

Social Inclusion of People with Disabilities

Code: 101670
ECTS Credits: 6

Degree	Type	Year	Semester
2500260 Social Education	OT	3	2
2500260 Social Education	OT	4	0

Contact

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Use of languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: No
Some groups entirely in Spanish: No

Prerequisites

No requeriments

Objectives and Contextualisation

- Analyze the processes that lead to social inclusion and labor integration for people with support needs and the variables involved.
- Assess curricular proposals to the social and labor inclusion.
- Be aware of the role to be assumed towards social inclusion and labor integration of people with disabilities and support needs.

Skills

Social Education

- Adopt ethical behaviour and attitudes and act according to the ethical principles of the profession.
- Apply the socio-emotional skills needed to manage human relations.
- In an articulated manner, design plans, programs, projects, activities and tasks in various socio educational contexts.
- Maintain a respectful attitude to the environment (natural, social and cultural) to promote values, behaviour and sustainable practices that address gender equality, equity and respect for human rights.
- Master the theoretical and applied knowledge of Educational Sciences to develop the capacity for analysis and observation of the social and educational reality.
- Promote autonomy among participants and seek a balance between roles as advisor, facilitator and promoter of socio-educational dynamics.
- Respect the diversity and plurality of ideas, people and situations.

Learning outcomes

1. Accept, understand and be sensitive to people in social difficulty.
2. Acquire socio-emotional and communicative skills for working with people at risk of exclusion.

3. Acquire values and attitudes of respect for the different social and cultural environments that are unique to our contemporary societies.
4. Analyse the ethical aspects of social education when working with people at risk of exclusion.
5. Apply strategies and interventions to promote the autonomy and social integration of people at risk of exclusion.
6. Critically evaluate the personal prejudices and stereotypes that prevent an intercultural view of the social reality.
7. Design and implement educational measures to prevent discriminatory attitudes and actions.
8. Design guidance programs for social inclusion and finding employment.
9. Design plans and programs for groups at risk of exclusion.
10. Learning to adapt the knowledge related to the educational sciences in order to intervene in the field of social re-education.
11. Maintaining an attitude of respect for practices and types of behaviour that address fairness and inclusion.
12. Promoting initiatives and programmes for the socio-professional development of individuals and groups for the purpose of their professional fulfilment and insertion.
13. Recognising foreign people or those belonging to minority groups (e.g. gypsies) as citizens with full rights and freedoms on equal terms with the population as a whole.
14. Respecting and valuing the potential of all people regardless of the functional limitations that they may have.
15. Understand and respect diversity as a factor of educational enrichment.
16. Understand legislation related to the integration of people with disabilities.
17. Understand the causes and consequences of social exclusion.
18. Using guidance resources and strategies that promote the progressive participation of people.

Content

1. Disability, identity and functional diversity
2. Causes and consequences of social exclusion. Barriers to social inclusion for people with disabilities
3. The integration of disabled people in the world labor and social systems, processes and legislation
4. Bases educational intervention. Plans and programs for social inclusion and employment for people with disabilities
5. The entry into the world of work. Approaches transition from school to work
6. Curricular guidelines and transition programs for people with disabilities
7. The role of education professionals in social institutions for the social inclusion of people with disabilities

Methodology

The protagonist in the teaching-learning process is the student and under this premise is planned methodology of the subject as shown in Table

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Target group	45	1.8	1, 2, 3, 4, 5, 6, 15, 16, 17, 7, 9, 8, 11, 12, 13, 14, 10, 18
Type: Supervised			
Task analysis	30	1.2	
Type: Autonomous			
lesson	75	3	1, 2, 3, 4, 5, 6, 15, 16, 17, 7, 9, 8, 11, 12, 13, 14, 10, 18

Evaluation

The evaluation of the course will take place throughout the academic year through the activities shown in the table. The class attendance is mandatory.

Evaluation	Grades %	Learning results
Practical Paper	30%	RE1.1.1., RE1.1.2., RE.1.1.3., RE1.1.4., RE2.1.1., RE2.1.2., EP8.1, EP8.2, RE3.2.1., RE3.2.2., RE3.2.3.
Oral Presentation	30%	
Written paper	40%	RG3.1., RG3.2., RG3.3., RG3.4., RE2.1.1., RE2.1.2., RE3.3.1, RT4.1., RT8.1. RE3.3.1.,

To pass the course, all evaluation activities must be passed. Re-evaluations will just be possible for those people who have not arrive to the minimum grade of 5. This re-evaluation will just allow to have a 5 in the recovered activity.

Assistance is mandatory in a minimum of 80%, if not the student will be considered unevaluable.

Plagiarism is a cause for suspense.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Oral presentation	30%	0	0	4, 5, 6, 16, 17, 7, 9, 8, 12, 13, 14, 10, 18
Practical paper	30%	0	0	4, 5, 6, 16, 17, 7, 9, 8, 12, 13, 14, 10, 18
Written test	40%	0	0	1, 2, 3, 4, 5, 6, 15, 7, 9, 8, 11, 12, 13, 14, 10, 18

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