

Ficha de unidade curricular do Doutoramento em Motricidade Humana

1. Designação da Unidade Curricular: Estudos Avançados I em Reabilitação

2. Docente responsável (preencher o nome completo)

Ana Sofia Pedrosa Gomes dos Santos

3. Carga lectiva na unidade curricular do docente responsável

Teóricas T	Teórico-práticas TP	Prático-laboratoriais PL	Trabalho de campo TC	Seminário S	Estágio E	Orientação Tutorial OT	Outra O
	5h						

4. Outros docentes e respectivas cargas lectivas na unidade curricular

Paula Lebre

Teóricas T	Teórico-práticas TP	Prático-laboratoriais PL	Trabalho de campo TC	Seminário S	Estágio E	Orientação Tutorial OT	Outra O
	5h						

5. Objectivos de aprendizagem (conhecimentos, aptidões e competências a desenvolver pelos estudantes)

1. Avaliar criticamente teorias, modelos e conceitos fundamentais das Ciências da Reabilitação, numa plataforma disciplinar compreendendo os construtos perceptivomotores e psicossociais inerentes à reabilitação (e.g.: funcionalidade, qualidade de vida...).
2. Compreender a contribuição e o papel específico das diferentes disciplinas (e.g.: reabilitação psicomotora, fisioterapia, etc.) como parte de Ciências da Reabilitação.
Os alunos adquirem competências para:
 - a) avaliar criticamente as teorias utilizadas na reabilitação
 - b) examinar a literatura pertinente, sobre modelos e conceitos multidimensionais mais relacionados com o seu estudo
3. Compreender os princípios da prática baseada em evidências e as lacunas no conhecimento (na investigação) em reabilitação relacionando a necessidade de validação de (boas) práticas
4. Conhecer e contextualizar as medidas de funcionalidade e qualidade de vida como fundamentais no campo reabilitativo e terapêutico
Os alunos adquirem competências para:
 - a) analisar criticamente tipologias e níveis de evidência de estudos relevantes na área da reabilitação
 - b) discutir relevância de medidas subjetivas (autorrelato), genéricas ou específicas de grupos populacionais.
 - c) Analisar a relevância de instrumentos de avaliação de funcional e de qualidade de vida, e compreender a sua aplicabilidade/utilidade no contexto da reabilitação (monitorizar progresso, comparar resultados, prática em reabilitação).
 - d) Analisar criticamente a literatura sobre a prática baseada em evidências, suportada nas múltiplas conceptualizações do “movimento”, que envolvem resultados ao nível motor, social, emocional, cognitivo, e que sugerem novas abordagens do cuidar e da prática em reabilitação.

6. Conteúdos programáticos:

1. Análise das diferentes perspetivas, teorias e modelos e da sua aplicação nas ciências de reabilitação na inter-dependência das suas várias disciplinas e áreas, com destaque para as variáveis funcionais e sociais, nomeadamente no âmbito da funcionalidade, capacidade e saúde e a sua relação com os constructos sociais da deficiência. Os conceitos de diversidade humana e de desenho universal serão analisados neste contexto bem como a sua relação com a participação social.
 2. Aprofundamento do estudo de conceitos multidimensionais tais como o de autonomia, adaptação e qualidade de vida, e sua interação, bem como do seu impacto na reabilitação e nas componentes da participação social em diferentes áreas de vida. análise da relevância de medidas de avaliação genéricas versus específicas em função de diagnósticos clínicos e sua aplicabilidade no contexto da investigação e práticas em reabilitação baseadas em evidências.
 3. As metodologias de avaliação desenvolvidas no contexto da reabilitação e na FMH:
 - a) medidas subjetivas e centradas na pessoa com ênfase nas dimensões do funcionamento e participação, sua adequação em função do diagnóstico, funcionamento, objetivos e resultados esperados;
 - b) medidas de avaliação da qualidade de vida para populações vulneráveis (WHOQoL Bref; DEMQOL para Idosos com e sem Demência, EPR e San Martín para a Dificuldade Intelectual e Desenvolvimento, e CP_QOLchild para a Paralisia Cerebral)
 - c) medidas de avaliação do funcionamento global; independência em atividades de vida; cognitivas e socioemocionais (e.g.: Escala de Comportamento Adaptativo versão Portuguesa para a Dificuldade Intelectual e Desenvolvimento);
 4. O conceito de prática baseada em evidências e sua aplicação no contexto da reabilitação. Pesquisa e análise de práticas em reabilitação baseadas em evidências.
- Os trabalhos focar-se-ão preferencialmente nos modelos bio-psico-sociais e ambientais que integram o processo de capacitação ao longo da vida.

