



University of Zagreb  
Faculty of Education and  
Rehabilitation Sciences

**Courses in English available  
to incoming students in  
academic year 2024/2025**

Zagreb, July 2024  
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## Instructions

Exchange students are students participating in a formal exchange programme between their home university and the University of Zagreb (i.e. Erasmus, Bilateral agreements, Erasmus Mundus etc.)

Croatian is the official language in the country and therefore most of the courses will be conducted in Croatian. Faculty of Education and Rehabilitation Sciences offers 3 study programs in Croatian.

### UNDERGRADUATE LEVEL (3 YEARS):

1. Rehabilitation
2. Speech and Language Pathology
3. Social Pedagogy

### GRADUATE LEVEL (2 YEARS):

1. Educational Rehabilitation
2. Speech and Language Pathology
3. Social Pedagogy

- Faculty of Education and Rehabilitation Sciences does not offer full degree study programs (undergraduate or graduate) in English language.
- Incoming students can spend semester or two in our institution and choose courses in English language.
- Incoming students can choose courses from the catalogue LIST OF COURSES published on Faculty's website. List is regularly updated.
- Incoming students should choose courses from the study program which is the most similar to the study program in their home institution.
- Courses in this catalogue are divided according to study level (undergraduate or graduate) and according to study program (Rehabilitation; Speech and Language Pathology; Social Pedagogy):
  - Undergraduate students can choose courses only from the undergraduate level
  - Graduate students can choose from both levels
- All courses have course descriptions, and you should read them carefully to see if you meet the course enrolment requirements and entry competences required for the course. If you do not meet these requirements, we suggest that you choose another course.
- Courses in English available to incoming students are organized as individual consultations with the teachers. Teachers can include incoming students in the lectures with Croatian students or they can have individual consultations, it is up to the teacher.
- All courses are awarded with credits using the ECTS system.

## Academic Calendar 2024. /2025.

1.10.2024. Tuesday	Start of winter semester
1.11.2024. Friday	All Saint's Day
18.11.2024. Monday	Remembrance Day for the victims of the Homeland War
25.12.2024. - 5.1.2025.	Christmas Holidays (no classes)
6.1.2025. Monday	Epiphany
24.1.2025. Friday	End of winter semester
27.1. – 21.2.2025.	Winter examination period (no classes)
24.2.2025. Monday	Start of summer semester
14.4.2025. Monday	Day of the University of Zagreb Faculty of Education and Rehabilitation Sciences
20.4.2025. Sunday	Easter
21.4.2025. Monday	Easter Monday
1.5.2025. Thursday	Labour Day
30.5.2025. Friday	Statehood Day
6.6.2025. Friday	End of summer semester
9.6. – 4.7.2025.	Summer examination period (no classes)
19.6.2025. Thursday	Corpus Christi
22.6.2025. Sunday	Anti-Fascist Struggle Day
5.8.2025. Tuesday	Victory and Homeland Thanksgiving Day
15.8.2025. Friday	Assumption of Mary
25.8. – 12.9.2025.	Autumn examination period (no classes)

EXPLANATION    National holidays, non-working days  
Classes  
Examination period  
Anniversaries and events

## List of Courses in English offered for incoming students in academic year 2024/2025

### UNDERGRADUATE STUDY PROGRAMME REHABILITATION

WINTER SEMESTER						
ISVU CODE	Lecturer	Course Title	Number of hours per week			ECTS
			L	E	S	
144647	Assis. Prof. Ljiljana Pintarić Mlinar	Planning Programme in Rehabilitation of Children and Youth with Intellectual Disabilities	2	1	1	4
32658	Prof. Ana Wagner Jakab	Learning Disabilities	2	1	1	4
131038	Assoc. Prof. Sonja Alimović	Assessment of Persons with Visual Impairment	2	1	0	3
					TOTAL	11
SUMMER SEMESTER						
ISVU CODE	Lecturer	Course Title	Number of hours per week			ECTS
			L	E	S	
131045	Assis. Prof. Ljiljana Pintarić Mlinar	Stimulating Perceptive-Motoric Abilities	1	2	0	3
23459	Assis. Prof. Damir Miholić	Creative Therapy I	1	0	1	2
32349	Assoc. Prof. Sonja Alimović	Communication of Persons with Visual Impairment	2	1	1	3
					TOTAL	8

#### EXPLANATION

Number of hours per week:

L - Lecture

E - Exercises

S - Seminars

## GRADUATE STUDY PROGRAMME EDUCATIONAL REHABILITATION

### WINTER SEMESTER

ISVU CODE	Lecturer	Course Title	Number of hours per week			ECTS
			L	E	S	
39409	Prof. Anamarija Žic Ralić	Individual Education Programmes	1	2	1	5
TOTAL						5

### SUMMER SEMESTER

ISVU CODE	Lecturer	Course Title	Number of hours per week			ECTS
			L	E	S	
39433	Assis. Prof. Damir Miholić	Creative Therapy III	2	1	2	5
39460	Assoc. Prof. Sonja Alimović	Multiple Disabilities and Visual Impairment	1	2	1	6
39445	Assoc. Prof. Sonja Alimović	Functional Assessment in Person with Visual Impairment	2	2	0	5
TOTAL						16

### EXPLANATION

Number of hours per week:

L - Lecture

E - Exercises

S - Seminars

## UNDERGRADUATE STUDY PROGRAMME SPEECH AND LANGUAGE PATHOLOGY

WINTER SEMESTER						
ISVU CODE	Lecturer	Course Title	Number of hours per week			ECTS
			L	E	S	
130734	Assis. Prof. Blaženka Brozović	Introduction to Speech and Language Pathology	2	1	0	4
255226	Prof. Marijan Palmović	Psycholinguistic	2	0	2	5
130843	Assis. Prof. Marina Milković	Croatian Sign Language 101	0	2	0	3
39335	Assis. Prof. Blaženka Brozović	Dysphagia and Feeding Disorders	2	2	0	4
TOTAL						16
SUMMER SEMESTER						
ISVU CODE	Lecturer	Course Title	Number of hours per week			ECTS
			L	E	S	
39321	Prof. Marijan Palmović	Neurolinguistic	2	1	0	3
39331	Assis. Prof. Marina Milković	Sociopedagogic Aspects of Hearing Impairments	2	0	1	3
130839	Prof. Tatjana Prizl-Jakovac Assis. Prof. Blaženka Brozović	Neurodevelopmental Language Disorders	1	1	1	4
130736	Assis. Prof. Blaženka Brozović	Motoric Speech Disorders	2	2	2	5
101943	Prof. Tatjana Prizl Jakovac	Communication Disorders Following Traumatic Brain Injuries	1	1	1	3
TOTAL						18

