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Course Description
PI-02-F16 ED.00

SUBJECT
PSYCHOEDUCATIONAL INTERVENTION AND
INVESTIGATION IN STUDENTS WITH MOTOR DISABILITY
Field
Psycho-educational Intervention in Official Educational
Environments

Official Master in Inclusive Education
Catholic University of Valencia

Year 2023-24



COURSE GUIDE OF THE SUBJECT

		ECTS
Subject: Psychoeducational intervention and investigation in students with motor disability		3
Type of Learning¹: Obligatory	YEAR: 1 Semester: 1 nd	
Teacher: Dra. D ^a Teresa Gómez	Department: Inclusive Education, Social-Community Development and Occupational Sciences.	E-mail: mt.gomez@ucv.es

SUBJECT ORGANIZATION

Fields and Subjects			
Field	SUBJECT	ECTS	Year/ Semester
Psycho-educational intervention in official educational environments	Psychoeducational intervention and investigation in students with motor disability	3	1/2

COURSE GUIDE FOR SUBJECT

Prerequisites: None

GENERAL GOALS

To acquire strategies, resources and knowledge that favour the intervention on students with motor disabilities, in collaboration with other professionals and social agents from an inclusive perspective.

¹ Basic learning (common subject), Compulsory subjects, Optional subjects, External practices, Grade final project.



BASIC COMPETENCES	Competence measuring scales			
	1	2	3	4
B7. Students should know how to apply acquired knowledge and their ability to solve problems in new or not well-known environments in broader contexts (multidisciplinary) related with their area of study.				X

GENERAL COMPETENCES	Competence measuring scales			
	1	2	3	4
G1 To be able to handle the technological application related to communication and information in a context of inclusive education.			X	
G3 To be able to work as a team in the educational community and in collaboration with other professionals and social agents.		X		

SPECIFIC COMPETENCES				
	1	2	3	4
E1 To be able to design and carry out programs that optimize the academic performance of children with specific needs, as well as their personal and social development, in the framework of an inclusive education.				X
E8 To inform, guide and collaborate with the different sectors of the educative community and the environment by promoting the social interaction of students with specific needs.		X		
E9 To know about, design and assess technological resources which enable the educational process to offer innovative alternatives that improve the learning, teaching and investigation process in inclusive educational environments.				X
E12 To know how to detect and analyze possible barriers to the full participation of students in the educational environments where they are, as well as how to contribute to their elimination.			X	



LEARNING OUTCOMES	COMPETENCES
R3 The student develops inclusive educational activities.	B7, G1, G3, E1, E9, E12
R4 The student adjusts the learning-teaching process to each specific need of educational support that requires each student.	B7, G1, G3, E1, E8, E12
R5 The student identifies and develops proposals to eliminate barriers to participation of students.	B7, E9, E12
R7 The student develops a tutorial action plan which meets the global needs of each student.	G3, E1, E8, E12
R9 The student understands the specific needs of support that students could have and how they affect their development.	B7, G1, E1, E12
R10 The student knows and values the ordinary and extraordinary educative answers that exist in a methodological and organizational level to favour inclusion.	B6, B10, G4, E3, E8, E12



ON-CAMPUS EDUCATIONAL ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship between Course and Learning Outcomes	ECTS
SEMINAR	Active learning group where students become specialists in a topic: the participants don't receive the information; they have to look for it with their own resources in an environment of collaboration. The purpose is to develop a deep study of specific topics that requires a participatory methodology.	R3, R4, R5, R7, R9, R10	0.28
TEAM WORK	Activity that requires the participation of different students with a common objective, which forces them to personal interaction and the distribution and fulfilment of responsibilities, as well as the planning of meetings between the group members and the teacher. It also involves the use of the university e-learning platform. https://campusvirtual.ucv.es/	R3, R4, R5, R7, R9, R10	0.16
ASSESSMENT	Group of oral and/or written tests, expositions and paper discussions used for the initial, training and additive assessment of the student.	R3, R4, R5, R7, R9, R10	0.16
Total			(0,6)



