



CESP 354: Critical Disabilities Studies: Seminar and Practicum

Course Syllabus

Instructor: Doris Kessenich, ML

Credits: 3

Contact Hours: 3 contact hours/week practicum; 40 contact hours total
1.5 contact hours/week seminar; 20 contact hours total

Prerequisites: Application based admission

Class Hours: TBA

Office Hours: TBA

Course Type: Seminar and Practicum

Lab Fee: 40 €

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:

Learning Outcomes	Assessment Measures
	<i>Course requirements that will be used to assess students' achievement for each learning outcome</i>
Improve intercultural attitudes	Class and Practicum participation
Knowledge and comprehension on disabilities	Midterm Exam
Intercultural competence skills	Project
Learning how to improve integration of disabilities in everyday life	Group presentation
Observational Skills	Practicum
Critical Thinking skills	Reflective Paper

Course Materials

Readings

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

A course reader, including all the indicated readings, will be available at a local copy shop for about 15 €.

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

Films

Intouchables

Wonder

Growing Hope

Assessment

Participation	30%
Project	15%
Reflective Paper	25%
Midterm Exam	15%
Final Presentation	15%

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 (30%)

Is composed of two different parts:

In class-activity (15%)

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 (15%)

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%)

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%)

The 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

Class attendance is **mandatory**. Students are allowed **two "free" absences**, which do not need to be justified. **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)**. 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.

Presence during mandatory field trips is especially important for student performance in class. Missing a mandatory field trip, unless for a very serious reason that is communicated to the professor and Umbra Academic Director in a timely manner, will lower students' final grade by one grade level (i.e., a final grade of a B+ would be lowered to a B).

Syllabi available for download from the Umbra Institute website only with the purpose of informing students and advisers about course content. **All rights are reserved.**

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

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

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

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

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

Challenges and implications in development: inborn and acquired disabilities

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

WEEK 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

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?

WEEK 7

Midterm Exam

SEMESTER BREAK

WEEK 8

Comparison of response and treatment to physical and mental disabilities

Readings

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

WEEK 9

Being differently able: Resilience

Readings

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

WEEK 10

What can be done to improve the future generations and to limit disabilities in occurring

Readings

Rauh V. (2018) Developing Brains-EPA Failure on Chlorpyrifos

Furlong M. A., Herring A., Buckley J.P., Goldman B.D., Daniel J. A, Engels L.S., Wilff M.S., Chen J., Wetmur J., Barr D.B., Engel S. M. (2017) Prenatal Exposure to organophosphorus pesticides and childhood neurodevelopmental phenotypes

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

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

WEEK 11

Out-of -class activity for the Group Project

WEEK 12

Conclusion of the Group Project

Rehearsal for the final presentation week!

WEEK 13

Taking stock of the experience

In class discussion

Hand in your reflective paper!

The Final Exam and Special Academic Events Calendar will be provided later in the semester

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.

Global burden of disease: 2004 update. Geneva, World Health Organization, 2008.

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.