### EXPLANATION

Number of hours per week:

L - Lecture

E - Exercises

S - Seminars



## GRADUATE STUDY PROGRAMME SPEECH AND LANGUAGE PATHOLOGY

### WINTER SEMESTER

ISVU CODE	Lecturer	Course Title	Number of hours per week			ECTS
			L	E	S	
175138	Assoc. Prof. Gordana Hržica	Child Language Corpora	1	0	1	3
39282	Assoc. Prof. Gordana Hržica	Narrative Assessment in Speech and Language Pathology	1	0	1	3
TOTAL						6

### SUMMER SEMESTER

ISVU CODE	Lecturer	Course Title	Number of hours per week			ECTS
			L	E	S	
81103	Prof. Marijan Palmović	Neurolinguistic II	2	1	0	3
81039	Prof. Marijan Palmović	Developmental Psycholinguistic	2	0	2	5
139574	Assis. Prof. Marina Milković	Sign Language Linguistic Structure	1	0	1	3
TOTAL						11

### EXPLANATION

Number of hours per week:

**L** - Lecture

**E** - Exercises

**S** - Seminars

## UNDERGRADUATE STUDY PROGRAMME SOCIAL PEDAGOGY

### WINTER SEMESTER

ISVU CODE	Lecturer	Course Title	Number of hours per week			ECTS
			L	E	S	
93883	Assoc. Prof. Miranda Novak	Theories of Prevention I	2	0	0	2
TOTAL						2

### SUMMER SEMESTER

ISVU CODE	Lecturer	Course Title	Number of hours per week			ECTS
			L	E	S	
89947	Assoc. Prof. Lisa Decker Assoc. Prof. Dalibor Doležal	Comparative Criminology I *	2	0	1	3
39599	Prof. Neven Ricijaš Assoc. Prof. Dora Dodig Hundrić	Phenomenology of Behavioural Disorders	2	0	2	6
TOTAL						9

\* Comparative Criminology I – the course will be held as an intensive two-week course in September 2025 at the Indiana State University, according to the bilateral agreement between our universities (Indiana State University and University of Zagreb). Croatian and American students will have lectures in English for two weeks and pass the exam. All students cover their own costs of accommodation and travel.

### EXPLANATION

Number of hours per week:

**L** - Lecture

**E** - Exercises

**S** - Seminars

## GRADUATE STUDY PROGRAMME SOCIAL PEDAGOGY

WINTER SEMESTER						
ISVU CODE	Lecturer	Course Title	Number of hours per week			ECTS
			L	E	S	
39557	Prof. Ksenija Butorac	Contemporary Methods in Treatment of Addicts	2	2	0	4
TOTAL						4
SUMMER SEMESTER						
ISVU CODE	Lecturer	Course Title	Number of hours per week			ECTS
			L	E	S	
TOTAL						-

### EXPLANATION

Number of hours per week:

**L** - Lecture

**E** - Exercises

**S** - Seminars

FOR ALL STUDENTS, BOTH UNDERGRADUATE AND GRADUATE LEVEL  
(NO ECTS)

WINTER / SUMMER SEMESTER						
ISVU CODE	Lecturer	Course Title	Number of hours per week			ECTS
			L	E	S	
50567	Iva Gričar, Prof.	Physical and Health Education	0	2	0	0
					TOTAL	0

EXPLANATION

Number of hours per week:

L - Lecture

E - Exercises

S - Seminars

## Course description for undergraduate study programme Rehabilitation

Planning Programme in Rehabilitation of Children and Youth with Intellectual Disabilities (144647)			
1. GENERAL INFORMATION			
1.1. Course teacher	Assis. Prof. Ljiljana Pintarić Mlinar, PhD	1.6. Year of the study programme/ semester (summer, winter)	3 <sup>rd</sup> / 5 <sup>th</sup> (winter)
1.2. Name of the course	Planning Programme in Rehabilitation of Children and Youth with Intellectual Disabilities	1.7. Credits (ECTS)	4
1.3. Associate teachers		1.8. Type of instruction (number of hours L+E+S+ e-learning)	30+15+15 + e-learning
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Rehabilitation	1.9. Expected enrolment in the course	
1.5. Status of the course	Obligatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COURSE DESCRIPTION			
2.1. Course objectives	Basic knowledge about goals and content of rehabilitation program for children with intellectual disabilities		
2.2. Course enrolment requirements and entry competences required for the course	Child psychology courses and passed exams Educational psychology/Pedagogy Preschool pedagogy		
2.3. Learning outcomes at the level of the programme to which the course contributes	Piaget's stages of cognitive development; human functioning from typical to <u>atypical</u> development; Bronfenbrenner's <u>ecological systems theory</u> is concerned with the broad social environment and context (Bronfenbrenner, 1977, 1986; Bronfenbrenner & Ceci, 1994).		

Planning Programme in Rehabilitation of Children and Youth with Intellectual Disabilities (144647)								
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Theoretical foundations for rehabilitation program structuring; practical skills in needs' assessment; rehabilitation program activities application (under supervision of diploma level professional) focused on children with intellectual and developmental needs as well as their social support							
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Developmental perspective in assessment and program planning; Ecological; transactional activity and curriculum-based assessment and intervention Phases in Program development; Communication and Behavioral Patterns Family participation							
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work					<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:
2.8. Student responsibilities								
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research	1	Practical training	-		
	Experimental work	-	Report	0,2	Exercises	0,5		
	Essay	-	Seminar essay	0,3	(other)			
	Tests	0,5	Oral exam	0,5	(other)			
	Written exam	0,5	Project	-	(other)			
2.10. Grading and evaluating student work in class and at the final exam								
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library		Availability via other media	

## Planning Programme in Rehabilitation of Children and Youth with Intellectual Disabilities (144647)

	Santrock, J. W. (1994): Child development (6th ed.). Madison, Wisconsin: Brown and Benchmark Publishers	1	
	Mirenda, P., & Donnellan, A. M. (1987). Issues in curriculum development. In D. M. Cohen & A. M. Donnellan (Eds.), <i>Handbook of autism and pervasive developmental disorders</i> (pp. 211-226). New York: John Wiley	1	Via internet
2.12. Optional literature (at the time of submission of study programme proposal)	Goodman, Joan, F. (1992): When Slow is Fast Enough; The Guilford Press, 1992, New York Davies, D. (1999): Child Development, The Guilford press, New York		
2.13. Quality assurance methods that ensure the acquisition of exit competences			
2.14. Other (as the proposer wishes to add)			

