



Information about the subject

Degree: University Master in Inclusive Education

Faculty: Teaching and Educational Sciences

Code: 1630007

Name: Psychoeducational Intervention in Students with Motor Disabilities

Credits: 3 **ECTS** 1

Semester: 1

Module:

Subject Matter: Psychoeducational Intervention in Regulated Environments **Type:** COMPULSORY

Department: Inclusive Education, Sociocommunity Development, and Occupational Sciences

Type of learning: Master's

Language(s) in which it is taught: spanish

Lecturer/-s

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Module organization

BASIC THEORETICAL TRAINING

Subject Matter	ECTS	Subject	ECTS	Year/semester
Psychoeducational Intervention in Regulated Educational Environments	21	Didactic and Pedagogical Aspects of Inclusive Education	3	1
		Psychoeducational Intervention in Students with Educational Compensation Needs and High Abilities	3	1
		Psychoeducational Intervention in Students with Hearing Impairments	3	1
		Psychoeducational Intervention in Students with Visual Impairments	3	1
		Psychoeducational Intervention in Students with Generalized Developmental Disorders and Intellectual Disabilities	3	2
		Psychoeducational Intervention in Students with Motor Disabilities	3	1
		Psychoeducational Intervention in Students with Learning Difficulties, Oral Language Disorders, Hyperactive Children, and Behavioral Problems	3	2



Recommended Knowledge

No prerequisites except those set by the general regulations for access to official master's studies (general and specific for the Master's itself)

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

Code	Learning outcomes
R3	The student develops inclusive educational activities.
R4	The student adapts teaching-learning processes to each specific educational support need required by each student.
R5	The student identifies and develops proposals to eliminate barriers to participation for all students.
R7	The student develops a tutorial action plan that meets the overall needs of each necessity.
R9	The student understands the specific educational support needs that students may present and how they can affect their development.
R10	The student knows and values the ordinary and extraordinary educational responses that exist at the methodological and organizational level to promote inclusion

Competences



Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

Code	General	Weighting			
		1	2	3	4
G1	Be able to handle communication and information technology applications applied to inclusive education contexts.			x	
G3	Be able to work in a team within the educational community and in collaboration with other professionals and social agents.		x		

Code	Basic	Weighting			
		1	2	3	4
B7	Students know how to apply the knowledge acquired and their problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study.				x

Code	Specific	Weighting			
		1	2	3	4
E1	Be able to design and execute programs to optimize the academic performance of students with specific needs as well as their personal and social development within the framework of integral education.				x
E8	Inform, guide, and collaborate with the various sectors of the educational community and the environment, promoting the social interaction of students with specific needs.		x		
E9	Know, design, and evaluate technological resources so that the educational process offers innovative alternatives that improve learning and teaching and research activities in inclusive educational environments.				x
E12	Be able to detect and analyze possible barriers to full student participation in the various educational environments in which they find themselves, and contribute to their elimination.			x	



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R3 The student develops inclusive educational activities. R4 The student adapts teaching-learning processes to each specific educational support need required by each student	Case study resolution, unique case	10%
R5 The student identifies and develops proposals to eliminate barriers to participation for all students	Oral presentation of group and individual works	40%
R7 The student develops a tutorial action plan that meets the overall needs of each necessity.	Preparation of fieldwork memorandums	30%
R9 The student understands the specific educational support needs that students may present and how they can affect their development.	Individual monitoring of attendance at face-to-face-virtual sessions and active participation in theoretical-practical classes, seminars, and tutorials	20%

Mention of Distinction: Criteria for the awarding of Honours Grades: In accordance with the regulations governing the evaluation and grading of the subject in force at the UCV, the mention of 'Honours Grade' may be awarded to students who have obtained a grade equal to or higher than 9.0. The number of 'Matrícula de Honor' may not exceed five percent of the students enrolled in the group in the corresponding academic year, unless the number of students enrolled is less than 20, in which case only one 'Matrícula de Honor' may be awarded.

Exceptionally, honours may be allocated between the different groups of the same subject as a whole. However, the total number of honours to be awarded will be the same as if they were assigned by group, but these may be distributed among all students according to a common criterion, regardless of the group to which they belong. The criteria for awarding 'Honours' will be carried out according to the criteria stipulated by the lecturer responsible for the subject detailed in the 'Observations' section of the assessment system of the teaching guide.

NOTE: Use of Artificial Intelligence:

The use of AI is permitted for:

- Study support (generating alternative explanations, concept maps, or self-assessment exercises)
- Receiving feedback on the clarity or coherence of one's own text.

