



CESP 354: Critical Disabilities Studies: Seminar and Practicum

Course Syllabus

Spring 2022

Instructor: Melanie McCallum, MD, MPH

Credits: 3

Contact Hours: 3 contact hours/week practicum; 30 contact hours total

1.5 contact hours/week seminar; 15 contact hours total

Prerequisites: Application based admission

Class Hours:

Office Hours:

Course Type: Seminar and Practicum

Course Description

The course intends to give a multicultural view on differently abled persons and how societies respond and handle the issue. Focus is posed on the different forms of disability (acquired vs. inborn), how to empower a differently-abled person in order to reinforce resilience and how to reach as much independence as possible in case of a critical disability. Students will gain insight on how different countries respond to disabilities and which policies of integration are adopted.

All students enrolled in this course will complete three contact hours per week with VIVA Sports Association, which is the first athletic program for kids and adults with motor and/or intellectual disabilities in Perugia. Students will assist the professional staff in managing the athletic activities, helping children and adults with a variety of disabilities play sports, including fencing, ping-pong, volleyball, and basketball to develop social and motor skills. In addition, students will also collaborate with VIVA staff in designing new activities.

The goal of this course is to foster greater awareness of the experiences of differently-abled people and reflection on inclusion of individuals with disabilities into society by assuming a critical perspective. It also introduces students to cultural engagement based on mutual benefit and growth through dialogue and hands-on experience. The course is designed for students willing to broaden their cultural perspectives, develop a heightened sense of intercultural awareness and sensitivity, and see different communities from a comparative, global standpoint. Students who commit to this course should keep an open mind, be motivated to actively learn, and be flexible.

For more information on VIVA:

VIVA's website (www.asd-viva.blogspot.it/)

Introductory video (www.youtube.com/watch?v=xmdrpGNE_LU&feature=youtu.be)

Facebook page (www.facebook.com/groups/376396449052026/)

Learning Outcomes and Assessment Measures

By the end of the course, students will be able to:

<p style="text-align: center;">Learning Outcomes</p> <p style="text-align: center;">Students will be able to:</p>	<p style="text-align: center;">Assessment Measures</p> <p style="text-align: center;">Course requirements that will be used to assess students' achievement for each learning outcome</p>
<p><i>Summarise and List</i> the main forms of disability</p>	<p>Mid Term Exam</p>
<p><i>Understand and Describe</i> cultural variations of approaches to integrate differently -abled people</p>	<p>Class Discussion and Practicum Participation</p>
<p><i>Summarise and List</i> the aims of a programme to encourage participation and build resilience for differently -abled people</p>	<p>Mid Term Exam</p>
<p><i>Evaluate and Analyze</i> a programme to encourage participation and build resilience for differently -abled people</p>	<p>Practicum Participation and Group Presentations of Research Project</p>

Course Materials

Readings

All reading materials will be made available in digital format on Moodle.

Please see “Umbra Institute Course Materials - Textbooks and Readers” handout provided in the orientation folder for more information. Readings will include:

- Lorenz K.A. et al. (2017) Developing the System for Observing Behavioral Ecology for Youth in Schools Instrument, Journal of School Health
- World Health Organization (2011). World report on disability.
- APA (2013) Cultural Formulation. In DSM-5 (pp. 749-759). Washington, DC: Author.
- Ferguson, P. M. & Nusbaum, E. (2012). Disability Studies: What Is It and What Difference Does It Make?
- Mannino J.E. (2015) Resilience and Transition to Adulthood among Emerging Adults with Disabilities
- Willis C.E., et al. (2018) A realist evaluation of a physical activity participation intervention for children and youth with disabilities: what works, for whom, in what circumstances, and how?
- Persson L.O., Ryden A. (2006) Themes of effective coping in physical disability: an interview study of 26 persons who have learnt to live with their disability
- Fillary R., Pernice R. (2005) Workplace culture analysis where people with intellectual disabilities work: A case study approach
- UN Convention of Rights of persons with Disabilities (2006) p.1-37
- Un Convention of the Rights of the Child (1989) [Children’s Version]
- Olivier L., Sterkenburg P., Van Rensburg E. (2016) The effect of serious game on empathy and prejudice of psychology students towards a person with disabilities
- Sancassaini F, Machado S., Preti A. (2018) Physical Activity, Exercise and Sport Programs as effective therapeutic tools in Psychosocial Rehabilitation
- Sit C., Li R., McKenzie T.L., Cerin E., Wong S., Sum R., Leung E. (2019) Physical Activity of Children with Physical Disabilities: Associations with Environmental and Behavioral Variables at Home and School

