

DEPARTMENT OF OCCUPATIONAL THERAPY

SYLLABUS

OT-GE 2171: Disability in a Global Context: Buenos Aires, Argentina

Intersession, January 4-17, 2015

Buenos Aires, Argentina

3 Points

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COURSE DESCRIPTION

This course explores the implications of disability in global contexts with varying levels of industrialization. It examines how local civic and private sector arenas, including schools, hospitals, markets, or transportation systems affect the lives of people with disabilities. The students will explore and identify factors, which can influence a community's view of disability. Utilizes reflective teaching models and experiential learning. To enrich students' understandings of the impact of context, including enablers and barriers to participation in daily life especially for people with disabilities.

NYU students will learn traditional Argentine customs, traditions and lifestyles relative to health and disability. Students will learn about the sports, arts and culture of Argentina. We will study the practices of the region and compare them with the practices and impact of disability in the US.

COURSE OBJECTIVES

Upon completion of this course, the student will be able to:

1. Describe life experiences of people living with disabilities;
2. Articulate the similarities/differences of assumptions of living in the US with a disability as compared with observations in Buenos Aires e.g. address questions such as- "Is daily life of living with a disability in Argentina different from or the same as daily life with a disability in the US"?
3. Identify the principles, concepts and meaning of habilitation/rehabilitation;
4. Describe personal biases and methods to insure fair treatment and equality in clients and co-workers as well as explore reactions to the visit in Buenos Aires, Argentina.

DISABILITY STATEMENT

If you have a physical, psychological, medical or learning disability that may impact your coursework, please contact The Henry and Lucy Moses Center for Students with Disabilities. They will work with you to determine what accommodations are necessary and appropriate. All information and documentation is confidential. If your disability requires accommodation in Ghana or during travels, please discuss your needs early so arrangements can be made.

TEACHING & LEARNING EXPERIENCES

This course involves multiple experiences including class seminars, discussions with and presentations by local guest speakers, tours of medical and educational facilities, and visits to cultural events and community gathering places. Through the use of in-class exercises, students are guided to explore environmental conditions, the prevalence of people with disabilities, and peoples' views of disabilities in Buenos Aires. Students are expected to be active listeners and participants in all course discussions and activities.

EVALUATION METHODS (including weight)

Paper: Impact of Culture on Health/Disability	50%
Journal	50% (Due – ongoing: prior to, during and after the trip. The final entry is due Jan 30, 2015)
TOTAL:	100 %

Paper: Impact of Culture on Health/Disability: Students are required to reflectively examine their own beliefs as well as those of their families and cultural groups about health and disability. This course would culminate in evidence-based reflective paper that will compare and contrast the impact of culture on health and disability using the field observations in Buenos Aires, course class discussions and required reading.

Journal: Students are required to document their trip. Students are recommended to set up a blog for their journal, but may choose to use either a blog or a wiki. Students may invite others, including family and friends to participate in or read the blog/wiki or they may keep the information private (although the professors will read entries). Entries can be any combination of media - text, photograph, video, sound. In addition to any topics the students choose to include in their journal, they must address the following:

- Reflection on disability/health in Buenos Aires
- Response to field observations in facilities and within the community
- Reaction to cultural experiences in Buenos Aires

Students are required to begin their journals prior to the trip. Document your experiences, expectations, and thoughts as you prepare for the trip and the course. Your reactions to Emmanuel's Gift and the book you choose to read should be included in your journal.

You are welcomed to continue your journal long after the trip but the assigned journal should include at least one entry after the completion of the course and include your reflections of leaving Accra and finishing the course.

Journal entries through Jan 30, 2015 will be reviewed as part of this assignment.

In order to prepare for the trip, students will be asked to complete additional assignments.

*read either Fadiman or Dorris (required text list)

REQUIRED TEXTS/READINGS

- Fadiman, A. 1997. *The Spirit Catches You and You Fall Down: A Hmong child, her American doctors, and the collision of two cultures*. NY: Farrar, Straus and Giroux
- Dorris, M. 1990. *The Broken Cord*. NY: HarperPerennial
- Linton, S. (1998). *Chapter 2: Reassigning meaning*. In *Claiming Disability: Knowledge and identity*. NY: NYU Press.

Additional requirements specific to the area will be added

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