ID	689
Curricular Unit	Fundamentals of Psychomotricity
Regent	Rui Martins
Learning Outcomes	Knows the main perspectives of pioneers of the psychomotor theories and practices; Knows the phenomenological, psychoanalytic, psychosomatic, and neuropsychological contributions for the understanding of Psychomotricity; Knows the Psychomotricity problems in their pedagogical and, therapeutically dimensions Identifies the Psychomotricity areas of application, goal-populations, its objectives, the different types of professional activities, the professional field of intervention and the supporting organizations; Knows the concepts of verbal and non-verbal interpersonal communication; Knows the implications of the participation in group dynamic and identifies significant elements of the personal experiences in that dynamic; Identifies into relation situations the significant elements of verbal and not verbal communication;
Syllabus	A. Lectures are developed according to the following components: History and Epistemology of Psychomotricity. Foundations and Basic Paradigms in Psychomotricity. Applications of Psychomotricity. Specific characteristics of psychomotor intervention. Introductory aspects related to the developmental organization of psychomotor factors. Integration of motor aspects with psychic aspects. B. Practical educational activities are developed according to the following axes: Psycho and Bodily experiences in gymnasium and in aquatic environments: Guided towards body sensations, inter- and intra-personal relationship, and object, space, and time relationships; Recognizing relational identities, related to primary processes of symbiotic dependence, identity development, and progressive differentiation of accessing symbolic processes; Developing body expression activities (drama, dance, music) to promote body image perception, expressive exploration of the body, and the awareness (...)

Evaluation	CONTINUOUS ASSESSMENT: Theoretical assessment (50%) The final result for the theoretical assessment includes one written exams which final result must be greater or equal to 10). To succeed, students may not have a grade lower or equal to 7,5 in the writen exam. Lecture/practicals assessment (50%) Psychological and professional maturity revealed through attitudes and body experiences (10%) Development and presentation of thematic studies (20%) Presentation of a praical exprience (20%) To succeed, students must have a final result greater or equal to 10. Students must submit to final exam if the grade in any of the parameters above defined is lower than 7,5 FINAL EXAMINATION: written and oral exam, when: The student didn't make the written test in the continuous evaluation; The student got an evaluation inferior to 7,5 in the written test, or in one of the parameters of the theoretical-practical evaluation;c) The student didn't have an equal or superior assiduity (...)
Bibliography	Calza, A. ; Contant, M. (1994). Psychomotricité. Paris: Masson Contant, M. ; Calza, A. (1990). L'unité psychosomatique en psychomotricité. Paris: Masson Donnet, S. (1993). L'éducation psychomotrice de l'enfant. Toulouse: Privat. Fauché, S. (1993). Du corps au psychisme, histoire et épistémologie dela psychomotricité (1ere édition). Paris: Presses Universitaires de France. Fonseca, V.(1981). Contributo para o estudo da génese da Psicomotricidade, (3ª edição). Lisboa: Editorial Notícias. Fonseca, V.(2001). Psicomotricidade, perspectivas multidisciplinares. Lisboa: Âncora Editora Knapp, M. ; Hall, J. (1997) Nonverbal communication in Human Interaction. (fourth edition). Orlando: Harcourt Brace College Publishers. Potel, C. ed. (2000). Psychomotricité entre théorie et pratique. Paris: In Press