

ID	3436
Curricular Unit	Socio-educational Inclusion
Regent	Ana Cristina Guerreiro Espadinha
Learning Outcomes	<p>At the end of the curricular unit, students should:</p> <ol style="list-style-type: none"> Identify inclusion and exclusion from personal beliefs about the concept of body. Know the main perspectives of social support of people with disabilities throughout history. Discuss and contextualize international and national guidelines and legislation on Inclusive Education. Evaluate the inclusion at an institutional level. Design inclusive programs that can be developed by a psychomotor therapist.
Syllabus	<ol style="list-style-type: none"> The body as an inclusion and exclusion factor: Discussion about the importance of personal prejudices and beliefs in attitude changes. Disabled studies in social movement (in particular the clinical, social and biopsychosocial models) and concepts of disability. Concepts of Inclusive Education. Barriers to Inclusive Education and actions for positive inclusion. Documents review: Salamanca Declaration, Convention on the Rights of Inclusive Education of the Disabled (UN), among others. Inclusive Education in Portugal: legislation and organization. "Index for Inclusion" as an assessment and research tool about inclusive education programs.
Evaluation	<p>This course has two components: one more expositive on the theoretical framework (supported by slideshows and videos) and other more practical oriented classes (with oriented search on the internet and practical tasks done in small group). The course can be held on final assessment, however the student is advised to do it with continuous assessment due to its strong practical component.</p> <p>Final Assessment:</p> <ul style="list-style-type: none"> - 50% written exam (minimum score 7.5 in a 0-20 scale); - 50% oral exam. <p>Continuous Assessment:</p> <ul style="list-style-type: none"> - Individual final work on a subject of the program (minimum score 9.5 in a 0-20 scale), including a final oral discussion.

Bibliography

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