NON ON-CAMPUS EDUCATIONAL ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship between Course and Learning Outcomes	ECTS
ASYNCHRONOUS ONLINE SESSION	Exposition of the contents by the teacher, analysis of competences, explication and demonstration of abilities, skills and knowledge in the Virtual classroom, which requires feed-back and involvement of the students at different moments.	R3, R4, R5, R7, R9, R10	0.36
ONGOING ASSESSMENT ACTIVITIES	Commentaries, summaries, book reviews, critical analysis and development of texts, glossaries, web quests, tests, etc., which are designed in order to assess, individually or in groups, the level of acquisition of the learning outcomes of different subjects through the university e-learning platform: https://campusvirtual.ucv.es/ .	R3, R4, R5, R7, R9, R10	0.04
TEAM WORK	Activity that requires the participation of different students with a common objective, which forces them to personal interaction and the distribution and fulfilment of responsibilities, as well as the planning of meetings between the group members and the teacher. It also involves the use of the university e-learning platform. https://campusvirtual.ucv.es/	R3, R4, R5, R7, R9, R10	0.2
Total			(0,6)



INDEPENDENT WORK ACTIVITIES OF THE STUDENT			
ACTIVITY	Teaching-Learning Methodology	Relationship between Course and Learning Outcomes	ECTS
INDEPENDENT WORK	<p>Student study: Group or Individual preparation of readings, essays, concept maps, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or Small-group tutoring sessions.</p> <p>It can also be submitted to the university e-learning platform. https://campusvirtual.ucv.es/.</p>	R3, R4, R5, R7, R9, R10	1.8
Total		(1,8)	



SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM		
Assessment Tool	LEARNING OUTCOMES ASSESSED	Allocated Percentage
Solution of practical case (individual/small group - max. 4)	Solution of practical case oral	10%
	Exhibition of work	
Production of work of fieldwork (on accessibility of our environment and solutions).	R3, R4, R5, R7, R9, R10	30%
Individual follow-up of the assistance to the meetings attend them virtutals and of the active participation in the theoretical - practical classes, the seminars and the tutorships	R4, R5, R7, R9, R10	20%
Criterion of concession of the Mention of Distinction: From the obtaining of 9 on and providing that the obtained result is a consequence of an excellent academic progress together with an effort and interest for the subject.		
Comments: Note 1 In the description of the content and assessment criteria of the subject the procedure, reference materials and deadline dates will be explained, and they will also be described by the coordinator of the subject in the first class session. Note 2 Failure to follow the rules and deadlines for the completion of academic activities invalidates the note.		



DESCRIPTION OF CONTENTS	COMPETENCES
Organization in contents blocks or thematic groups. Development of contents in didactic guides.	(Indicate, numerically, the related competences)
Etiology and types of deficiencies motorboats	E1, E8
Intellectual and communicative development. Early intervention.	B7, G3, E1, E9, E12
Educational response to the pupil with deficiencies motorboats. Strategies of educational intervention.	B7, G1, G3, E1, E12
Scientific advances in pupils with motive deficiency	G1, G3, E1, E9, E12
The educational integration of the student with disability	B7, G3, E1, E9, E12

BIBLIOGRAPHY
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Basil, C.; E. Soro-Camats (1995). <i>Discapacidad motora, interacción y adquisición del lenguaje: Sistemas aumentativos y alternativos de comunicación. Guía didáctica</i> . Madrid: MEC
Centro Nacional de Recursos para la Educación Especial (CNREE). (1990). <i>Las Necesidades Educativas Especiales del niño con Deficiencia Motora</i> . Madrid: M.E.C./CNREE.
Consellería de Bienestar Social (2000). <i>Guía de recursos sociosanitarios de la Comunidad Valenciana</i> . Generalitat Valenciana.
Consellería de Bienestar Social (2003). <i>Guía de recursos para personas con discapacidad. Generalitat Valenciana</i> . Generalitat Valenciana.
Gallardo, M.V. & Salvador, M.L. (1994). <i>Discapacidad Motórica. Aspectos Psicoevolutivos y educativos</i> . Málaga: Aljibe.



- Habbaby, A. (2000). *Enfoque integral del niño con fisura labiopalatina*. Buenos Aires: Editorial Médica Panamericana
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- Sánchez Montoya, R. (2002). *Ordenador y Discapacidad. Guía práctica de apoyo a las personas con necesidades educativas especiales*. Madrid: CEPE.
- Sánchez, J. y Llorca, M. (2004). *Atención educativa al alumnado con Parálisis Cerebral*. Málaga: Aljibe
- Sanz Redín, C. (2004). *Aquí jugamos todos*. Madrid: Pila Teleña.
- Torres Monreal, S., (2001). *Sistemas alternativos de comunicación. Manual de Comunicación Aumentativa y Alternativa: Sistemas y estrategias*. Málaga: Aljibe.
- Wolfgang, B. (2004). *Disfunciones Orofaciales en la Infancia: Diagnóstico, Terapia Miofuncional y Logopedia*. Bilbao: Ars Médica

LEGISLATION

<http://www.cefe.gva.es/ocd/areacd/es/plan/esp/legis.htm>.