7. Demonstração da coerência dos conteúdos programáticos com os objectivos da unidade curricular

O enquadramento teórico e teórico prático permite aos estudantes compreenderem as bases teóricas e práticas subjacentes às ciências de reabilitação bem como de cada uma das suas disciplinas. O enquadramento teórico prático e o trabalho tutorial planeado servirá de apoio à análise da literatura enquadradas nos objetivos da disciplina e igualmente relevante na sua área de futura investigação, para a preparação e condução do trabalho de cada estudante.

8. Metodologias de ensino (avaliação incluída)

O ensino será baseado em aulas de tipo teórico-prático / tutorial visando potenciar uma dinâmica de grupo e a discussão, sobre determinados modelos e conceitos. Assim, e depois das primeiras 5h cada estudante deverá pesquisar dois artigos e de acordo com o tema acordado na aula – um de carácter conceitual e outro no âmbito das metodologias de avaliação. Cada estudante deve ler e resumir os dois artigos escolhidos, preenchendo para o efeito uma tabela que será disponibilizada a todos os alunos, para em seguida preparar a sua apresentação e condução da discussão demonstrando pensamento crítico sobre os mesmos. Cada estudante deve fornecer um esboço da tópicos de discussão / perguntas via e-mail, pelo menos, dois dias antes da sua apresentação ao professor e a todos os membros do grupo, devendo vir preparado para a aula com questões a discutir. Estas questões devem traduzir o seu pensamento crítico sobre os artigos. Após a apresentação e discussão o estudante deve fornecer ao professor uma semana depois, um pequeno relatório contendo uma reflexão crítica dos principais pontos / questões do debate efetuado.

9. Demonstração da coerência das metodologias de ensino com os objectivos de aprendizagem da unidade curricular

Os métodos de ensino abordam as metodologias acima indicadas e tratam os conteúdos referidos do programa, segundo um modelo colaborativo e participativo dos estudantes, permitindo explorar uma capacidade crítica dos estudantes e reforçar a importância de analisar diferentes pontos de vista de análise identificando convergências, divergências e complementaridades.

10. Bibliografia Principal

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Curricular Unit Name: Rehabilitation Advanced Studies I

1. Teacher in charge (fill in full name)

Sofia Santos

3. Teaching load in the curricular unit of the teacher in charge

Theoretical T	Theoretical and practical TP	Practical-Lab PL	Field Work TC	Seminar S	Internship E	Tutorial OT	Other O
	5						

4. Other teachers and their teaching loads in the curricular unit

Paula Lebre

Theoretical T	Theoretical and practical TP	Practical-Lab PL	Field Work TC	Seminar S	Internship E	Tutorial OT	Other O
	5						

5. Learning objectives (knowledge, skills and competencies to be developed by students)

Critically evaluate theories and models and constructs of rehabilitation sciences, in a interdisciplinary platform understanding the psychosocial constructs inherent to rehabilitation (e.g.: functionality, quality of life) and its contributions to the study of Human Kinetics.

Understanding the contribution and the specific role of their specific discipline (eg. Pshychomotor Therapy, Physical Therapy, etc.) as part of rehabilitation sciences.

