

Updated On	2023/09/12																																
Curricular Year / Period	2023/24 / S2																																
Course	Social Service																																
Curricular Unit	Rehabilitation, Disability and Mental Health																																
Language(s) of Instruction	Português																																
ECTS/tempo de trabalho (horas)	<table border="1"> <thead> <tr> <th>ECTS</th><th>Total</th><th colspan="8">Horas de contacto semestral</th></tr> <tr> <th></th><th></th><th>T</th><th>TP</th><th>PL</th><th>S</th><th>TC</th><th>E</th><th>O</th><th>OT</th><th>EC</th></tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td>45</td><td></td><td></td><td></td><td></td><td></td><td>15</td><td></td></tr> </tbody> </table> T - Theoretical; TP - Theoretical and practical; LP - Laboratory Practice; S - Seminar; TG - Tutorial guidance; FW - Fieldwork; T - Training; ; EC - Clinical teaching; O* - Other hours typified as Clinical Training under the Directive 77/453/EEC of June 27, adapted by Directive 2005/36/EC.	ECTS	Total	Horas de contacto semestral										T	TP	PL	S	TC	E	O	OT	EC				45						15	
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Teacher in charge (GDPR consent) [complete name, email]	Maria Luísa De Sousa Panaças / mlpanacas@ipportalegre.pt																																
Prerequisites [Curricular Units that must precede and specific entry competences]																																	
Learning outcomes [Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]	Module I Know the evolution of concepts and historical framework of policies for the social inclusion of people with disabilities; Acquire knowledge of European policies and specific legal regulations to support people with disabilities; Promote attitudes and skills that favor and support intervention centered on people with disabilities; Identify educational, social and community resources in relation to the care of children, youth or adults with special needs; Develop knowledge about the conditions to be implemented in meeting diversity in order to contribute to full inclusion. Module II Acquire knowledge about the evolution of concepts and historical framework of mental health policies; Develop attitudes, skills and competences that enable children, adolescents and adults at risk to be identified, in order to outline and propose the appropriate social support for each case; Be able to identify and mobilize community and family resources to respond to the needs of people with mental illness. Know policies, services, rehabilitation institutions for people with mental illness. Acquire teamwork skills to respond to the social demands of rehabilitation and intervention in the face of mental health problems.																																
Sustainable Development Goals																																	
Syllabus	Module 1 Disability From the concept of Rehabilitation to the concept of Qualification Evolution of Conceptual Models and Policies for Disability Inclusion Policies and Legal Regulations in Portugal Types of Disabilities and Specific Needs Intervention Centered on People with Disabilities Rights, Citizenship and Independent Living Social Responsibility in the Disability Area Module 2 Mental Health Mental health / mental illness concept The concept of normal and non-normal historical perspective Promotion of Mental Health and Prevention of Mental Illness Psychopathology: Mint Health Disorders - Most common pathological conditions Mental Health Policies evolution and current situation Empowerment and participation of people with mental illness and their families Social work in mental health																																

Teaching methodologies (including assessment) [Specify the types of assessment and the weights and evaluation criteria]	1 - Teaching methodologies The methodology will include theoretical presentations, by the teachers, for the transmission of information, promoting the active participation of students through the analysis of texts, case studies, problem solving in groups and thematic debates. 2 - Period assessment The final evaluation of each student will be based on the grade of an individual written test (weighting equal to two); a group work on one of the themes proposed in each of the two modules of the program (to be chosen by each group and weighting equal to one). Participation in classes and work proposed during classes related to the two modules will also be considered and will contribute to nuance the final grade. The individual test will be a consultation The submission of written works will be made by email and / or by placing them on the available platforms 3 - Examination assesement
Bibliography	1 - Main Bibliography Alves, F. (2001). Acção Social na Área da Saúde Mental. Lisboa: Universidade Aberta. Amado A., Mc Bride M. (2001) Increasing Person-Centered Thinking: A Manual for Person-Centered Planning Facilitators. Minnesota: U. Minnesota. Besteiro, S., Gil, C.M., Marín, R. (s/d). Guia para familiares de Doentes Mentais. Lisboa: Federação Nacional das Associações de Famílias Pró-Saúde Mental. Cobb, H. V. & Mittler, P. (2005). Diferenças significativas entre deficiência e doença mental. Lisboa: Instituto Nacional para a Reabilitação e Integração das Pessoas com Deficiência. Fazenda, I. (2008). O Puzzle desmanchado: saúde mental, contexto social, reabilitação e cidadania. Lisboa: CLIMPSI. INR (2006). Saúde Mental, Reabilitação e Cidadania. Lisboa: Instituto Nacional para a Reabilitação e Integração das Pessoas com Deficiência. Louro, C. (Coord.). (2001). Acção Social na Deficiência. Lisboa: Universidade Aberta. McWilliam, R. (org) (2012). Trabalhar com famílias de crianças com necessidades especiais. Porto: Porto Editora. Nações Unidas (2009). A Convenção sobre os direitos das pessoas com deficiência e protocolo opcional. Lisboa: Instituto Nacional para a Reabilitação. Pio de Abreu (2002). Como tornar-se doente mental. Coimbra: Quarteto. Santos, M. C. (2015). Problemas de Saúde Mental em Crianças e Adolescentes Identificar, Avaliar e Intervir. Lisboa: Sílabo, Lda. Serrano, A. (2008) Redes sociais de apoio e sua relevância para Intervenção Precoce. Porto: Porto Editora. Vasconcelos, E. M. (Org). (2000). Saúde Mental e Serviço Social. S. Paulo: Cortez Editora. 2 - Complementary Bibliography Cordeiro, Dias, J. C. (2005). Manual de Psiquiatria Clínica. Lisboa: Fundação Calouste Gulbenkian. Faleiros, V. P. (2003). Estratégias de Empowerment em Serviço Social. Buenos Aires: Lumen. Fazenda, I. (2009). Novos Desenvolvimentos em Saúde Mental e Comunitária, Psilogos, Revista do Serviço de Psiquiatria do Hospital Prof. Doutor Fernando Fonseca, 6 (2)/7(1-2), 111-119. Gronita, J. (2008). O Anúncio da Deficiência da Criança e suas Implicações Familiares e Psicológicas. Lisboa: Instituto Nacional para a Reabilitação. Regueira, M. (1999). Programa Básico para favorecer a Autonomia Pessoal e a Vida Diária apontamentos contra o desânimo de técnicos em apuros. Fafe: CERCIFAF.
Special Situations [Students with special status]	1 - Period assessment - Students with special status Students with Special Needs 2 - Examination assesement - Students with special status Students with Special Needs