

<b>Study program:</b> Doctoral Academic Studies in Biomedical Sciences		
<b>Name of the subject:</b> CURRENT ISSUES IN SPECIAL EDUCATION AND REHABILITATION		
<b>Teacher(s):</b> Sanela Z. Slavković, Špela S. Golubović		
<b>Status of the subject:</b> elective		
<b>Number of ESBP points:</b> 20		
<b>Condition:</b> -		
<b>Goal of the subject</b> The goal of this subject is for the students to improve their knowledge and become acquainted with new trends in the domain of special education and rehabilitation, as well as to familiarize them with the specificities of current approaches to working with persons with disabilities and/or chronic medical conditions, i.e. to empower them to make a significant contribution to science in this domain.		
<b>Outcome of the subject</b> Students will gain specific and up-to-date scientific knowledge in the domain of detection, prevention, education, rehabilitation and social participation of children, youth and adults with disabilities and/or chronic medical conditions. Students will expand and build their body of knowledge on current models of support systems for this population worldwide. Students will be able to plan and conduct modern, innovative and original research using a multidisciplinary approach to disability. They will demonstrate commitment to adding to the body of knowledge in this domain through publications. They will bring their understanding of proof-based therapies and methods up-to-date by means of learning examples of good practice, as well as improve their expertise in the domain of designing support programs for the population of persons with disabilities.		
<b>Content of the subject</b> <i>Theoretical lectures</i> Current models and systems in special education and rehabilitation. Early intervention in the domain of special education and rehabilitation. Modern outlook on basic modes of operation in inclusive education for persons with disabilities. Methods and instruments for assessment of persons with disabilities. Examples of good practice in modern methods and techniques used when working with persons with disabilities. Occupational therapy approaches with persons with different medical conditions. Application of information-communication technology in the domain of education, diagnostics and treatment of persons with disabilities. Possibilities for the application of assistive technology and virtual reality with persons with disabilities. Importance of communication skills development in the domain of special education and rehabilitation. Counseling and instructive work in the domain of special education and rehabilitation.  <i>Practical lectures</i> Practical lectures will follow the thematic units. Within practical lectures the material will be covered through research projects and seminar papers.		
<b>Recommended literature</b> 1. Case-Smith J. Occupational Therapy for Children and Adolescents, 7th Edition. 2014. Mosby. ISBN: 9780323169257 2. Dell GA, Newton AD, Petroff GJ. Assistive Technology in the Classroom: Enhancing the School Experiences of Students with Disabilities (What's New in Special Education) 3rd Edition, Kindle Edition 2016. Pearson. ISBN-13: 9780134170411 3. Creighton C, Hauth C. The Survival Guide for New Special Education Teachers. 2015. Council For Exceptional Children; 2nd edition. ISBN-13: 978-0865865068 4. Salvia J, Ysseldyke J, Witmer S. Assessment in Special and Inclusive Education 13th Edition, Kindle Edition. 2016. Cengage Learning. 5. Millington JM, Marini I. Families in Rehabilitation Counseling: A Community-Based Rehabilitation Approach 1st Edition, Kindle Edition. 2014. Springer Publishing Company. 6. McLoughlin J, Lewis RB. Assessing students with special needs. 2007. Pearson, NY. 7. Yeats KO, Ris MD, Taylor HG, Pennington BF. Pediatric neuropsychology - Research, Theory and Practice. 2010. New York, Guilford Press. 8. Articles on themes covered in the syllabus for current school year that are available on Kobson.		
<b>Number of active classes</b>	<b>Theory:</b> 60	<b>Practice:</b> 45

**Methods of delivering lectures**

Interactive, individual, work in pairs, work in small groups, completing student projects.

**Evaluation of knowledge (maximum number of points 100)**

Ways of testing the knowledge may vary: (written tests, oral exam, project presentation, seminars etc.)

Activity during lectures: 15

Project presentation: 25

Seminar papers: 10

Oral exam: 50