



<b>Study program:</b> Doctoral Academic Studies in Biomedical Sciences		
<b>Course title:</b> THEORETICAL AND CONCEPTUAL FRAMEWORK FOR DISABILITY RESEARCH		
<b>Teacher:</b> Špela S. Golubović		
<b>Course status:</b> elective		
<b>ECTS credits:</b> 20		
<b>Condition:</b> -		
<b>Course aim:</b> The aim of the course is to provide knowledge about the extent and contents of studies based on different models and theories of disability, in different socio-political and cultural contexts. The aim is to improve students' ability to assess the impact of models and theories on current practice. To identify the possibility of how effective studies can include inclusive approaches that are consistent with models, theories, and concepts of disability To use knowledge in order to advance the design of evaluation studies and evidence-based practice.		
<b>Expected outcome of the course:</b> At the end of the course the student will be able to: Explore and analyze the role of sociopolitical and cultural context in relation to people with disabilities Investigate and critically review the impact of theories, models and concepts on the current care system for people with disabilities and assess their potential contribution to research and public health policy Explore disability through a variety of theoretical approaches and learn about disability in a global context Independently select, analyze and apply evidence-based theory and practice Investigate the consequences of adapting certain terminologies, study designs and measurement results when evaluating interventions		
<b>Course description</b> <i>Theoretical education</i> <ul style="list-style-type: none"> <li>• Disability as a cultural identity</li> <li>• Disability as a negative social response</li> <li>• Key theories and models: <ul style="list-style-type: none"> <li>• Biological, cultural and minority group model</li> <li>• Medical model</li> <li>• The human rights model</li> <li>• Social model</li> <li>• A critical model of disability</li> </ul> </li> <li>• Analysis and evaluation of models and theories</li> <li>• Application of models and theories in research</li> <li>• Application of models and theories in practice</li> </ul>		
<b>Literature</b> <ol style="list-style-type: none"> <li>1. Cooper, H. (2020). Critical Disability Studies and the Disabled Child. London: Routledge, <a href="https://doi.org/10.4324/9780429060694">https://doi.org/10.4324/9780429060694</a></li> <li>2. Berghe M, Atkin K, Graham H, Hatton C, Thomas C. Implications for public health research of models and theories of disability: a scoping study and evidence synthesis. <i>Public Health Res</i> 2016;4(8)</li> <li>3. Siebers T. <i>Disability Theory</i>. University of Michigan, 2008.</li> <li>4. Lawson J. Disability as a Cultural Identity, <i>International Studies in Sociology of Education</i>, 2001; 11 (3): 203-222, DOI: 10.1080/09620210100200076</li> <li>5. Ljubenović J. M. Čvar istine ili ideologije: aporije medicinskog modela ometenosti. <i>Psihijat.dan</i>.2007;39 (1):5-24</li> <li>6. Shuttleworth R, Kasnitz D. Cultural Context of Disability. 2006. p. 330-7.</li> </ol>		
<b>Number of active classes</b>	<b>Lectures:</b> 60	<b>Practice:</b> 45
<b>Teaching methods</b> Lectures, work in small groups or individually on a given example.		
<b>Knowledge assessment (maximum number of points 100)</b> activity during lectures: 10		

SRW: 40

oral exam: 50