## Learning Disabilities (32658)

### 1. GENERAL INFORMATION

1.1. Course teacher	Prof. Ana Wagner Jakab, PhD	1.6. Year of the study programme/ semester (summer, winter)	2 <sup>nd</sup> / 3 <sup>rd</sup> (winter)
1.2. Name of the course	Learning Disabilities	1.7. Credits (ECTS)	4
1.3. Associate teachers		1.8. Type of instruction (number of hours L+E+S+ e-learning)	30+15+15
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate study programme Rehabilitation	1.9. Expected enrolment in the course	50
1.5. Status of the course	Mandatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1

### 2. COURSE DESCRIPTION

2.1. Course objectives	Introduction to the field of learning disabilities (history, definition, characteristics, causes...), knowledge about possible developmental risks (self-perception, social competence, relations with family, teachers, peers) and practice in schools (observations in inclusive classes).
2.2. Course enrolment requirements and entry competences required for the course	
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Academic writing skills- student will be able to report and describe in short specific topic by using arguments and referencing literature and make critical reviews.</p> <p>Presentation- student will be able to present his/her work in front of the group, make presentation, differentiating main facts and make conclusions</p> <p>Personal competences - student will be able using all available sources in learning and developing, identifying some of personal competencies and field of growth, integrating knowledge from different sources.</p>



Learning Disabilities (32658)		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Student will be able to: define learning disabilities (LD) and attention deficit hyperactivity disorder (ADHD), describe characteristics of LD and ADHD, list main periods , authors and findings through history of the field, list causes and risk factors in development of LD and ADHD, describe and recognise needs of children with LD in family and school environment, recognise basic characteristics and risks in social and emotional development of children with LD, observe children behaviour and climate in inclusive classrooms.	
2.5. Course content broken down in detail by weekly class schedule (syllabus)	1. Definition of learning disabilities 2. History of the field of LD 3. Causes of LD 4. Prevention and early reading skills 5, 6. Reading and writing disabilities 7. Early mathematics' skills 8. Math learning disabilities 9. ADHD 10. Social-emotional characteristics and risks 11. Family environment 12. School environment 13, 14. Analysis of video materials 15. Discussion, evaluation, conclusion of complete learning process in this course.	
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)
	<b>2.7. Comments:</b>  International students will have opportunity to involve in course through consultations with course teachers	
2.8. Student responsibilities	Lectures and exercises attendances are obligatory. International students are obligated to attend consultations and exercises. Students are responsible to write and present seminars.	

## Learning Disabilities (32658)

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	Practical training
	Experimental work		Report	Exercises
	Essay		Seminar essay	1
	Tests		Oral exam	(other)
	Written exam		Project	(other)
2.10. Grading and evaluating student work in class and at the final exam	Students will be evaluated through their active participation (personal and group work) in lectures, seminars and exercises. In final exam it is important not only to show knowledge, information and facts but also to elaborate it.			
2.11. Required literature (available in the library and via other media)	Title		Number of copies in the library	Availability via other media
	Hallahan, Lloyd, Kauffman, Weiss, Martinez (2005.): Learning disabilities foundations, characteristics and effective teaching, Pearsons.			
	Bender W.N. (2004.) Learning disabilities, characteristics, identification and teaching strategies, Pearson			
	Igrić, Lj. Kobetić, D., Lisak, N. (2008.): Evaluacija nekih oblika podrške edukacijskom uključivanju učenika s posebnim potrebama, Dijete i društvo, godina 10, broj 1/2 179.-197.			
	Wagner Jakab, A. (2008.): Obitelj – sustav dinamičnih odnosa u interakciji, Hrvatska revija za rehabilitacijska istraživanja, Vol.44, BR.2.			
	Wagner Jakab, A., Cvitković, D., Hojanić, R., (2006.): Neke značajke odnosa sestara/braće i osoba s posebnim potrebama, Hrvatska revija za rehabilitacijska istraživanja, Vol.42, BR.1, 77-87.			
	Cvitković, D., (2010.): Anksioznost i obiteljska klima kod djece s teškoćama učenja, doktorska disertacija, Edukacijsko-rehabilitacijski fakultet, Sveučilište u Zagrebu			

## Learning Disabilities (32658)

2.12. Optional literature (at the time of submission of study programme proposal)

Čudina-Obradović, M. (1995.): Igrom do čitanja, Školska knjiga, Zagreb.

2.13. Quality assurance methods that ensure the acquisition of exit competences

2.14. Other (as the proposer wishes to add)

## Assessment of Persons with Visual Impairment (131038)

### 1. GENERAL INFORMATION

1.1. Course teacher	Assoc. Prof. Sonja Alimović, PhD	1.6. Year of the study programme/ semester (summer, winter)	2 <sup>nd</sup> / 3 <sup>rd</sup> (winter)
1.2. Name of the course	Assessment of Persons with Visual Impairments	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + E + S + e-learning)	30+15+0
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate study programme Rehabilitation	1.9. Expected enrolment in the course	10
1.5. Status of the course	Mandatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1

### 2. COURSE DESCRIPTION

2.1. Course objectives	To educate students about the main methods, techniques and instruments used in the assessment of the visually impaired.
2.2. Course enrolment requirements and entry competences required for the course	
2.3. Learning outcomes at the level of the programme to which the course contributes	<ol style="list-style-type: none"> <li>1. Explain milestones of typical development of children</li> <li>2. Identify developmental discrepancies</li> <li>3. Identify the needs of children with disabilities for support according to education and rehabilitation assessment</li> <li>4. Apply education and rehabilitation procedures aimed at improving the overall development and functioning of children and persons with disabilities (all types and degrees of illness, injury and disorders; all levels of functioning and all age groups) within the individual (developmental) areas</li> </ol>

