

<b>Study program:</b> Special education and rehabilitation			
<b>Type and level of studies:</b> master academic studies			
<b>Title of the subject:</b> Assessment of the quality of social participation in deaf and hard of hearing			
<b>Lecturer:</b> Karić B. Jasmina, Radovanović S. Vesna			
<b>Course status:</b> elective course for the module Hearing disability			
<b>ECTS:</b> 6			
<b>Prerequisites:</b> None			
<b>Aim:</b> The aim is to help students to get to know and gain knowledge about theoretical approaches, concepts and models of participation of deaf and hard of hearing. Developing and strengthening awareness as well as spreading positive attitudes for the equal participation of deaf and hard of hearing in all spheres of life and work.			
<b>Outcomes:</b> Students should master the necessary knowledge and skills to independently perform professional and scientific work in defining individual participation programs. Students should be able to develop, implement and evaluate individually targeted support programs.			
<b>Content</b> <i>Lectures:</i> The concept of social participation, theoretical and legal frameworks of social participation, procedures and measures for the prevention of discrimination against persons with disabilities, the attitudes of the European Union towards people with disabilities, the possible consequences of hearing impairment on the quality of life and the work of deaf and impaired people, assessment of educational outcomes and employment of deaf and hard of hearing person, consideration of the philosophy of inclusion, the concept of inclusive rehabilitation, consideration of the philosophy of inclusion, critical review of the medical and social models in rehabilitation and the principle of normalization with the of achieving full social participation of deaf and hard of hearing. <i>Practical work:</i> Getting acquainted with the work of professional support services for deaf and hard-of-hearing people in the world, consideration of the conditions and the possibility of developing service centers for the deaf and helpless people, at the local level and wider. Getting acquainted with different models of social participation, involving experts of different profiles, family, team work in creating, implementing and evaluating support programs.			
<b>Literature</b> 1. Karić, J. (2003): Roditelj kao partner u budućem sistemu obrazovanja, <i>Beogradska defektološka škola, Beograd</i> , Društvo defektologa Srbije i Crne Gore, br. 1- 2, str. 215- 219. ISBN 2. Karić, J. (2004): Stavovi prema uključivanju dece sa posebnim potrebama u redovan sistem obrazovanja, <i>Nastava i vaspitanje</i> , 1, str. 142-147, Beograd. ISBN 3. Karić, J.,Jovčić, Lj. (2007): Partnerski odnos roditelj-dete-lokalna zajednica, I naučni skup Univerziteta u Beogradu, Fakulteta za specijalnu edukaciju i rehabilitaciju- Nove tendencije u specijalnoj edukaciji i rehabilitaciji, Zbornik radova, str. 569-573. ISBN 4. Luckner, J.L. (2002). <i>Facilitating the transition of students who are deaf or hard of hearing</i> . Austin, TX: PRO-Ed, pg. 79 5. Mason, M., Rieser, R. (1990): The Medical Model and The Social Model of Disability. U: Rieser, R., Mason, M. (Ed.): <i>Disability Equality in The Classroom: A Human Rights Issue</i> . London: ILEA (Inner London Education Authority). 6. Mišić, D. (1995): Inkluzija – korak dalje od integracije djece s teškoćama u razvoju, <i>Psiha</i> , 4, 28-31.			
<b>Number of active classes per week:</b>	<b>Lecture: 2</b>		<b>Practical work: 2</b>
<b>Teaching methods:</b> Lectures, exercises, interactive teaching			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>	<b>Score</b>	<b>Final exam</b>	<b>Score</b>
activities during the lectures	<b>10</b>	written exam	
practical teaching	<b>10</b>	oral exam	50
midterm(s)	<b>20</b>	.....	
seminars	<b>10</b>		