<http://www.cefe.gva.es/ocd/areaord/es/atdiversidad.htm>.

Decreto 39/2008, de 4 de abril, del Consell, sobre la convivencia en los centros docentes no universitarios sostenidos con fondos públicos y sobre los derechos y deberes del alumnado, padres, madres, tutores o tutoras, profesorado y personal de administración y servicios (DOGV nº 5738 de 9 de abril).

Orden 13 de diciembre de 2007 de la Conselleria de Educación sobre evaluación en educación primaria (DOGV nº 5663 de 19 de diciembre).

Orden 15 de mayo de 2006 de la Conselleria de Cultura, Educación y Deporte sobre el informe psicopedagógico (DOGV nº 5270 de 31 de mayo).

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Ley Orgánica 10/2002, de 23 de diciembre, de Calidad de la Educación (LOCE).

Orden de 16 de julio de 2001 de la Conselleria de Cultura y Educación (DOGV nº 4.087 de 17 de septiembre).



Orden de 4 de julio de 2001 de la Conselleria de Cultura y Educación (DOGV nº 4.044 de 17 de julio).

Orden de 14 de julio de 1999 de la Conselleria de Cultura, Educación y Ciencia.

Decreto 39/1998, de 31 de marzo del Gobierno Valenciano (DOGV nº 3224, de 17 de abril de 1998).

Orden de la Secretaría de Estado de Educación de 14 de febrero de 1996 (BOE nº 47, de 23 de febrero de 1996).

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Orden 11 de noviembre de 1994 de la Conselleria de Educación y Ciencia (DOGV nº 2.430, de 18 de enero de 1995).

Decreto 131/1994, de 5 de julio, del Gobierno Valenciano (DOGV nº 2.320 de 28 de julio de 1994).

LOGSE. Ley Orgánica 1/1990, de 3 de Octubre, de Ordenación General del Sistema Educativo.

Ley 13/1982, de 7 de abril, de Integración Social de los Minusválidos (LISMI).

Enlace al término “EDUCACIÓN ESPECIAL” en búsqueda de artículos en Biblioteca UCV: https://www.ucv.es/alexandria/rev_iniarticulo.aspx.

WEBOGRAPHY

Ministerio de Educación

<http://www.educacion.gob.es/educacion/sistema-educativo/educacion-inclusiva.html>.

CERMI – Portal (Comité Español de Representantes de Personas con Discapacidad) <http://www.cermi.es/es-ES/Paginas/Portada.aspx>.

REAL PATRONATO SOBRE DISCAPACIDAD – Gobierno de España <http://www.rpd.es/>.

COCEMFE ([Confederación Española de Personas con Discapacidad Física y Orgánica](http://www.cocemfe.es/)) <http://www.cocemfe.es/>

DISCAPNET Guía de ayudas a la discapacidad <http://guiadis.discapnet.es/>

CONSELLERIA DE BIENESTAR SOCIAL Recursos de asistencia (listado de todo tipo de centros) http://www.bsocial.gva.es/portal/portal?search_type=center

CEAPAT. Catálogos de productos de apoyo. (Centro de Referencia Estatal de Autonomía Personal y Ayudas Técnicas)

http://www.ceapat.es/ceapat_01/auxiliares/productos_apoyo/index.htm



Addendum to the Course Guide of the Subject

PSYCHOEDUCATIONAL INTERVENTION AND INVESTIGATION IN STUDENTS WITH MOTOR DISABILITY

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject:

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching.



Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:



Microsoft Teams



Blackboard Collaborate Ultra



Kaltura

Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen onsite activities described in this section of the Course Guide, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:



Microsoft Teams



Blackboard Collaborate Ultra



Kaltura



Explanation about the practical sessions:

2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

- The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.
- The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used
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The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System:



ONLINE WORK

Regarding the Assessment Tools:

- The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.
- The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used
---	---	---	---

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.