

Study program: Special Education and Rehabilitation, module Sensorimotor Disability			
Type and level of studies: Basic Academic			
Title of the subject: Psychology of Family with Atypically Developing Child			
Lecturer: Dragana V. Stanimirović			
Course status: Obligatory			
ECTS: 4			
Prerequisites: There are no prerequisites			
Aim: Setting up the reference framework for understanding psychodynamic family relationships in families with atypical child and foundations for providing necessary support to those families.			
Outcomes: Acquiring basic concepts of various theoretical approaches to psychology of family, recognizing the patterns of interaction and understanding psychodynamics in families with atypically developing child. Getting basic qualifications for working in partnership and for giving adequate support to the parents and other family members with atypical child.			
Content <i>Lectures:</i> Defining basic family concepts from the aspect of various theoretical approaches and presenting different models of family functioning. Describing the specifics of each family life cycle stage in family with atypically developing child (children with developmental disabilities and gifted children). Explaining topics such as: parents' reactions to the sensory or motor impaired child and typical patterns of behaviour, specificity of attachment, sibling role and psychodynamic of family relations. Discussing unrecognized gift of disabled children by their parents. Presenting various research data of family with atypical children "portraits", the amount of stress experience, ways of coping etc. Finally, considering the parents' role as partners in creating IEP for their child who needs an additional support. <i>Practical work:</i> Clarifying the theoretical issues and practicing the application of gained knowledge in hypothetical situations.			
Literature			
<ol style="list-style-type: none"> 1. Stanimirović, D. (2005). <i>Stres u porodicama sa slepim adolescentom – specifičnost i individualnog i porodičnog prevladavanja</i>. Doktorska disertacija, Univerzitet u Beogradu, Filozofski fakultet, str. 23-24, 25-41, 50-65, 151-177. 2. Mitić, M., Radojević, B., Hrnjica, S., Žegarac, N., Stefanović, M., Veljković, L., Rajović, V., Piper, B., Radović Župunski, M. (2011). <i>Deca sa smetnjama u razvoju – potrebe i podrška</i>. Beograd: Republički zavod za socijalnu zaštitu, Familia. 3. Mitić, M. (1997). Porodica, zdravlje i bolest. U D. Berger (ur.) <i>Zdravstvena psihologija</i> (str. 217-239). Beograd: Društvo psihologa Srbije – Centar za primenjenu psihologiju. 4. Stanimirović, D. (2016). <i>Adolescenti sa oštećenjem vida u susretu sa razvojnim I dodatnim izazovima</i> (str. 51-58, 173-176, 181-185, 234-239, 242-249). Beograd: Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju. ISBN 978-86-6203-081-1. 5. Stanimirović, D. I Mijatović, L. (2012). Obrasci afektivne vezanosti za roditelje i prijatelje kod mladih oštećenog vida. U S. Stoilković, J. Todorović i G. Đigić (ur.), <i>Ličnost i obrazovno-vaspitni rad</i> (str. 169-179). Niš: Filozofski fakultet. ISBN 978-86-7379-256-9 6. Dragojević, N., Milačić Vidojević, I. (2011). Razlike u vulnerabilnosti majki i očeva dece sa ometenošću. <i>Specijalna edukacija i rehabilitacija</i> 10(4), 573-593. ISSN 1452-7367 7. Dragojević, N. (2010). Stres u porodicama sa telesno invalidnim detetom. U J. Kovačević i V. Vučinić (ur.), <i>Smetnje i poremećaji: Fenomenologija, prevencija i tretman</i>, deo I (str. 105-118). Univerzitet u Beogradu, Fakultet za specijalnu edukaciju i rehabilitaciju. ISBN 978-86-80113-99-9 8. Dimoski, S. (2006). Ciklusi razvoja porodice deteta sa slušnim oštećenjem. <i>Beogradska defektološka škola</i>, br. 1, 1-11. ISSN 0354-8759 9. Stanimirović, D. (2013). Redosled rođenja kao determinanta percepcije porodičnog funkcionisanja. <i>Specijalna edukacija i rehabilitacija</i>, 12(3), 335-352, ISSN 1452-7367 Doi: 10.5937/specedreh12-4274 10. Krulj, S. R., Arsić, Z. (2008). Osnovne pretpostavke i uslovi za razvoj darovitosti i kreativnosti u porodici. U G. Gojkov (ur.), <i>Metodološki problem istraživanja darovitosti</i> (str. 345-353). Vršac: Visoka škola strukovnih studija za obrazovanje vaspitača „Mihailo Palov“ 			
Number of active classes per week:		Lecture: 2	Practical work: 1
Teaching methods: Lectures, practical classes, seminars, presentations, consultations			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	15	written or oral exam	50
practical teaching	15		
midterm(s)			
seminars	20		