



UNIVERSITÀ  
DEGLI STUDI DI MILANO-BICOCCA

## COURSE SYLLABUS

### Psychology of Disability and Integration

2425-3-E1901R082

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#### Course title

Psychology of Disability and Integration

#### Topics and course structure

The course focuses on Disability and Integration Psychology, diving into the underlying historical and methodological foundations. The following topics will be covered: the history of disability; the definition of disability and the major theoretical models associated with it; tools for classifying different types of disability; the skills required by educators for intervention; different living contexts and the network approach; and the various types of disabilities, such as hearing, visual, and motor disabilities, learning disabilities, attention deficit hyperactivity disorder, and autism. There will be expert discussions on specific areas of interest.

#### Objectives

Participants are expected to complete the following tasks by the end of the course:

1. Recognize how the definition of disability has changed over time.
2. Learn about the primary tools used in education to classify various types of impairment.
3. Recognize the significance of multidimensional approaches to human development, with a focus on interactive components.
4. Identify several intervention strategies for application in educational contexts.

## **Methodologies**

The course includes delivery didactic activities (80%) such as lectures and 20% delivery didactic activities. The teaching activities will take place in presence and some lectures or parts of lectures (especially the delivery part) will be recorded and uploaded on the platform.

Teaching materials will be uploaded onto the platform.

## **Online and offline teaching materials**

Slides, asynchronous recorded video lectures, video.

## **Programme and references**

Zanobini M., Usai C. (2011). Psicologia della disabilità e dei disturbi dello sviluppo. Elementi di riabilitazione e di intervento. Milano: Franco Angeli

Farina, E. & Pepe, A. (2024). Neurodivergenze: teorie e strumenti per orientarsi nel neuro-arcipelago. Milano: Franco Angeli

One textbook:

Chrysochoou, X. (2006) Diversità culturali. Utet. (capitoli 1, 2, 3 e 4)

Gini, G. (2018) Psicologia dello sviluppo sociale. Editori Laterza

Marzocchi, G.M. & Bongarzone, E. (2019) Disattenti e iperattivi. Il Mulino Editore.

Vicari, S. & Menghini, D. (2018) La dislessia. Raffaello Cortina Editore.

Further materials will be provided during the course.

## **Assessment methods**

Individual written tests will be administered, including a mix of closed questions (15) and open questions (3). The multiple-choice closed questions are designed to examine in-depth knowledge of the exam syllabus. The open questions, on the other hand, are designed to assess the capacity to articulate oneself using technical-disciplinary terminology.

Following the written test, there is a not compulsory oral test that refers to the course texts. The assessment procedure for the oral test refers to the ability to express oneself using technical disciplinary language and the ability to link theories and tools of the psychology of disability.

## **Office hours**

On request by email.

## **Programme validity**

Two academic years.

## **Course tutors and assistants**

Dott.ssa Loredana Addimando

Dott.ssa Giulia Deseri

Dott. Alberto Mascena

## **Sustainable Development Goals**

GOOD HEALTH AND WELL-BEING | REDUCED INEQUALITIES | PEACE, JUSTICE AND STRONG INSTITUTIONS

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