## Assessment of Persons with Visual Impairment (131038)

	<ol style="list-style-type: none"> <li>Judge critically on obtaining rights and taking responsibilities for participants involved in social inclusion of children and persons with disabilities</li> <li>Evaluate the ethical challenges of the field and represent a valid ethical principle</li> <li>Recognize and select scientifically valid and relevant facts</li> <li>Communicate ideas, problems and solutions from education and rehabilitation field to general population</li> <li>Evaluate the necessity of continuing professional and personal development</li> <li>Plan continuing education in professional and related professional areas</li> </ol>
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> <li>Define and describe methods and techniques used in assessment of persons with visual impairment</li> <li>Identify and explain instruments used in assessment of persons with visual impairment</li> <li>Explain visual impairment influence on other developmental areas</li> <li>Correlate assessment results to education and rehabilitation procedures</li> <li>Identify the importance and the purpose of the assessment in person with visual impairment in a context of rehabilitation program development</li> </ol>
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> <li>Methods and techniques used in assessment of persons with visual impairment</li> <li>Visual impairments</li> <li>Influence and correlation of developmental areas in visual impairment</li> <li>Assessment instruments</li> <li>Early assessment in persons with visual impairment</li> <li>Visual development (assessment and instruments)</li> <li>Social skills assessment in persons with visual impairment</li> <li>Daily living skills assessment in persons with visual impairment</li> <li>Literacy assessment in persons with visual impairment</li> <li>Orientation and mobility assessment in persons with visual impairment</li> <li>Assessment of using assistive technology</li> <li>Assessment of school integration</li> </ol>

## Assessment of Persons with Visual Impairment (131038)

2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Lectures and exercises attendances are obligatory. International students are obligated to attend consultations and exercises. Students are responsible to write and present seminars.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research	Practical training	0,5
	Experimental work	0,5	Report	Exercises	
	Essay		Seminar essay	(other)	
	Tests		Oral exam	(other)	1,5
	Written exam		Project	(other)	
2.10. Grading and evaluating student work in class and at the final exam	Final grade is going to be calculated from results of essay and oral exam. A level of activity in practical work and discussions is going to influence on final grade if between two.				
2.11. Required literature (available in the library and via other media)	Title		Number of copies in the library	Availability via other media	
	Barraga, N., Morris, J.E. (1980): Program to Develop Efficiency in Visual Functioning, APH, Louisville, Kentucky		2	No	
	Gresham, F.M., Elliott, S.N. (1990): Social Skills Rating System, Pearson Assessment		2	no	
	Alimović S. (2012) The assessment and rehabilitation of vision in infants, Paediatr Croat. 56 (Supl 1): 218-226		0	yes	

## Assessment of Persons with Visual Impairment (131038)

2.12. Optional literature (at the time of submission of study programme proposal)	<p>Koenig, A.J., Ross, D.B. (1991): A procedure to evaluate the relative effectiveness of reading in large and regular print. <i>Journal of Visual Impairment and Blindness</i>, 84, 5, 198-204</p> <p>Mancil, G.L. (1986): Evaluation of reading speed with four low vision aids. <i>American Journal of Optometry and Physiological Optics</i>, 63, 708-713.</p> <p>Corn, L.A., Koenig J.A. (1996): <i>Foundations of low vision: Clinical and functional perspectives</i>, Chapter 9 and 10. AFB Press, New York, 185-246</p>
2.13. Quality assurance methods that ensure the acquisition of exit competences	On-line student survey;
2.14. Other (as the proposer wishes to add)	

## Stimulating Perceptive-Motoric Abilities (131045)

### 1. GENERAL INFORMATION

1.1. Course teacher	Assis. Prof. Ljiljana Pintarić Mlinar, PhD	1.6. Year of the study programme/ semester (summer, winter)	3 <sup>rd</sup> / 6 <sup>th</sup> semester (summer)
1.2. Name of the course	Stimulating Perceptive-Motoric Abilities	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + E + S + e-learning)	15+30+0
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, Rehabilitation	1.9. Expected enrolment in the course	40
1.5. Status of the course	optional	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1 10 %

### 2. COURSE DESCRIPTION

2.1. Course objectives	Theoretical contents as practical assignments presented provide student with knowledge about the importance of perceptual – motor abilities and interventions as complementary rehabilitation in enhancing readiness for learning of children with ID
2.2. Course enrolment requirements and entry competences required for the course	Basic knowledge /foundations in developmental psychology Assessment of children with disabilities
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will learn how to: <ul style="list-style-type: none"> <li>use educational support and rehabilitation intervention in enhancing general development of children with developmental disabilities as well as their functional skills (referring to whole range of disabilities, levels of functioning, and age)</li> <li>how to describe and explain professional information, ideas, problems and solutions to public</li> </ul>
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After theoretical and practical assignments obtained in course student <ul style="list-style-type: none"> <li>will obtain knowledge of fundamental systems of perception (be able to list those)</li> </ul>



## Stimulating Perceptive-Motoric Abilities (131045)

- will know how perceptual modalities are connected to learning prerequisites
- will be able to explain / describe connectedness of perceptual experience and understanding of instructions; foundations of pre- school curricula requirements; with supervision of postgraduate professional in inclusive education and rehabilitation will be able to conduct sessions of programme of perceptual - motor stimulation primarily in work with children with mild to moderate /severe intellectual disabilities
- will gain knowledge on learning prerequisites and use those in creating perceptually based intervention for improvement of readiness for learning in children with mild cognitive delay
- will conduct (under supervision of postgraduate professional in inclusive education and rehabilitation) sessions for stimulation of development of specific perceptive modalities as complementary rehabilitation intervention necessary for making individualized and adjusted educational curriculum

### 2.5. Course content broken down in detail by weekly class schedule (syllabus)

- week 1, 2  
Relatedness of school readiness and bio-pycho - social influences (cognitive development, perceptual abilities, level of social adaptation, experience and interactions)
- week 2  
Perceptual experience, understanding - preference and attitude's development
- week 3  
perceptual abilities in spatial and temporal organization
- weeks 4 - 12  
PERCEPTUAL MODALITIES AND functional skills
- figure - ground differentiation
- a) hand-eye coordination
  - b) sequencing and rhythm
  - c) visual memory, sequencing and rhythm
  - d) visual closure (ending)
  - e) perceiving spatial relations in two- and three-dimensional space
  - f) auditory perception (receiving sound from surrounding, interpretation, rhythm)

