COURSE DATA

DATA SUBJECT

Code: 44507
Name: Motor disabilities and brain damage
Cycle: Master's Degree
ECTS Credits: 4.5
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
2215 - Master's Degree in Special Education	Facultat de Filosofia i Ciències de l'Educació	1	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2215 - Master's Degree in Special Education	Intervention in cognitive impairment	COMPULSORY

COORDINATION

AVILA CLEMENTE VICENTA

SUMMARY

This subject aims to introduce students to three fundamental lines within the field of motor disability.

In the first block, an approach is made to the differential characteristics of the main motor alterations found in students with motor alterations. This is a descriptive block and an approach to motor disability.

The second block focuses on assessment, with special attention to the functional assessment of motor disorders, the basis of programs centered on human functioning. This block includes both the presentation of assessment tests and student work with the International Classification of Functioning (ICF), through case studies.

Finally, the block describes and works on intervention procedures from evidence-based practice and from a broad perspective: physiotherapy methods, family-centered methods or the use of assistive technology, among others.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

No requirements..

COMPETENCES / LEARNING OUTCOMES

2215 - Master's Degree in Special Education

Buscar, gestionar y analizar información científico-profesional

Conocer e interpretar informes técnicos, de investigación y de evaluación sobre acciones, procesos y resultados educativos

Conocer el funcionamiento del sistema nervioso y las consecuencias asociadas al daño cerebral temprano

Conocer y comprender el impacto de las necesidades específicas de apoyo educativo sobre las relaciones familiares

Conocer y comprender procesos de investigación en el ámbito de las necesidades específicas de apoyo educativo y social

Conocer y ser capaz de diseñar, aplicar y evaluar los sistemas de comunicación aumentativa.

Diseñar, aplicar y evaluar estrategias educativas inclusivas

Diseñar, planificar y evaluar medidas ordinarias y específicas de atención en función de las diferentes necesidades específicas de apoyo educativo y en el contexto social

Diseñar y gestionar procedimientos de intervención en el ámbito de las necesidades específicas de apoyo educativo

Saber colaborar en los ámbitos académico y social con familias, profesionales e instituciones

Saber prevenir la aparición y/o intensificación de necesidades específicas de apoyo educativo

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

Students should demonstrate self-directed learning skills for continued academic growth.

Tener un compromiso activo con la no discriminación, la igualdad de oportunidades y la equidad

DESCRIPTION OF CONTENTS

1. Which people are we talking about?

1. Motor disorders: Definition and main classifications.
2. Injuries of Cerebral origin: Cerebral Palsy.
3. Injuries of Spinal origin: Spina Bifida.
4. Injuries of muscular origin: Myopathies.

2. Assessment of motor disorders

1. Introduction to evaluation.
2. Developmental scales.
3. Functional assessment: the ICF.

3. Intervention.

1. Evidence-Based Practice.
2. Multidisciplinary intervention.
3. Role of the family.
4. Physiotherapeutic intervention.
5. Assistive technology.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	31,50
Total hours	**31,50**

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	5,00
Individual or group project	25,00
Independent study and work	20,00
Preparation of lessons	6,00
Preparation for assessment activities	5,00
Resolution of case studies	10,00

Total hours	**71,00**

TEACHING METHODOLOGY

Given the theoretical and practical nature of the skills to be acquired, the following model will be followed:

- Theoretical classes: lectures by the lecturer, student participation.

- Seminars and practical activities supervised by the lecturer: resolution of cases, classroom practice, computer applications, presentation of work, attendance at events/centers for people with motor disabilities.

- Teamwork activities, individual study and work, personal tutoring and assessment.

Pedagogical resources such as cooperative learning, flipped classroom, service learning, and dialogical gatherings will be used occasionally.

EVALUATION

The requirements for passing the course are: passing both the exam and submitting and passing all the proposed assignments:

Exam: 70% of the final grade, and includes open-ended and/or multiple-choice questions (40%), as well as the execution of a practical task (20%).

Individual and group work and participation in classroom activities account for 30% of the final mark.

Both parts can be passed at the second sitting. In the second call, the same criteria will be required as in the first call and the pass mark will be retained.

Participation in classroom activities will be replaced by a practical written test on the activities carried out.

Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of
Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

REFERENCES

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