may stem from a lack of understanding or acceptance by the surrounding society, which can affect their social participation and the formation of meaningful relationships. Discrimination and stigma can be significant barriers that some people with intellectual disabilities and their families must overcome to establish meaningful social connections.

Social inclusion plays a critical role in the formation of healthy interpersonal relationships (Park et al., 2002). Families who advocate for inclusion and who work to educate the community about the abilities and needs of people with intellectual disabilities often experience a more positive response. This can translate into a more supportive and accepting social environment, which facilitates integration and relationship building.

In the educational setting, interaction with peers can be an integral part of the social development of a person with intellectual disabilities (Rivard et al., 2017). In the transition to adulthood, interpersonal relationships become even more relevant. Families often consider aspects such as the possibility of establishing lasting friendships, participating in community activities, and, in some cases, exploring romantic opportunities. It is critical to recognize the diversity in the aspirations and needs of people with intellectual disabilities in this regard, and the views of the families reflect this variability (Peral et al., 2022).

In summary, the views of the family members of people with intellectual disabilities about their interpersonal relationships range from a positive recognition of the importance of these connections to the challenges that can arise due to a lack of understanding and acceptance by society. The emotional and social support that families provide plays a crucial role in the wellbeing of their loved ones, facilitating the construction of meaningful relationships (Martínez Rueda et al., 2016). Social inclusion, education and advocacy are key elements in overcoming challenges and creating a more inclusive environment that allows people with intellectual disabilities to fully participate in society and build enriching relationships throughout their lives (Balcells-Balcells et al., 2019). That is why it is essential to investigate the opinion from the point of view of its protagonists, the families, in studies like this one, where a real vision of the families of this group of people with intellectual disabilities is analyzed.

Conclusion

The views of PcDI families about the possibilities for their training can vary widely as it depends on many factors, including family values, personal experiences, and their level of knowledge about PcDI capabilities. Here are some common perspectives that may exist:

- Optimism and support: Some families are optimistic about the educational possibilities for their loved ones with intellectual disabilities. These families may focus on identifying and nurturing the individual abilities and strengths of the PcDI, seeking educational opportunities that are tailored to their needs.
- Concern and Challenges: Other families may face concerns and challenges related to educating individuals with intellectual disabilities. They may feel overwhelmed by the barriers they may encounter in the educational system and are concerned about the educational and employment future of their loved ones.
- Uncertainty and lack of information: Some families may feel uncertain about educational opportunities due to a lack of information or knowledge about the available options. Lack of adequate resources and support may contribute to this uncertainty.
- Adaptive and individualized approach: Many families take an adaptive approach and seek out training opportunities that fit the individual needs of their loved ones. They can work collaboratively with professionals to create learning environments that are tailored to the PcDI's abilities and strengths.
- Empowerment and advocacy: Some families take an empowerment and advocacy approach, advocating for inclusive education and actively participating in promoting equitable training opportunities for PcDI.
- It is important to note that these perspectives are general and may vary depending on each family's individual circumstances. Inclusion, support, and understanding are key to fostering the development and training of people with intellectual disabilities.

Recommendations

Future research in this area should aim to improve the quality of life of the people studied, as in the case of this text. Although it does not show a transforming methodology, it would be necessary to use Action-Research or similar designs. In addition, research on attention to diversity must observe a number of issues:

- Intersectionality: Future research is expected to delve deeper into the intersectionality of diversity factors such as race, ethnicity, gender, sexual orientation, socio-economic status, ability, and religion. Understanding how these intersecting identities influence health outcomes and care experiences will be crucial for providing more effective and equitable care.
- Cultural Competence and Sensitivity: There will likely be continued emphasis on developing cultural competence and sensitivity among healthcare providers. Research may explore innovative training methods, interventions, and strategies to enhance providers' abilities to deliver culturally responsive care that respects and addresses the unique needs and preferences of diverse patient populations.
- Health Disparities and Inequities: Research will continue to examine health disparities and inequities across diverse populations. This includes investigating the root causes of disparities, identifying effective interventions to reduce them, and advocating for policies that promote health equity for all individuals, regardless of their background or identity.
- Patient-Centered Care: There will be a growing focus on patient-centered care that recognizes and respects patients' cultural beliefs, values, and preferences. Research may explore ways to empower patients from diverse backgrounds to actively participate in decision-making processes regarding their healthcare and to advocate for their own health needs.
- Community Engagement and Collaboration: Future research may emphasize the importance of community engagement and collaboration in addressing diversity-related health challenges. This involves working closely with diverse communities to understand their unique health concerns, develop culturally tailored interventions, and build trust between healthcare providers and community members.

- Technology and Innovation: As technology continues to advance, there may be opportunities to leverage digital health tools, telemedicine, and other innovations to improve access to quality care for diverse populations, particularly those in underserved or remote areas.

The education of individuals with intellectual disabilities is an ethical and social imperative that requires a sensitive and effective pedagogical approach. By comprehensively understanding individual needs and designing adapted educational strategies, we can maximize the potential of each student and promote their full development. In this regard, it is crucial that parents, teachers, and administrators collaborate to create an inclusive and enriching educational environment.

Specifically, parents of individuals with intellectual disabilities prioritize cultivating an accepting and supportive home environment where the child feels valued and loved for who they are. Parents should collaborate with educators to set realistic and achievable goals based on their child's specific needs. It is crucial to foster autonomy and self-esteem in children by providing opportunities to explore their unique interests and abilities.

Teachers working with individuals with intellectual disabilities must take an individualized and differentiated approach to teaching, recognizing the unique strengths and challenges of each student. Educators should implement flexible and adaptive pedagogical strategies that enable the active and meaningful participation of all students in the learning process. Teachers should seek ongoing professional development opportunities to improve their skills in managing diversity in the classroom and designing inclusive educational programs.

School administrators and educational leaders play a critical role in creating institutional policies and practices that foster inclusion and educational equity. It is crucial that adequate resources are allocated to support the implementation of inclusive education programs and teacher training. It is important to establish tracking and evaluation systems to monitor the progress of students with intellectual disabilities and make adjustments as needed to ensure their academic and social success.

Overall, the future of research and practice in diversity care is likely to be dynamic and multifaceted, driven by a commitment to promoting health equity, inclusivity, and cultural humility in healthcare delivery. By addressing the unique needs and challenges faced by diverse populations, research in this field has the potential to transform healthcare systems and improve outcomes for individuals and communities worldwide.

Limitations

This research has been revised with two fundamental limitations in mind. On the one hand, the limitation of the research methodology. As it is a small sample, it is not as generalizable as in other research methods. However, this is compensated for by the singularity of what is studied, which, in turn, represents a potential. On the other hand, we would like to have shown more in depth the actual working methodology in this manuscript. Due to lack of space, it has not been possible, but it is available on the web and in other studies by the authors.

Ethics Statements

The research project within which this study took place underwent scrutiny and received approval from the Research Ethics Committee at the University of Murcia (Approval Identification Code: 3408/2021). This encompassed the provision of an information sheet detailing the study for participants and the distribution of an informed consent form for their participation. Furthermore, all individuals within the sample chose to participate voluntarily. Following an explanation of the research process ensuring the anonymity and confidentiality of their participation, the participants completed an electronic form expressing their informed consent to take part in the study.

Authorship Contribution Statement

García-Candel: Conceptualization, design, data acquisition, drafting manuscript, writing. Bernárdez-Gómez: Design, data analysis/interpretation, writing, editing/reviewing, technical or material support. Belmonte Almagro: Conceptualization, critical revision of manuscript, editing/reviewing, supervision, final approval.

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