## Stimulating Perceptive-Motoric Abilities (131045)

	g) tactile - kinaesthetic / proprioceptive perception (and related skills in stimulation of school readiness) h) taste, olfactory (naming, discrimination) WEEK 13 - 15 PERCEPTUALLY BASED intervention (structure of programme for improving perceptual - motor abilities)		
2.6. Format of instruction:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)
2.7. Comments:			
2.8. Student responsibilities			
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research
	Experimental work		Report 0,5
	Essay	0,5	Seminar essay
	Tests		Oral exam 1
	Written exam		Project
2.10. Grading and evaluating student work in class and at the final exam			
2.11. Required literature (available in the library and via other media)	Title		Number of copies in the library
	Handbook of child psychology: vol. 2: cognition, perception and language / editors W. Damon, D. Kuhn, R. Siegler. - London: Wiley, 1998. -		Availability via other media

## Stimulating Perceptive-Motoric Abilities (131045)

	Psychology of exceptional children and youth / edited by William M. Cruickshank <a href="#">Cruickshank, William M</a> ; <a href="#">Broida, Daniel C</a> Englewood Cliffs, N.J. : Prentice-Hall, 1955.
2.12. Optional literature (at the time of submission of study programme proposal)	- teacher's manual - selection of lectures and practical assignments
2.13. Quality assurance methods that ensure the acquisition of exit competences	
2.14. Other (as the proposer wishes to add)	

## Creative Therapy I (23459)

### 1. GENERAL INFORMATION

1.1. Course teacher	Assis. Prof. Damir Miholić, PhD	1.6. Year of the study programme/ semester (summer, winter)	1 <sup>st</sup> / 2 <sup>nd</sup> (summer)
1.2. Name of the course	Creative Therapy I	1.7. Credits (ECTS)	2
1.3. Associate teachers		1.8. Type of instruction (number of hours L + E + S + e-learning)	15+0+15
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate study programme Rehabilitation	1.9. Expected enrolment in the course	50
1.5. Status of the course	Mandatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1

### 2. COURSE DESCRIPTION

2.1. Course objectives	Introduce students to the theoretical and practical framework of creative therapy, respectively art / expressive methods in education, rehabilitation and therapy.
2.2. Course enrolment requirements and entry competences required for the course	
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will understand the process of creativity and the role of artistic media (artistic expression, drama, dance and movement, music ...) within the education and rehabilitation and complementary-therapeutic and holistic approach to children with disabilities and people with disabilities.
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- understand the role of creativity and art in the physical, psycho-emotional, social and spiritual development of individual</li> <li>- understand the theoretical framework for the application of artistic expression in the media, education, rehabilitation and therapy</li> <li>- Describe the various artistic media and aspects of that media in the context of a creative or art / expressive therapy</li> </ul>

Creative Therapy I (23459)		
	<ul style="list-style-type: none"> <li>- Understand the connection between science and art in this area,</li> <li>- Understand the model of interdisciplinary communication in clinical practice</li> </ul>	
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> <li>1) Introduction to creative therapy;</li> <li>2) Psychology of Creativity - theoretical models;</li> <li>3) Psychotherapeutic schools - theoretical and historical framework;</li> <li>4) Anthropological structures of imagination;</li> <li>5) Aesthetic dimension of existential experience;</li> <li>6) Symbolic expression;</li> <li>7) Dictionary of Symbols in Art;</li> <li>8) Artistic media in education, rehabilitation and therapy;</li> <li>9) Drama experience as an anthropological category;</li> <li>10) Movement and Dance in education, rehabilitation and therapy;</li> <li>11) Sound and music in education, rehabilitation and therapy;</li> <li>12) Fine arts in education, rehabilitation and therapy;</li> <li>13) Art and Science in the discovery and development of life potential;</li> <li>14) Psychodynamic approach to therapy (psychoanalysis, analytical psychology);</li> <li>15) Scientific Research in this area</li> </ol>	
2.6. Format of instruction:	<div> <input checked="" type="checkbox"/> lectures <input type="checkbox"/> independent assignments </div> <div> <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> multimedia and the internet </div> <div> <input type="checkbox"/> exercises <input type="checkbox"/> laboratory </div> <div> <input type="checkbox"/> online in entirety <input checked="" type="checkbox"/> work with mentor </div> <div> <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> (other) </div> <div> <input type="checkbox"/> field work </div>	2.7. Comments:  International students will have opportunity to involve in course through consultations with course teachers

## Creative Therapy I (23459)

2.8. Student responsibilities	Lectures and workshops attendances are obligatory. International students are obligated to attend consultations. Students are responsible to write seminars.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course )	Class attendance	0,5	Research	Practical training		
	Experimental work		Report	Exercises		
	Essay		Seminar essay	0,5	workshop	0,5
	Tests		Oral exam	0,5	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Students will be evaluated through their active participation (personal and group work) in lectures, seminars and workshops. Final oral exam will be after the present or dedicated seminars and conducted individual and/or group assignments.					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Krušić, V. (2002). Therapeutic possibilities of drama. In "Art and Science in Life Potential Development ", Proceedings of the International Symposium, M. Prstačić (ed.), Zagreb: ERF University of Zagreb and HUPO (p. 269-281)					
	2. Prstačić M. (2005). Cerebral palsy and Ex-Gen creative therapy. ERF University of Zagreb and HUPO (p. 15-25)					
	3. Malchiodi, C.A. (2007): The Art Therapy Sourcebook. New York: McGraw Hill					
	4. O'Callaghan, C., Sexton, M., Wheeler, G. (2007): Music therapy as a non-pharmacological anxiolytic for paediatric radiotherapy patients, Australasian Radiology, 51(2): 159-162.					
	5. Huth, M. (2004): Imagery reduces children's post-operative pain, Pain, N0. 110. 439-448					
2.12. Optional literature (at the time of submission of study programme proposal)						



## Creative Therapy I (23459)

2.13. Quality assurance methods that ensure  
the acquisition of exit competences

2.14. Other (as the proposer wishes to add)

## Communication of Persons with Visual Impairment (32349)

### 1. GENERAL INFORMATION

1.1. Course teacher	Assoc. Prof. Sonja Alimović, PhD	1.6. Year of the study programme/ semester (summer, winter)	1 <sup>st</sup> / 2 <sup>nd</sup> (summer)
1.2. Name of the course	Communication of Persons with Visual Impairments	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + E + S + e-learning)	30+15+15
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, Rehabilitation	1.9. Expected enrolment in the course	25
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	

### 2. COUSE DESCRIPTION

2.1. Course objectives	<p>To introduce students in communication patterns development of children with visual impairment</p> <p>To make students aware of problems that visually impaired children have in the development of communication at an early age</p> <p>Introduce students to causes of early visual impairment and their impact on the overall development of a child, with an emphasis on the development of child's communication</p> <p>Introduce students to the possibilities of early (re)habilitation in order to stimulate the overall development, with a focus on socio-emotional development and the development of communication at an early age</p> <p>To develop critical thinking skills and abilities to discuss the topics of the course</p>
2.2. Course enrolment requirements and entry competences required for the course	Student is supposed to have the basic knowledge from psychology.



