

COURSE OF STUDY: Master Degree in Psychology

ACADEMIC YEAR: 2023-2024

ACADEMIC SUBJECT: Psychology of Disability and Rehabilitation

General information	
Year of the course	I
Academic calendar (starting and ending date)	1 st October 2023-30 th 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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Virtual room	Teams, virtual room: Ricevimento Coppola faqb4yr
Office Hours (and modalities: e.g., by appointment, on line, etc.)	Monday h. 10-12

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	

terms of	
Knowledge and understanding on:	<ol style="list-style-type: none"> 1. Knowledge and understanding of the main disabilities 2. Knowledge and understanding of the ICF's biopsychosocial model 3. Knowledge and understanding of the typical functioning profile associated with each disability and the main developmental outcomes. 4. Knowledge of the main rehabilitation methods and strategies to promote inclusion, with a particular attention to children with disability and the school context.
Applying knowledge and understanding on:	<ol style="list-style-type: none"> 1. Capacity to read and understand a functional diagnosis and understand the psychological functioning of the child affected by a disability /neurodevelopmental disorder 2. Capacity to understand and use the ICF codes 3. Capacity to contribute with a psychological expertise to project and individualized rehabilitation plan, within an interdisciplinary approach.
Soft skills	<p><i>Making informed judgements and choices:</i></p> <ol style="list-style-type: none"> 1. capacity to observe and assess the child with disability; 2. Capacity to project and implement individualized psychoeducational interventions and rehabilitation strategies according to the child's needs, with a particular attention to the child with disability. <p><i>Communicating knowledge and understanding:</i></p> <ol style="list-style-type: none"> 1. expertise in using the topic's specialized language. <p>Capacities to continue learning:</p> <ol style="list-style-type: none"> 1. Capacity to project, implement and communicate individualized interventions and rehabilitation strategies and test their efficacy. 2. Ability to select opportunities and continue learning and training related to child disabilities
Syllabus	
Content knowledge	<p>The first part of the course will be devoted to the analysis of the main classification systems and the global functional diagnosis for the assessment will be described (ICD, ICDH, ICF, DSM V).</p> <p>The second part of the course will be devoted to the analysis of the main disabilities: sensory disabilities, motor disability, intellectual disability. For each disability, the psychological functioning and the developmental pathways will be described as well as the main individualized teaching interventions and rehabilitation strategies to be implemented.</p>
Texts and readings	<ul style="list-style-type: none"> ➤ Zanobini M., Usai M.C. (2019), <i>Psicologia della disabilità e dei disturbi dello sviluppo. Elementi di riabilitazione e d'intervento</i>. Edizione ampliata. Franco Angeli, Milano. ➤ Soresi, S. (2016). <i>Psicologia della disabilità e dell'inclusione. II</i>; Mulino, Bologna. Chapters: 1, 2, 5, 6, 7, 8, 10, 11, 13, 14, 15, 16. ➤ Materials from the teacher
Notes, additional materials	Additional materials, if necessary, can be retrieved through the teacher
Repository	
Assessment	
Assessment methods	Written exam, with open questions and closed questions.
Assessment criteria	<i>Knowledge and understanding.</i> The following knowledge will be assessed through open and closed questions: knowledge and understanding of the main disabilities, functioning and developmental outcomes.

	<p><i>Applying knowledge and understanding.</i> The following knowledge will be assessed through open and closed questions: 1. Capacity to read and understand a functional diagnosis and understand the psychological functioning of the child affected by a disability. 2. Capacity to understand and use the ICF codes. 3. Capacity to contribute with a psychological expertise to project and individualized rehabilitation plan, within a interdisciplinary approach.</p> <p><i>Autonomy of judgment.</i> The following knowledge will be assessed through open and closed and questions: capacity to observe and assess the child with disability; capacity to project and implement individualized psychoeducational interventions and rehabilitation strategies according to the child's needs, with a particular attention to the child with disability.</p> <p><i>Communicating knowledge and understanding and communication skills.</i> The following knowledge will be assessed through open and closed questions: expertise in using the topic's specialized language.</p> <p><i>Capacities to continue learning.</i> The following knowledge will be assessed through practical exercises and questions: Capacity to project, implement and communicate individualized rehabilitation strategies and test their efficacy. Ability to select opportunities and continue learning and training in relation to child disabilities/neurodevelopmental disorders and intervention strategies in the school context.</p>
Final exam and grading criteria	Based on the criteria described above, a score on a 30-point scale will be given. Open ended questions will be assessed on a 30 point scale. Each closed question will receive score 1 if all correct alternatives will be identified. The final mark will aggregate these single marks.
Further information	none