

ID	3445
Curricular Unit	Topics in depth Disabled Populations
Regent	Ana Sofia Pedrosa Gomes dos Santos
Learning Outcomes	<p>The discipline of depth Themes Populations with Disabilities aims to:</p> <ul style="list-style-type: none"> - Analyse the implications of body image, body schema and relative position within the mobility of persons with disabilities. - Understand and interpret a dialectic perspective functional perspectives, and neurophysiological development of mobility and action - Know and master the most current concepts surrounding the issue of special populations as fundamental processes of intervention and the design plans of life: quality of life, transition to adult and working life, functionality ... - Deepening the theoretical and theoretical and practical knowledge of the various issues addressed
Syllabus	<ul style="list-style-type: none"> - The need to incorporate concepts such as body image, body schema and body image in space at a given time to better understand the context in which it unfolds perception, action and thought. - The concept of cognitive map. Models and components of spatial representation. The visual input and the construction of body image. The functional and neurophysiological implications. - Mobility of people with disabilities in this perspective. - Presentation and characterization of the Independent Living Movement (Personal Care) - Promoting Quality of Life as a socio-political challenge for the disabled - The process of Transition to Adult Living and Active - The notion of restraints as a determining factor in the design of life plan - Deepening and systematization of knowledge inherent in the study of the issues addressed: - Intellectual and Developmental Difficulty: skills, involvement and support for the acquisition of independent functioning - Gerontes: characterization of ecological

Evaluation of Discipline can be performed in two ways (1) continuous assessment (2) final exam.

Under continuous review each student must perform a test on the subject taught (minimum score of 7.5) with date set at the beginning of the year (50%) and each working group must make written a monograph on a theme evaluation of the theoretical and practical course (50%).

Frequency Test - 50%

Monograph Group - 50%

Note: Students who get lower note 10.0 shall complete final exam (written test and oral test)

Final Exam

Students who did not participate in the scheme of continuous assessment must perform the written final exam test, being dependent on access to proof of obtaining the score of 7.5 points. The final score is the arithmetic average of the marks obtained in the written and oral tests.

Evaluation

Bibliography

Albuquerque, M^a C. (2000). A child with mild mental disabilities. National Secretariat for the Rehabilitation and Integration of People with Disabilities. Books SNR 17.

Allen, G. (2007). Applied Spatial Cognition: from research to cognitive technology. LEA Publishers. USA

Brown, I., Renwick, R. & Nagler, M. (1996). The Centrality of Quality of Life in Health Promotion and Rehabilitation. In Renwick, R., Brown, R & Nagler, M. (1996). Quality of Life in Health Promotion and Rehabilitation - Current Approaches, Issues and Applications.

Cornoldi, Cesare; Vecchi, Tomaso (2003) Visuo-spatial working memory and Individual Differences. New York Hove: Psychology Press Taylors & Francis Group.

Heijden, AHC Van der (2004) Attention in Vision. New York Hove: Psychology Press Taylors & Francis Group. National Institute for Rehabilitation. (2009). Disabled or disabilities: a strategy for the promotion of rights and quality of life. Report Collection # 4.

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