UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Psicologia della Disabilità e dell'Integrazione

2526-3-E1901R082

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.

Objectives

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

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

Methodologies

Frontal lectures will be integrated with group discussions.

Online and offline teaching materials

Slides and videos.

Programme and references

Zanobini, M., Carmen Usai, M. (2019). Psicologia della disabilità e dei disturbi dello sviluppo. Elementi di riabilitazione e d'intervento. Milano: Franco Angeli
Westermann, G., Mareschal, D., Johnson, M.H., Sirois, S., Spratling, M.W., Thomas, M.S.C. (2007). Neuroconstructivism. Developmental Science, 10, 75-83.

Un testo a scelta tra:
Albanese O., delle Fave A. (a cura di) (2015), Disabilità, diversità e promozione del benessere, Franco Angeli, Milano.
Cesaro, A. (2015) Asilo nido ed integrazione del bambino con disabilità. Carocci Editore.
Chryssochoou, X. (2006) Diversità culturali. Utet. (capitoli 1, 2, 3 e 4)
Cottini L. (2013) Che cos'è l'Autismo Infantile. Carocci Faber.
Kabat-Zinn J. (2017). Mindfulness per principianti. Mimesis.
Gini, G. (2018) Psicologia dello sviluppo sociale. Editori Laterza
Marzocchi, G.M. & Bongarzone, E. (2019) Disattenti e iperattivi. Cosa Possono Fare Genitori e Insegnanti. Il Mulino Editore.
Sorrentino, A.M. (2006). Figli disabili. La famiglia di fronte all'handicap. Cortina.
Vicari, S. & Menghini, D. (2018) La dislessia. Raffaello Cortina Editore.

Assessment methods

WRITTEN, with an optional oral exam.

The exam is conducted in written form, with an optional oral exam (which may be requested by the student).

The written test will be individual and will include a combination of closed and open-ended questions.
The closed questions, which are multiple-choice, aim to thoroughly assess the student’s knowledge of the exam syllabus.
The open-ended questions are designed to evaluate the ability to express oneself using technical-disciplinary language.

The written test is considered passed if a score of at least 18/30 is obtained. It is not possible to take the optional oral exam without passing the written test.

After the written test, students may take a non-mandatory (optional) oral exam, which will cover the whole program.

The optional oral exam can only be taken during the same session in which the written test has been completed.

Exam registration is unique and therefore valid for the optional oral exam as well. All students must correctly register for the exam to avoid issues with the official recording of grades.

Once the written exam results are published, students can choose to accept or reject their grade or request to take an additional oral exam.

Office hours

On request by email.

Programme validity

2 years

Course tutors and assistants

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING | REDUCED INEQUALITIES