The use of AI is not permitted for:

- Performing assessable tasks, unless required in a specific activity and indicated by the teacher.

If AI is used in any of the activities under the permitted conditions, it must be stated in which part of the activity it has been used, which AI tool has been used and for what purpose.



Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1	SEMINAR
M2	GROUP WORK
M3	FAE TO FACE EVALUATION
M4	ASYNCHRONOUS VIRTUAL SESSION
M5	CONTINUOUS EVALUATION ACTIVITIES
M6	GROUP WORK



In-class learning

IN-CLASS LEARNING ACTIVITIES			
Activity	Learning Outcomes	Methodology	ECTS
Seminar	R3 R4 R5 R7 R9 R10	Active learning group where students become specialists in a topic; participants do not receive pre-prepared information but seek it out and investigate it on their own in an environment of mutual collaboration. The goal is to conduct an in-depth study of certain subjects with a treatment that requires interactivity among different specialists.	0.28
Group work	R3 R4 R5 R7 R9 R10	Work requiring the participation of different students for a common purpose that necessitates personal interaction and the distribution and fulfillment of responsibilities, which requires certain face-to-face meetings among group members and with the tutor professor, although it may be combined with the use of the platform https://campusvirtual.ucv.es/	0.16
Face-to-Face Evaluation	R3 R4 R5 R7 R9 R10	Set of oral and/or written tests, presentation, and defense of works used in the initial, formative, or additive evaluation of the student.	0.16
Total			0.6

On-line learning

SYNCHRONOUS LEARNING ACTIVITIES			
Activity	Learning Outcomes	Methodology	ECTS
Group Work	R3 R4 R5 R7 R9 R10	Work requiring the participation of different students for a common purpose that necessitates personal interaction and the distribution and fulfillment of responsibilities, which requires certain face-to-face meetings among group members and with the tutor professor, although it may be combined with the use of the platform https://campusvirtual.ucv.es/	0.2
Total			0.2



ASYNCHRONOUS LEARNING ACTIVITIES			
Activity	Learning Outcomes	Methodology	ECTS
Asynchronous Virtual Session	R3 R4 R5 R7 R9 R10	Presentation of content by the professor, analysis of competencies, explanation, and demonstration of capacities, skills, and knowledge in the virtual classroom that requires feedback and participation from students at different times.	0.36
Continuous Evaluation Activities	R3 R4 R5 R7 R9 R10	Comments, summaries, book reviews, critical analyses, and text writing, glossaries, web quests, tests, etc., designed to be carried out individually or in teams to evaluate the acquisition of learning outcomes from different subjects and courses using the e-learning platform https://campusvirtual.ucv.es/	0.04
Total			0.4

Autonomous work

LEARNING ACTIVITIES OF AUTONOMOUS WORK			
Activity	Learning Outcomes	Methodology	ECTS
Autonomous Work	R3 R4 R5 R7 R9 R10	Student Study: Individual and/or group preparation of readings, essays, conceptual maps, problem-solving, assignments, reports, etc. for presentation or submission in face-to-face classes, face-to-face evaluations, and/or small group face-to-face tutorials. Submissions may also be made via the University's platform: https://campusvirtual.ucv.es/ .	1,8
Total			1,8



Description of the contents

Description of the necessary contents to acquire the learning outcomes:

CONTENT BLOCK	Contents
Block 1	Etiology and Types of Motor Deficiencies
Block 2	Intellectual and Communicative Development. Early Intervention.
Block 3	Scientific Advances in Students with Motor Deficiencies.
Block 4	Educational Integration of Students with Disabilities



Temporary organization of learning

BLOCK OF CONTENT/DIACATIC UNIT	Number of sessions	Hours
Etiology and Types of Motor Deficiencies	2	4
Intellectual and Communicative Development. Early Intervention.	4	8
Scientific Advances in Students with Motor Deficiencies.	4	8
Educational Integration of Students with Disabilities	2	4

References

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Alcantud, F. y Soto, F. J. (2003). *Tecnologías de ayuda en personas con trastornos de comunicación*.

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- Puyuelo, M. (2000). *Parálisis cerebral infantil: Aspectos comunicativos y psicopedagógicos, orientaciones al profesorado y a la familia*. Málaga: Aljibe
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- 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.
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Enlace al término “EDUCACIÓN ESPECIAL” en búsqueda de artículos en Biblioteca UCV:
https://www.ucv.es/alexandria/rev_iniciarticulo.aspx.

WEBGRAFÍA

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/>

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

