UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Psychology of Disability and Integration

2627-3-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.

1. Knowledge and Understanding
   Students will acquire knowledge of the main theoretical models in the psychology of disability and

integration, the different types of disabilities, and the principal legal and methodological frameworks relating to integration processes.

2. Applying Knowledge and Understanding
   Students will be able to apply the knowledge they have acquired to the analysis of real educational situations by identifying appropriate strategies and interventions to meet the needs of persons with disabilities. They will be able to contribute to the planning of inclusive educational pathways, enhancing the resources of the individual, the family, and the wider social context.

3. Making Judgements
   Students will develop the ability to critically analyse complex educational situations and to formulate independent and well-founded judgments on integration practices, in accordance with ethical principles, current legislation, and the rights of persons with disabilities.

4. Communication Skills
   Students will acquire appropriate communication skills to interact effectively with persons with disabilities, their families, teachers, and professionals working in educational, social, and healthcare services, using appropriate professional language and promoting interdisciplinary collaboration.

5. Learning Skills
   Students will be able to independently update and expand their knowledge through the consultation of scientific literature, professional guidelines, and relevant legislation, while developing a lifelong learning approach that is essential for professional practice in the field of education.

Methodologies

Language: Italian
All teaching hours will be conducted entirely in person.
The course is delivered primarily through lectures (80%), complemented by interactive teaching activities (20%).

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

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

Only the final test is scheduled, which consists of a 1-hour written exam, the same for both attending and non-attending students.

The exam consists of a written test structured in two parts: a first part with 10 multiple-choice questions and a second part with three open-ended questions.
Closed-ended questions, which are multiple-choice, aim to thoroughly assess how well you know the exam material. Open-ended questions, on the other hand, are meant to check your ability to express yourself using technical or subject-specific language.

Evaluation criteria: The assessment will consider the in-depth knowledge and understanding of the topics covered during the course, the use of discipline-specific language, as well as the ability to relate different course topics.
To ensure a transparent evaluation, the following grading criteria, shared with the students, will be applied: up to a maximum of 10 points for the multiple-choice questions (1 point for each correct answer) and up to a maximum of 7 points for each of the three open-ended questions.

1. Low Range: Insufficient
   Knowledge and Understanding: The student demonstrates poor and fragmented knowledge of the topics, with difficulty in understanding key concepts in developmental psychology.
   Ability to Apply Knowledge: Inability to apply theoretical concepts to real cases or contexts.
   Autonomy of Judgment: Lack of critical thinking and independent evaluation skills; reliance on information provided by the professor.
   Communication Skills: Poor oral/written expression; technical and scientific language is either absent or used inappropriately.
   Learning Skills: Limited ability to process and connect knowledge; low autonomy in studying.

2. Medium Range (18-24/30): Sufficient - Good
   Knowledge and Understanding: The student has a general understanding of the main topics of the discipline, although with some uncertainties or gaps.
   Ability to Apply Knowledge: Fair ability to apply acquired knowledge to simple situations but struggles with complex problems.
   Autonomy of Judgment: Partial autonomy in formulating critical evaluations, often limited to reprocessing known information.
   Communication Skills: Sufficient to good clarity in exposition, with an acceptable use of technical language, though not always rigorous.
   Learning Skills: The student demonstrates a sufficient ability to learn and make connections between topics but requires support for independent study.

3. High Range (25-31/30): Very good - Excellent
   Knowledge and Understanding: The student demonstrates comprehensive and in-depth knowledge of the topics, mastering the complexity of developmental psychology.
   Ability to Apply Knowledge: High ability to critically and independently apply theoretical knowledge to complex situations.
   Autonomy of Judgment: Excellent critical thinking skills, autonomy in evaluating theories and data,

demonstrating originality and problem-solving ability.
Communication Skills: Precise and appropriate scientific language; clear, fluent, and rigorous exposition both orally and in writing.
Learning Skills: The student exhibits excellent autonomous learning skills, the ability to integrate knowledge, and interdisciplinary connections.

Office hours

On request by email.

Programme validity

2 years

Course tutors and assistants

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING | REDUCED INEQUALITIES