

ID	3777
Curricular Unit	Social Inclusion and Rehabilitation
Regent	Ana Cristina Guerreiro Espadinha
Learning Outcomes	<p>The students will be able to:</p> <ul style="list-style-type: none"> (a) To develop the ability to analyze and understand the evolution and tendencies of the social integration/inclusion process and its restraints concerning populations at risk or in social exclusion, namely those with disabilities; (b) To identify characterization factors of the main models of analysis of human diversity and functioning; (c) To identify attitudes and facilitators of citizenship, empowerment and autonomy of excluded people, namely those with disabilities; (d) To identify discriminatory attitudes and other exclusion factors contributing to limitations of social participation.
Syllabus	<p>To achieve the learning objectives, the following contents will be given:</p> <ul style="list-style-type: none"> (a) Evolution of the concept of equal opportunities, and the main international standards produced by entities such as the United Nations; (b) Historical perspective and the application in the practice of psychomotricians among the different models of disability analysis, including the international classification of the functionality of the World Health Organization; (c) Evolution of attendance in the educational context of special educational needs: special education and inclusive education; (d) Facilitating factors and barriers to social participation, such as attitudes and accessibility, empowerment and self-advocacy; (e) National rehabilitation policies in different areas, including social action, mental health, ageing, accessibility, work and vocational training.
Evaluation	<p>This Curricular Unit, worth 7 credits in a semester, is organized in lectures (2 ECTS), theoretical and practical classes (4 ECTS) and fieldwork (1 ECTS). From the contents exposed in lectures, "texts" and "exercises" will be provided to students, which form the basis of thematic works of theoretical and practical lessons. Visits to institutions of different types, such as hospital services, special education centers, etc., constitute the fieldwork of this subject.</p> <p>Thus, we aim at a permanent confrontation between theoretical models and practical analysis conducted through visits made and documents that describe the work that is being developed in institutions in Portugal.</p> <p>This model implies a high attendance and participation of students and the constitution, in theoretical-practical and practical classes, of small workgroups.</p> <p>Evaluation: Test 40%; Written work 40%; Visit reports 20%</p>

Bibliography

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