

**COURSE OF STUDY: Master Degree in Psychology** 

**ACADEMIC YEAR: 2023-2024** 

**ACADEMIC SUBJECT:** Psychology of Disability and Rehabilitation

General information	
Year of the course	
Academic calendar (starting and ending date)	1 <sup>st</sup> October 2023-30 <sup>th</sup> January 2024
Credits (CFU/ETCS):	6
SSD	Developmental and educational psychology, M-PSI/04
Language	Italian
Mode of attendance	Not mandatory

Professor/ Lecturer	
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Department and address	Department of Education, Psychology, Communication, Via Crisanzio n.42,
	Palazzo Chiaia Napolitano, Bari
Virtual room	Teams, virtual room: Ricevimento Coppola
	faqb4yr
Office Hours (and modalities:	Monday h. 10-12
e.g., by appointment, on line,	
etc.)	

Work schedule			
Hours			
Total	Lectures	Hands-on (laboratory, workshops, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
150	40	10	110
CFU/ETCS			
6	6	0	

Learning Objectives	The course aims at promoting basic and applicative knowledge in the field of psychology of disability and rehabilitation. More specifically, knowledge regarding: the main classification systems and the global functional diagnosis for the assessment will be described (ICD, ICIDH, ICF, DSM V); the main disabilities: sensory disabilities, motor disability, intellectual disability, and for each disability, the psychological functioning, the developmental pathways and the main individualized intervention and rehabilitation strategies to be implemented.
Course prerequisites	Basic knowledge in the disciplines of Developmental and Educational Psychology (SSD M-PSI/04)

Teaching strategies	Frontal lessons, seminars with experts
Expected learning outcomes in	





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Commun.  1.  Capacitie. 1.  2.  Syllabus  Content knowledge  The first classificate be described to the second disability disability.	ntions and rehabilitation strategies according to the child's needs, with a
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Capacitie 1. 2.  Syllabus  Content knowledge  The first classifica be descr The second disabilitie disability	expertise in using the topic's specialized language.
Syllabus Content knowledge The first classifica be descr The second disabilitie disability	expertise in using the topic 3 specialized language.
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be descr The seco disabiliti disability	t part of the course will be devoted to the analysis of the main
The second is a bility disability	ation systems and the global functional diagnosis for the assessment will
disabiliti disability	ribed (ICD, ICIDH, ICF, DSM V).
disability	ond part of the course will be devoted to the analysis of the main
	ies: sensory disabilities, motor disability, intellectual disability. For each
describe	ry, the psychological functioning and the developmental pathways will be
1 1 111	ed as well as the main individualized teaching interventions and
rehabilit	tation strategies to be implemented.
Touts and readings	vahini M. Hazi M.C. (2010). Deigalagia dalla disabilità a dai disturbi dalla
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	terials from the teacher
➤ Mat	nal materials, if necessary, can be retrieved through the teacher
Texts and readings  > Zand svilu Ang > Sore	tation strategies to be implemented.  nobini M., Usai M.C. (2019), Psicologia della disabilità e dei disturbi dello uppo. Elementi di riabilitazione e d'intervento. Edizione ampliata. Franco geli, Milano.  resi, S. (2016). Psicologia della disabilità e dell'inclusione. II; Mulino, ogna. Chapters: 1, 2, 5, 6, 7, 8, 10, 11, 13, 14, 15, 16.

Assessment	
Assessment methods	Written exam, with open questions and closed questions.
Assessment criteria	Knowledge and understanding. The following knowledge will be assessed through open and closed questions: knowledge and understanding of the main disabilities, functioning and developmental outcomes.



## DIPARTIMENTO DI SCIENZE DELLA FORMAZIONE, PSICOLOGIA, COMUNICAZIONE

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following expertise  Capacities through commun Ability to child disa	sicating knowledge and understanding and communication skills. The g knowledge will be assessed through open and closed questions: e in using the topic's specialized language.  Set to continue learning. The following knowledge will be assessed practical exercises and questions: Capacity to project, implement and icate individualized rehabilitation strategies and test their efficacy. It is select opportunities and continue learning and training in relation to abilities/neurodevelopmental disorders and intervention strategies in ol context.
Open en will recei	n the criteria described above, a score on a 30-point scale will be given. ded questions will be assessed on a 30 point scale. Each closed question we score 1 if all correct alternatives will be identified. The final mark will be these single marks.
Further information none	