## Communication of Persons with Visual Impairment (32349)

2.3. Learning outcomes at the level of the programme to which the course contributes	<ol style="list-style-type: none"> <li>1. Explain milestones of typical development of children</li> <li>2. Identify developmental discrepancies</li> <li>3. Explain developmental characteristics of children with disabilities</li> <li>4. Identify the needs of children with disabilities for support according to education and rehabilitation assessment</li> <li>5. Evaluate the ethical challenges of the field and represent valid ethical principles</li> <li>6. Recognize and select scientifically valid and relevant facts</li> <li>7. Communicate ideas, problems and solutions from education and rehabilitation field to general population</li> <li>8. Demonstrate professional cooperation skills</li> <li>9. Represent the attitude of respect for the diversity of children and persons with disabilities</li> <li>10. Evaluate the necessity of continuing professional and personal development</li> <li>11. Plan continuing education in professional and related professional areas</li> <li>12. Demonstrate the skills of active learning and critical thinking</li> </ol>
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> <li>1. Describe and give an example of a way the visual impairment is affecting communication.</li> <li>2. Identify and explain the basic causes and possible symptoms of visual impairment in childhood.</li> <li>3. Anticipate how visual impairment affects a child's development in other areas (motor skills, cognition, self-care, socialization).</li> <li>4. Identify developmental discrepancies in children with the visual impairment</li> <li>5. Explain developmental characteristics of children with visual impairments</li> <li>6. List, define and explain the methods of visual stimulation and their impact on developing functional vision at early age.</li> <li>7. Conclude how the child should be stimulated in order to reduce the negative impact of visual impairment on other developmental areas.</li> </ol>
2.5. Course content broken down in detail by weekly class schedule (syllabus)	
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> independent assignments           2.7. Comments:

## Communication of Persons with Visual Impairment (32349)

	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
2.8. Student responsibilities	Class attendance according to prior agreement.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	Practical training	1
	Experimental work	1	Report	Exercises	
	Essay		Seminar essay	(other)	
	Tests		Oral exam	2	(other)
	Written exam		Project	(other)	
2.10. Grading and evaluating student work in class and at the final exam	Final grade is going to be calculated from results of essay and oral exam. A level of activity in practical work and discussions is going to influence on final grade if between two.				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	Alimović S. (2012) The assessment and rehabilitation of vision in infants, Paediatr Croat. 56 (Supl 1): 218-226			0	yes
	Koenig, A.J.; Holbrook, M.C.; (1995): Learning Media Assessment – A Resource Guide for Teachers, TSBVI			2	yes
	Withagen et al. Tactual Profile, An Assessment Procedure for Tactual Functioning in Children and Adolescents Reliability and Validity of the Instrument, Royal Dutch Visio			1	no
	Gresham, F.M., Elliott, S.N. (1990): Social Skills Rating System, Pearson Assessment			2	no

## Communication of Persons with Visual Impairment (32349)

2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>1. Bradley-Johnson, S. (1994): Psychoeducational assessment of students who are visually impaired or blind. Infancy through high school. Pro-Ed, Austin</li> <li>2. Wyver, S.R., Markham, R., Hlavacek, S. (1999): Visual items in tests of intelligence for children, Journal of Visual Impairment and Blindness, 93, 9, 573-582</li> <li>3. Reder, P., Lucey, C. (1995): Assessment of parenting: psychiatric and psychological contributions. Routledge, London</li> <li>4. Van der Kolk, C.J. (1977): Intelligence testing for visually impaired, Journal of Visual Impairment and Blindness, 71, 4, 158-163</li> <li>5. Hill, E., Hill, M. (1980): Revision and validation of a test for assessing the spatial</li> </ol>
2.13. Quality assurance methods that ensure the acquisition of exit competences	On-line student survey.
2.14. Other (as the proposer wishes to add)	

## Course description for graduate study programme Educational Rehabilitation

Individual education programmes (39409)			
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Anamarija Žic Ralić	1.6. Year of the study programme/ semester (summer, winter)	2 <sup>nd</sup> / 3 <sup>rd</sup> (winter)
1.2. Name of the course	Individual education programmes	1.7. Credits (ECTS)	5
1.3. Associate teachers	Prof. Zrinjka Stančić, PhD	1.8. Type of instruction (number of hours L + E + S + e-learning)	15+30+15
1.4. Study programme (undergraduate, graduate, integrated)	Graduate, study programme Inclusive Education and Rehabilitation	1.9. Expected enrolment in the course	25
1.5. Status of the course	obligatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	/
2. COURSE DESCRIPTION			
2.1. Course objectives	To enable students to offer quality support to teachers, pupils with disabilities and their parents		
2.2. Course enrolment requirements and entry competences required for the course	<ul style="list-style-type: none"> <li>▪ appropriate knowledge of English</li> <li>▪ appropriate knowledge of developmental psychology</li> <li>▪ appropriate knowledge of teaching strategies</li> </ul>		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Academic writing skills-student will be able to report and describe in short specific topic by using arguments and referencing literature and make critical reviews.</p> <p>Presentation-student will be able to present his/her work in front of the group, make presentation, differentiating main facts and make conclusions</p>		

Individual education programmes (39409)	
	Personal competences-student will be able using all available sources in learning and developing, identify some of personal competencies and field of growth, integrating knowledge from different sources.
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Student will be able to:</p> <p>examine social context of school, classroom</p> <p>observe, assess and describe educational needs of pupil(s) with SEN, in collaboration with teacher, SENCO and parent(s)</p> <p>observe, assess and describe learning style of pupil(s) with SEN, in collaboration with teacher, SENCO and parents</p> <p>construct Individual Plan of Support, in collaboration with teacher, SENCO</p> <p>construct monthly IEP for one school subject (Math or Maternal language or Science)</p> <p>recognize ethical challenges in inclusive classroom</p> <p>provide support to teacher and pupil with SEN in the school surrounding (in the classroom, out of classroom)</p>
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Introduction to the course</p> <p>Legislation point-to international inclusive education</p> <p>Legislation point-to national inclusive education</p> <p>School Centred Planning or Pupil Centred Planning</p> <p>Three steps in creating IEP (assessment-plan of support-evaluation)</p> <p>MAPS- Person Centred Planning for Pupils</p> <p>MAPS- Plan of active action – opinion of parent, teacher and pupil</p> <p>MAPS - role play</p> <p>The role of educational rehabilitator at inclusive school (guest lecturer)</p> <p>Plan of support</p> <p>Evaluation and grading (guest lecturer)</p> <p>ICT and pupils with complex communication needs</p> <p>Teaching Assistant- opinion of teacher, opinion of pupil</p> <p>Mobile team and –experience of team</p> <p>Valorisation of IEP</p>