Students will develop the skill to critically:

- evaluate the theories used in rehabilitation and become familiar with examples of their applications currently in use
- examine the pertinent literature, about models and multidimensional concepts more related with their studies.

Develop an understanding about the principles of evidence-based practice and gaps in rehabilitation for best practices.

Explore rehabilitation conceptualization based on the methodological concepts of evidence-based practices, particularly with a focus on rehabilitation results in terms of independent functioning, participation and quality of life.

Students will develop the skill to critically:

- critically analyse types and levels of evidence based studies, particularly relevant in specific disciplines involved in the area of rehabilitation
- Discuss the relevance of subjective measures (self-report); general and specific measures targeted for population groups.
- Analyze the relevance of evaluation instruments, including functioning, adaptive behavior and quality of life, and understand their applicability and usefulness in the context of rehabilitation (progress monitoring, comparison of results, understanding of practice in rehabilitation).
- critically analyze literature on evidence-based practice rehabilitation, supporting these knowledge in multiple ideas of "movement" that involve outcome results on motor, social, emotional, cognitive, domains which may allow to suggest new approaches for care and practice in rehabilitation.

6. Programme contents

- This course will provide the foundation for students to discuss in depth the role that theories, models and its applicability play in the development and application of knowledge in rehabilitation science. Topics covered will include definitions and domains of rehabilitation science, psychosocial variables related to social constructs of disability with an emphasis on bio-psycho-social-environmental models of the enabling-disabling process across the life span. The human diversity and universal design concepts will be analyzed in this context as well as its relation to social participation.
- The study in depth of multidimensional concepts such as autonomy, adaptive behavior, subjective well-being and quality of life, and their interaction and impact on rehabilitation as well as on the components of social participation in different areas of life will be included.
- The concept of evidence-based practice and its application in the context of rehabilitation
 - Examples of subjective measures used in rehabilitation (patient-centered), on different dimensions of independent functioning, participation, their suitability in terms of target groups, interventions, objectives and expected rehabilitation outcomes;
 - measures to assess quality of life for specific and vulnerable subgroups ((WHOQol Bref; DEMQOL for elders with and without dementia; portuguese versions of PPersonal Outcomes Scale and San Martín for adults with intellectual and developmental

disability; CP_QOLChild for children with cerebral palsy)

c) measures to assess global independent functioning in daily life activities (e.g.: Portuguese version of Adaptive Behavior Scale)

4. Analysis of the relevance of generic versus specific measures due to clinical diagnostics (pathology, disability) and their applicability in the context of research and practices under an evidence-based rehabilitation framework

Students work will be focused, preferentially, in biopsychosocial and multidimensional models of human functioning across life span

7. Demonstration of consistency of program contents with the objectives of the course

The theoretical and practical theoretical framework allows students to understand the underlying theoretical foundations of rehabilitation sciences and of each of its disciplines. The practical-theoretical framework and tutorial work would support the analysis of literature and preparation and conduct of the work of each student.

8. Teaching methods (including assessment)

The teaching will be based on theoretical-practical and tutorial teaching aiming to enhance group dynamics and discussion on models and concepts. Therefore, and after the first 5 hours each student should research two articles according to pre-established topic – one with a major focus on construct conceptualization and another within assessment methodologies. Each student must read and summarize the articles assigned to it, fulfilling a table provided. Each student must prepare her/his presentation and conduct of discussion demonstrating critical thinking. Each student should provide an outline of the topics of discussion / questions via e-mail at least two days before its presentation to the teacher and to all members of the group, being prepared with questions to discuss. After the presentation and discussion the student must provide the teacher one week after, a brief report containing a critical reflection of the main points / questions made the debate

9. Demonstration of consistency of teaching methods with the learning objectives of the course

Teaching methods address the above mentioned contents and methodologies in a collaborative team work, allowing different views of analysis identifying similarities, differences and complementarities.

10. Principal Bibliography

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