

<b>Study program:</b> Speech and Language Pathology
<b>Type and level of studies:</b> Doctoral Academic Studies
<b>Title of the course:</b> Models of disability and language impairment
<b>Lecturer:</b> Prof. dr Vesna Radoman
<b>Course status:</b> Elective
<b>ECTS:</b> 20
<b>Prerequisites:</b> passed exams from the first year of study
<p><b>Aim:</b></p> <p>The knowledge of the single models and definitions of general disability , analysis of them, deficits, advantages each of them and the following terminology with special focus on bio-psycho- social model and psychosocial model .</p> <p>The knowledge of different models of language disorders and their relationship with inclusive practice and psychology of language</p>
<p><b>Outcomes:</b></p> <p>Good critical and analytical view on different theoretical models and their characteristics and recognition of their effects on the practice with language disorders specially on psychological aspects of development and rehabilitation.</p>
<p><b>Content:</b></p> <p><i>Lectures :</i> In the beginning of the course there is wider theoretical frame of reference on the model of health and disease and after that chronological development specific theoretical concepts of disability and language disability. After that there are chronology widening definition of disability and following terminology. The core of the course is description and analysis of medical model of disability and parallel model of language disability specially, description and analysis of psychological model of disability and language disability and description and analysis social model of disability and it`s varieties ,and language disability specially. After that following presentation of the psychosocial model of disability and language disability. Bio-psycho-social model is presented as modern, optimal eclectic synthesis. On the end there is consideration of social inclusion, inclusion in education and their repercussions on the psychological plan from the point of view psychosocial model.</p> <p><i>Practical work:</i> Content of the practical work is consisting of recognition different models of disability in proposal literature and reflection on it in the practice.</p>
<p><b>Literature:</b></p> <p>Radoman, V.,(2011). Deskripcija i komparativna analiza različitih modela ometenosti i efekti njihove praktične primene na ličnost.<i>Beogradska defektološka škola</i> ,Vol.17(3),br.51,ISSN 0354-8759,str.613-632.</p> <p>Radoman, V. (2004). Razvoj teorijskih modela ometenosti i jezička ometenost.<i>Istraživanja u defektologiji</i>, br.5,ISSN 145-3285, str.33-48, 3.</p> <p>Radoman, V. ,Closs, A., Nano ,V. (2006). Prospects for Inclusive Education in European Countries Emerging from Economic and other Trauma.<i>European Journal of Special Needs Education</i>,vol.21, No.2,151-166, ISSN 0885-6257</p> <p>Radoman, V. i saradnici(2004). <i>Reforma obrazovanja učenika sa posebnim potrebama</i>. Ministarstvo prosvete i sporta republike Srbije, ISBN 86-7055-050-4, str. 7-66.</p> <p>Radoman, V., (2006). <i>Nova strategija i temeljita reforma</i>. Zagreb: S vama, br.2/3, ISSN 1334-9058 str.87-89. 6. Skripta: O Inkluziji, FASPER (kopije članaka)</p>

<b>Number of active classes per week: 13</b>	<b>Lecture: 3</b>	<b>Research work: 10</b>	
<b>Teaching methods:</b> Interactive sessions with the application of modern technology.			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Research project	<b>15</b>	Written exam	
Seminar	<b>15</b>	Oral exam	<b>70</b>