Films

- Intouchables*
- Wonder*
- Growing Hope*

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Assessment

Participation	20%
Project	20%
Reflective Paper	20%
Midterm Exam	20 %
Final Presentation	20 %

Grading

Letter grades for student work are based on the following percentage scale:

Letter Grade Range	Numerical Score Equivalent	Student Performance
A	93% - 100%	Exceptional
A-	90% - 92%	Excellent
B+	87% - 89%	Superior
B	83% - 86%	
B-	80% - 82%	
C+	77% - 79%	Satisfactory
C	73% - 76%	
C-	70% - 72%	
D+	67% - 69%	Low Pass
D	63% - 66%	
D-	60% - 62%	
F	59% or less	Fail (no credit)

Course Requirements

Grades are based on students' commitment to the practicum and participation in class seminars, as well as students' academic work, assessed through reflective papers, project, exams and presentations.

Participation (20%)

Is composed of two different parts:

In class-activity (10%)

Class participation grades are based on oral contributions to the collective learning experience. Participation means active engagement in the course: being prepared for class (having carefully read that day's assignments), asking questions, responding to questions, and attentively listening to others.

Practicum Evaluation by Community Partner (10%)

Host supervisors will be asked to provide a feedback that reflects students' engagement and commitment to the practicum.

Reflective Paper (25%)

Students will have to submit a reflective paper at the end of the course. They will be required to select and discuss a topic from the units to a personal experience, citing five recent authoritative sources. The paper should be approximately 2,500 words long. A specific assignment will be handed out at the beginning of the course.

Midterm Exam (15%)

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Students will be required to complete a written midterm and final exam. Both exams will be comprised of different types of questions (e.g., multiple choice questions, definitions, e true/false), and at least 50% of these exams will be essay questions that will require the student to utilize critical thinking skills and to apply knowledge learned from class and from the assigned readings. Students will be asked to describe and discuss key concepts in the field of critical disabilities and apply these concepts to case examples. Students will need to describe various research methods as well as their strengths and limitations.

Project (15%)

This is a group effort carried out by the students in and out of the class activity in which each student receives a precise assignment by the instructor in order to contribute efficiently to the group activity. A detailed explanation will be given at the beginning of the course and the outcome of the project will be presented in a group presentation on the week of the final events.

Final Presentation of the Group Project (15%)

The class will complete a group project which combines the practicum and the acquired knowledge. The outcome will be presented by the student to the Umbra Community on the week for Special Academic Events, April 27 to May 1.

Attendance Policy

Absences for Covid-related circumstances: in order to keep the entire Umbra community healthy and to comply with local laws, you may not enter the Umbra premises if you have a temperature of 37.5 °C (99.5 °F) or higher. For all students who display any relevant symptoms, the procedure will be the following:

1. avoid going to class;
2. immediately notify the Student Services staff;
3. be prepared to get tested for COVID at a local pharmacy within the day.

The following additional conditions apply:

- Students may attend classes remotely and without academic penalty via Zoom or Skype *but only* if they are waiting for the test to be scheduled or performed.
- Students with a positive test result (or who have been in close contact with someone who tested positive) must follow all applicable quarantine or isolation requirements and may attend classes remotely, *without academic penalty*.
- Students with a negative test result are allowed to attend class in person.

It is Institute policy that students with symptoms be tested. Any student refusing testing will not be admitted to the Institute under any circumstances and any absences will not be considered eligible for an extra absence for any classes missed. In other words, refusing a test and staying in one's apartment is considered an unexcused absence.

Class attendance (in person or through live connection) is mandatory. Students are allowed two "free" absences, which do not need to be justified. However, it is considered common courtesy to inform the instructor of your absence when possible. It is the students' responsibility to keep them in case of real necessity (sickness or any other unforeseen inconvenience that may prevent students from being in class).

Additional absences relating to illness may be approved by the Academic Director but only if a medical certification is provided.

Each additional absence, unless for a very serious reason, will lower the students' grade by one grade level (i.e., a final grade of a B+ would be lowered to a B). If students miss class, they are responsible for obtaining class notes from other students and/or for meeting the professor during office hours. It is also the policy of the Institute that any student who has eight or more absences automatically fails the class.

Except in the case of medical emergencies, absences are not accepted when tests are scheduled; tests cannot be made up. Furthermore, scheduled times and dates indicated for exams, quizzes, oral presentations, and any other graded assignments cannot be changed for any reason. Even if more sections of the same class are activated, students may only take exams during the scheduled times and dates for the section they are enrolled in.

