

<b>Study program:</b> Special education and rehabilitation, module Motor disability		
<b>Type and level of studies:</b> Master academic studies		
<b>Title of the subject:</b> Models of support for persons with neurological deficits		
<b>Lecturer:</b> Goran M. Nedović		
<b>Course status:</b> Elective		
<b>ECTS:</b> 6		
<b>Prerequisites:</b> /		
<b>Aim:</b> The aim of the course is to introduce students with models of support for persons with neurological deficits.		
<b>Outcomes:</b> Acquiring competencies for developing a support model for persons with neurological deficits.		
<b>Content</b> <i>Lectures:</i> 1. Neurological deficits at pre-school age and support models; 2) Neurological deficits at school age and support models; 3) Neurological deficits in productive lifespan and support models; 4) Severity of neurological deficit and extent of support; 5) Structure of neurological deficits and types of support; 6) Support to functioning in hospital; 7) Support to family functioning, 8) Support at school work; 9) Workplace support; 10) Councils for the revision of living space; 11) Advice on job reorganization; 12) Support during the rehabilitation process; 13) Support during schooling; 14) Support in the selection of computerized aids; 15) Training in the use of computerized aids.  <i>Practical work:</i> 1. Creating a model of support for pre-school children with neurological deficits; 2) Creating a model of support for school age children with neurological deficits; 3) Creating a model of support for a person with a neurological deficit in a productive lifespan; 4) Harmonization the scope of support with the severity of neurological deficits (case studies); 5) Harmonization of the scope of support with the structure of the neurological deficit (case studies); 6) Creating a model of support for the functioning in the hospital; 7) Creating a model for supporting family functioning, 8) Creating a support model for functioning at school; 9) Creating a workplace support model; 10) Creating an advisory protocol for the reconstruction of the living space; 11) Creating an advisory protocol for the reorganization of the workplace; 12) Creating a support model during the rehabilitation process; 13) Creating a support model during schooling; 14) Creating an advisory protocol in the selection of computerized aids; 15) Development of training protocols in the use of computerized devices.		
<b>Literature:</b> 1. Nedović,G., Rapaić,D., Odović,G., Potić,S., Miličević,M. (2012). <i>Socijalna participacija osoba sa invaliditetom</i> . Beograd: Društvo defektologa Srbije. Monografija, 261 strana. ISBN 978-86-84765-31-6, [COBISS.SR-ID 189265164]. 2. Rapaić,D., Nedović,G., Nikolić,S., Odović,G., Ilić-Stošović,D. (2007). Metodološki okvir i dizajniranje usluga u ustanovama socijalne zaštite. U D. Radovanović (ur.), <i>Nove tendencije u specijalnoj edukaciji i rehabilitaciji</i> (str. 695-701). Beograd: Fakultet za specijalnu edukaciju i rehabilitaciju, CIDD. ISBN 978-86-80113-67-8, [COBISS.SR-ID 140477196]. 3. Nedović,G., Rapaić,D. (2002). Procena konstruktivne praksije kod osoba sa povredom mozga. <i>Istraživanja u defektologiji</i> , 1, 185-202. 4. Rapaić,D., Nedović,G., Turudić,J., (2006). Institucionalni okvir kao prediktivni faktor u tretmanu višestruko – kombinovano ometenih osoba. U N. Bekić (ur.), <i>Norme i standardi u radu sa višestruko ometenim osobama</i> (26 - 34), Zbornik radova. Novi Sad: Dom za decu ometenu u razvoju Veternik i Pokrajinski zavod za socijalnu zaštitu. 5. Nedović,G., Šapić,M., Ilić,D. (2004). Kognitivni deficiti motornog ponašanja kod osoba sa invaliditetom i osoba sa povredama mozga. <i>Program i zbornik radova 3. Simpozijuma neurologije i psihijatrije razvojnog doba</i> , str. 207-210, Beograd.		
<b>Number of active classes per week</b>	<b>Lecture:</b> 2	<b>Practical work:</b> 2
<b>Teaching methods:</b> Interactive teaching, Power Point Presentation, screening of films from practice.		

<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>	<b>Score</b>	<b>Final exam</b>	<b>Score</b>
activites during the lectures	15	written exam	/
practical teaching	10	oral exam	50
midterm(s)	/	.....	
seminars	25		