



**COURSE DATA**

**DATA SUBJECT**

**Code:** 46941  
**Name:** Psychomotricity and Physical Activity in Therapeutic Pedagogy  
**Cycle:** Master's Degree  
**ECTS Credits:** 3  
**Academic year:** 2025-26

**STUDY (S)**

Degree	Center	Acad. year	Period
2276 - Master's Degree in Special Education	Facultat de Filosofia i Ciències de l'Educació	1	Second quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
2276 - Master's Degree in Special Education	TIC, Psicomotricidad y Expresión Musical y Plástica en Pedagogía Terapéutica	ELECTIVES

**COORDINATION**

MARTOS GARCIA DANIEL

**SUMMARY**

In the subject of Psychomotor and Physical Activity in Therapeutic Pedagogy, it is intended to experience and discover the reality of people with disabilities in the motor area, with the intention of empathizing with them and thus creating attitudes favourable to inclusion. While it is true that adapted physical activity offers great possibilities for integration, it is no less true that it has traditionally been accompanied by harmful stereotypes. Consequently, it is about providing the students with guidelines and experiences that allow them to face the physical education sessions or the training of some sport with certain guarantees. The ultimate purpose is to sensitize the future professional that disability is not absolute but, rather, relative, in many cases created, and totally surmountable through physical activity.

In conclusion, and in accordance with the arguments above, the subject is structured in three large blocks.

Firstly, and as a starting point, we have the awareness part which, through the full experience of the deficiency, will lead the students to empathize with people with SEN.

Secondly, and from an opposite perspective, we will delve into the field of inclusion in the Physical Education session and the possibilities and strategies we can make use of.



Thirdly, we have the blog dedicated to adapted sport where the main disciplines, both adapted and specific, and their training will be practiced, thus favouring laying the foundations for work with sports clubs and teams.

## PREVIOUS KNOWLEDGE

## RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

## OTHER REQUIREMENTS

## COMPETENCES / LEARNING OUTCOMES

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Collaborate effectively in work teams, assuming responsibilities and leadership roles and contributing to collective improvement and development.

Demonstrate critical and self-critical reasoning in the field of special education, considering aspects such as professional ethics, moral values and the social implications of the different activities carried out.

Design, implement and evaluate inclusive education strategies.

Design and manage assessment and intervention procedures in the field of specific educational support needs.

Have an active commitment to non-discrimination, equal opportunities and equity.

Have the learning skills that allow students to continue to study in a manner that may be largely self-directed or autonomous.

Know how to communicate effectively, both orally and in writing, adapting to the characteristics of the situation and the audience.

Know how to prevent the emergence and/or intensification of specific educational support needs.

Know the ethical principles of professional action in the field of specific educational support needs.

Know the functional diversities, movement possibilities and psychomotor skills, as well as the strategies and methods of adapted sports as inclusive educational tools.

## DESCRIPTION OF CONTENTS



## 1. The perception of one's own body as a basis for understanding SEN

The body, movement and functional diversity.  
The body and its possibilities of expression.  
The body: critical analysis of its possibilities and limitations.

## 2. Physical education for students with SEN.

Regulations and realities of the PE.  
PE as an element of motor education.  
PE as a means of inclusion

## 3. Adjustments and adaptations for the treatment of different disabilities

Educational inclusion in PE. Theory and practice.  
The attitude of the teaching staff as a tool for attention to diversity.  
Empathy and critical reflection on inclusion.

## 4. Communicative, motor and motivational possibilities for students with SEN.

Traditional games and students with SEN.  
Bodily expression and students with SEN.  
Cooperative learning and students with SEN.  
Adapted sport and students with SEN.

### WORKLOAD

#### PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	30,00
<b>Total hours</b>	<b>30,00</b>

#### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	20,00
Individual or group project	0,00
Independent study and work	34,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>54,00</b>



## TEACHING METHODOLOGY

The teaching methodology will be based on the experiential experience of specific situations where disability and movement interact. Thus, the proposal of the subject is eminently practical, combining practice and reflection. Group activities and simulation tasks will be used to develop empathy, acquire knowledge and facilitate the attitude towards inclusion. In this sense, the main methodological proposals will be:

- ¿ Participatory master lesson
- ¿ Teaching in small groups
- ¿ Academic tutoring
- ¿ Group and cooperative work
- ¿ Exhibition, debate and coordination

## EVALUATION

The formative and continuous assessment of the subject is clearly differentiated into two blocks:

¿ Attendance and participation in the sessions (20% of the final grade). Given that the subject has an eminently practical nature, all sessions will take place in the gymnasium where they will take place different practical activities. In this way, the attendance at the sessions must exceed 80% of the total number of these, and only absences due to justified reasons of force majeure will be justified.

Despite this, attendance is not sufficient to obtain the maximum qualification in this section,

so the students will have to actively participate in the activities that are proposed, express themselves from critical to discussions, arrive on time, wear appropriate clothing for practice and

show yourself respectfully.

¿ Development of a group project (60% of the final mark). This work will be developed following the guidelines explained throughout the subject and will have to reflect on an inclusive proposal of physical education, which will have to be applied in a practical way in the gym. The work will have to be original, inclusive, where the whole group participates actively and with a consistency between what is intended and what is developed, taking into account the specific characteristics of physical education and the context.



The written part provides for the heteroevaluation, at the very least, the exhibition will combine the evaluation of the teachers with self-assessment and peer assessment.

In accordance with current regulations, it is expected that the two activities will be recoverable in the second call:

¿ Attendance and participation in practical activities can be done by going to a sports activity adapted or specific, following the teachers' guidelines at all times, so that each witnessed event will compensate for a practical session of the subject. This part of the assessment cannot be passed through a final test.

¿ The group work can be done in two ways: a), if the entire group received a negative assessment, the work will have to be submitted in a second call, correcting the specified mistakes. If the exhibition has to be repeated, it will be carried out under the special conditions determined by the teaching staff. B), if the negative assessment was obtained by an individual person, they must overcome the errors specified individually. Thus, this part of the assessment can be passed with a final test.

¿ In the event that an activity is required to elucidate honors registrations, the teaching staff may call a final written test for this purpose. In the case of people who do not follow the formative and continuous assessment, the way to pass the subject will be through a theoretical and practical test, which will consist of a conceptual examination and the delivery and defense of a work, as the group evaluation continues, but individually.

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).

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