Academic Integrity

All forms of **cheating** (i.e., copying during exam either from a fellow student or making unauthorized use of notes) and **plagiarism** (i.e., presenting the ideas or words of another person for academic evaluation without acknowledging the source) will be handled according to the Institute Academic Policy, which can be found in the Umbra Institute Academic Policies and Conduct Guidelines.

Classroom Policy

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Students are expected to follow the policy of the Institute and demonstrate the appropriate **respect** for the historical premises that the school occupies. Please note that **cell phones** must be turned off before the beginning of each class. **Computers and other electronic devices** can be used during class lectures and discussions if approved or required by the instructor.

Schedule of Topics, Readings, and Assignments

WEEK 1

Seminar 1 *Introduction to the course and definition of critical disabilities*
Goals and expectations: What is critical disability?

Readings

WHO Report on Disabilities (2011) p.3-p.10, 261-263;

UN Convention of Rights of persons with Disabilities (2006) p. 1-37;

WEEK 2

Seminar 2 How to make efficient observations

Readings

Lorenz K.A. et al. (2017) Developing the System for Observing Behavioral Ecology for Youth in Schools

WEEK 3

Seminar 3 Utility of physical activity in disabilities

Readings

Sancassiani F, Machado S., Preti A. (2018) Physical Activity, Exercise and Sport Programs as effective therapeutic tools in Psychosocial Rehabilitation

WEEK 4

Seminar 4 Challenges and implications in development: inborn and acquired disabilities

Preventable Disabilities and Improving Future Outcomes

Readings

Persson L.O., Ryden A. (2006) Themes of effective coping in physical disability: an interview study of 26 persons who have learnt to live with their disability

Payne-Sturges D.C., Swanson M., Balmes J., Hertz-Picciotto I. (2019) Healthy Air, Healthy Brains: Advancing Air Pollution Policy to Protect Children's Health

<https://www.who.int/news-room/fact-sheets/detail/congenital-anomalies>

WEEK 5

Seminar 5 Disability and Integration into society

Readings

Filary R., Pernice R. (2005) Workplace culture analysis where people with intellectual disabilities work: A case study approach

WEEK 6

Seminar 6 Definition and Importance of context and coping with disabilities

Readings

Willis C.E., et al. (2018) A realist evaluation of a physical activity participation intervention for children and youth with disabilities: what works, for whom, in what circumstances, and how?

SEMESTER BREAK

WEEK 7

Seminar 7 **Midterm Exam**

WEEK 8

Seminar 8 Comparison of response and treatment to physical and mental disabilities

Readings

APA (2013) DSM-5 p. 749-759

WEEK 9

Seminar 9 Being differently able: Resilience

Readings

Mannino J.A. (2015) Resilience and Transition to Adulthood among emerging Adults with Disabilities

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WEEK 10

Seminar 10 Conclusion of the Group Project

 Taking Stock of the Experience

 Rehearsal for the final presentation Week

Service Learning Project: End of Semester Community EngageGAMES overview with Umbra staff and preparation for event.

Bibliography

- Bérubé, Michael. "Disability and Narrative." *PMLA*, vol. 120, no. 2, Mar. 2005, pp. 568-76.
- Davis, Lennard. "Constructing Normalcy: The Bell Curve, the Novel, and the Invention of the Disabled Body in the Nineteenth Century." *The Disability Studies Reader*, 2nd ed., edited by Lennard Davis, Routledge, 2006, pp. 3-16.
- Garland-Thomson, Rosemarie. "Integrating Disability, Transforming Feminist Theory." *The Disability Studies Reader*, 2nd ed., edited by Lennard Davis, Routledge, 2006, pp. 257-73.
- Mitchell, David and Sharon Snyder. *Narrative Prosthesis: Disability and the Dependencies of Discourse*. U of Michigan P, 2000.
- Shakespeare, Tom. "The Social Model of Disability." *The Disability Studies Reader*, 2nd ed., edited by Lennard Davis, Routledge, 2006, pp. 197-204.
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- Filmer D. Disability, poverty, and schooling in developing countries: results from 14 household surveys. *The World Bank Economic Review*, 2008,22:141-163. doi:10.1093/wber/lhm021.
- Loeb ME, Eide AH, eds. *Living conditions among people with activity limitations in Malawi: a national representative study*. Oslo, SINTEF, 2004.
- Eide AH, van Rooy G, Loeb ME. *Living conditions among people with disabilities in Namibia: a national, representative study*. Oslo, SINTEF, 2003.