## Individual education programmes (39409)

Teacher's educating Teachers				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:  International students will have opportunity to participate in course through all activities with regular students (lecture, exercises at school)	
2.8. Student responsibilities				
2.9. Screening student work ( <i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i> )	Class attendance	1	Research	Practical training
	Experimental work		Report	Exercises 1
	Essay		Seminar essay 2	(other)
	Tests		Oral exam 1	(other)
	Written exam		Project	(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance	= max. 10 points	Evaluation System: 0 – 60 points insufficient (1) – (F) 61 – 70 points sufficient (2) – (D) 71 – 80 points good (3) – (C) 81 – 90 points very good (4) – (B) 91 – 100 points excelled (5) – (A)	
	First task (IPP)	= max. 20 points		
	Second task (IEP)	= max. 20 points		
	Activity during exercises	= max. 20 points		
	Activity during classes	= max. 10 points		
	Final exam	= max. 20 points		
	TOTAL	= max. 100 points		
2.11. Required literature (available in the library and via other media)	Title		Number of copies in the library	Availability via other media

## Individual education programmes (39409)

Kiš Glavaš, I., Ljubić, M., Education Integration/Inclusion in the Republic of Croatia. In Bunch, G., Valeo, A To do Not to do (ed), An Inclusion Press Book, Library and Archives, Canada, page 97-131.

Stančić, Z. (1995): The approach and attitudes of teachers toward pupils with special needs who attend regular education - tolerating the differences/Pristup i stavovi učitelja prema učenicima s posebnim potrebama uključenim u redovite uvjete odgoja i obrazovanja - tolerancija različitosti. Collection of papers from international scientific meeting, „Education for tolerance: approaches, concepts and solutions“/Zbornik radova s međunarodnog znanstvenog skupa „Obrazovanje za tolerantnost: pristupi, koncepcije i rješenja“ (str.308-314), Klapan, A., Vrcelj, S. (ur.), 12-13.05.1995., Rijeka: Filozofski fakultet u Rijeci, Odsjek za pedagogiju.

Stančić, Z., Frey Škrinjar, J. Ljubešić, M, Car, Ž. (2011): Multidisciplinary Collaboration and ICT Services for People with Complex Communication Needs. MIPRO proceedings from 34<sup>th</sup> International Convention. Microelectronics, Electronics and Electronic Technology/MEET, “Grid and Visualization Systems”(str.265-271), Biljanović, P., Skala, K. (ur). 23.-27.05.2011. Opatija: Croatian Society for International and Communication Technology, Electronics and Microelectronics-MIPRO.

Stančić, Z., Frey Škrinjar, J., Car, Ž., Vlahović Štetić, V., Pibernik, J. (2013). Systems of support for persons with complex communication needs. MIPRO proceedings from 36<sup>th</sup> International Convention on Information and Communication Technology, Electronics and Microelectronics „Computers in Education“ (str. 830-836), Biljanović, P., Skala, K. (ur.), 20.-24.05.2013. Opatija: Croatian Society for International and Communication Technology, Electronics and Microelectronics-MIPRO.

Stančić, Z. Femec, L., Čačko, N. (2012): ICT as a function of the curriculum and quality teaching of students with disabilities. 35<sup>th</sup> International Convention. Microelectronics, Electronics and Electronic Technology/MEET, “Computers in Education”(str.1299-1307), Biljanović, P., Skala, K. (ur). 23.-27.05.2011. Opatija: Croatian Society for International and Communication Technology, Electronics and Microelectronics-MIPRO.

## Individual education programmes (39409)

2.12. Optional literature (at the time of submission of study programme proposal)	
2.13. Quality assurance methods that ensure the acquisition of exit competences	Evaluation of the Course: two types of anonymous evaluations will be conducted after the course. First, internal evaluation after the seminar and exercises that will include perceived level of students' educational outcomes and suggestions to the lecturers about the topics included in this course. Second evaluation will be official anonymous evaluation prepared by University of Zagreb.
2.14. Other (as the proposer wishes to add)	



## Creative Therapy III (39433)

### 1. GENERAL INFORMATION

1.1. Course teacher	Assis. Prof. Damir Miholić, PhD	1.6. Year of the study programme/ semester (summer, winter)	1 <sup>st</sup> / 2 <sup>nd</sup> (summer)
1.2. Name of the course	Creative Therapy III	1.7. Credits (ECTS)	5
1.3. Associate teachers	Assis. Prof. Ana Katušić, PhD Margareta Vidmar, MA	1.8. Type of instruction (number of hours L + E + S + e-learning)	30+15+30
1.4. Study programme (undergraduate, graduate, integrated)	Graduate, Educational Rehabilitation	1.9. Expected enrolment in the course	50
1.5. Status of the course	Mandatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1

### 2. COURSE DESCRIPTION

2.1. Course objectives	Introduce students to the theoretical and practical framework of creative therapy, respectively art / expressive methods in education, rehabilitation and therapy.
2.2. Course enrolment requirements and entry competences required for the course	
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will understand and be able to apply the elements of artistic expression, dramatic expression, dance and movement, and music in the development of educational, rehabilitative and complementary-therapy programs in the context of a holistic approach to children with disabilities and people with disabilities.
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> <li>- select some art, drama, music and dance techniques, plan and implement them within the educational, rehabilitative and supportive-therapy programs</li> </ul>

