

ID	2959
Curricular Unit	Social Inclusion and Rehabilitation
Regent	Ana Cristina Guerreiro Espadinha
Learning Outcomes	<ul style="list-style-type: none"> - To develop the ability to analyse and understand the evolution and tendencies of the social integration/inclusion process and its constraints concerning populations at risk or in situation of social exclusion. - To analyse how the Educational, Employment, Health and Welfare areas support the ideal of equal opportunities/inclusion and how they interact with Special Education and Rehabilitation Services, as they are simultaneously regarded conditioning and conditioned realities for the (re)habilitation process of those groups at risk or in situation of social exclusion. - To allow the students to identify factors characterizing the main Support Models in the issues of planning, organization and management of the (re)habilitation, and autonomy and self-determination support processes.
Syllabus	<p>The principles of Equality of Opportunities aiming to ensure life "normalization" to populations in situation of social exclusion imply the dissolution of inherent myths of contemporaneous societies. Those myths influence both the support models and the intervention services in such a way that sometimes these are difficult to be characterized and analysed. The social integration of these groups thus requires consistent and systematic intervention close to the institutions, organizations and services of a community. These are often sources of negative attitudes caused by lack of information about the handicapped or the elderly person. Consequently, the autonomy of these populations, as well as the possibility to live in the least restrictive environment, become strongly conditioned. A change of attitude implies taking into account the psychosocial involvement of those groups as a fundamental element, and assigning higher relevance to the barriers created by the environment.</p>
Evaluation	<p>Tests (40%) Group project works (60%)</p>

Bibliography

Main bibliography:

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