Creative Therapy III (39433)			
	<ul style="list-style-type: none"> <li>- evaluate the effects of applied programs</li> <li>- analyse the scientific and professional literature in the field of creativity and art / expressive methods</li> <li>- develop research protocols in this area</li> </ul>		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Individual and group approach in programming of treatment</p> <p>Differential diagnosis of existential tension.</p> <p>Patient record and ISO-content</p> <p>Selection of problem areas and methods of treatment.</p> <p>Interdisciplinary communication and clinical approach</p> <p>The structure of the sessions in the field of art / expressive methods</p> <p>Introduction to session (warm up)</p> <p>Elaboration of topics in therapy - dynamic changes</p> <p>The therapeutic catharsis / insight / integration of personal experience</p> <p>Methods of clinical assessment</p> <p>The design of protocols for treatment and evaluation</p> <p>Art / expressive methods in educational and rehabilitation programs</p> <p>Qualitative research methods in this area</p> <p>Quantitative research methods in this area</p> <p>The design of the research protocol</p>		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:  International students will have opportunity to involve in course through consultations with course teachers

## Creative Therapy III (39433)

2.8. Student responsibilities	Lectures and exercises attendances are obligatory. International students are obligated to attend consultations. Students are responsible to write seminars.		
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research
	Experimental work		Practical training
	Essay		Exercises
	Tests		workshop
	Written exam		(other)
2.10. Grading and evaluating student work in class and at the final exam	Students will be evaluated through their active participation (personal and group work) in lectures, seminars and workshops. Final oral exam will be after the present or dedicated seminars and conducted individual and/or group assignments.		
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Krušić, V. (2002). Therapeutic possibilities of drama. In "Art and Science in Life Potential Development ", Proceedings of the International Symposium, M. Prstačić (ed.). Zagreb: ERF University of Zagreb and HUPO (p. 269-281)		
	Prstačić M. (2005). Cerebral palsy and Ex-Gen creative therapy. ERF University of Zagreb and HUPO (p. 15-25)		
	Malchiodi, C.A. (2007): The Art Therapy Sourcebook. New York: McGraw Hill		
	O'Callaghan, C., Sexton, M., Wheeler, G. (2007): Music therapy as a non-pharmacological anxiolytic for paediatric radiotherapy patients, Australasian Radiology, 51(2): p. 159-162.		
	Huth, M. (2004): Imagery reduces children's post-operative pain, Pain, No. 110. P. 439-448		
	Councill T. (2003). Medical Art Therapy with Children. In Handbook of Art Therapy (Ed Cathy A. Malchiodi). Guilford Publications, 207-219		

## Creative Therapy III (39433)

2.12. Optional literature (at the time of submission of study programme proposal)

2.13. Quality assurance methods that ensure the acquisition of exit competences

2.14. Other (as the proposer wishes to add)

## Multiple Disabilities and Visual Impairment (39460)

### 1. GENERAL INFORMATION

1.1. Course teacher	Assoc. Prof. Sonja Alimović, PhD	1.6. Year of the study programme/ semester (summer, winter)	1 <sup>st</sup> / 2 <sup>nd</sup> (summer)
1.2. Name of the course	Multiple Disabilities and Visual Impairment	1.7. Credits (ECTS)	6
1.3. Associate teachers	Martina Celizic	1.8. Type of instruction (number of hours L + E + S + e-learning)	15+30+15
1.4. Study programme (undergraduate, graduate, integrated)	Graduate study programme Educational Rehabilitation	1.9. Expected enrolment in the course	5
1.5. Status of the course	Mandatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1

### 2. COURSE DESCRIPTION

2.1. Course objectives	<p>To introduce students in complex intervening of multiple disabilities and visual impairment.</p> <p>To develop, in students, an ability to observe and assess persons with multiple disabilities and visual impairment.</p> <p>Capacitate students to independently devise rehabilitation goals and to create the support program for children with multiple disabilities and visual impairment.</p>
2.2. Course enrolment requirements and entry competences required for the course	Student is supposed to have the basic knowledge about visual impairment and the programs for children with visual impairment.
2.3. Learning outcomes at the level of the programme to which the course contributes	<ol style="list-style-type: none"> <li>1. Compare different support systems for persons with disability</li> <li>2. Distinguish between different methods of scientific research</li> <li>3. Create social inclusion process enhancement procedures for persons with disability at all levels of ecological system</li> <li>4. Construct formal and informal procedures for assessing need satisfaction of a child or children with disability</li> <li>5. Create procedures contributing to equalization of opportunities for persons with disabilities</li> </ol>

## Multiple Disabilities and Visual Impairment (39460)

	<ol style="list-style-type: none"> <li>Evaluate the effect of education and rehabilitation procedures</li> <li>Plan and implement scientific research based on ethical codes and principals of social usefulness</li> <li>Develop cooperation with other experts, teams, organizations, and systems</li> <li>Use learning techniques leading to formal and/or personal promotion in education and rehabilitation field of expertise</li> </ol>	
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> <li>reorganize education and rehabilitation methods intending to individualize the educational and rehabilitational approach</li> <li>deduce specific skills and knowledge needed in working with children with multiple disabilities and visual impairment</li> <li>devise education and rehabilitation program for persons with multiple disabilities and visual impairment</li> <li>modify education and rehabilitation procedures considering their efficacy</li> <li>evaluate the benefits of specific methods and techniques used in education and rehabilitation of persons with multiple disabilities and visual impairment</li> </ol>	
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> <li>Visual impairment with multiple disabilities</li> <li>Observation and assessment of persons with multiple disabilities and visual impairment</li> <li>Assessment and adapting the environment</li> <li>Communication of persons with multiple disabilities and visual impairment</li> <li>Cerebral visual impairment</li> <li>Active learning and 5 step model</li> <li>Planning the activity for a person and a group of persons with multiple disabilities and visual impairment</li> <li>Assistive technology</li> </ol>	
2.6. Format of instruction:	<div> <input checked="" type="checkbox"/> lectures             <input checked="" type="checkbox"/> seminars and workshops             <input checked="" type="checkbox"/> exercises             <input type="checkbox"/> online in entirety             <input type="checkbox"/> partial e-learning             <input checked="" type="checkbox"/> field work           </div> <div> <input checked="" type="checkbox"/> independent assignments             <input checked="" type="checkbox"/> multimedia and the internet             <input type="checkbox"/> laboratory             <input type="checkbox"/> work with mentor             <input type="checkbox"/> (other)           </div>	2.7. Comments:  Workshops are going to be organized in Mali dom – Zagreb according to prior agreement

## Multiple Disabilities and Visual Impairment (39460)

2.8. Student responsibilities				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research	Practical training
	Experimental work		Report	Exercises
	Essay		Seminar essay	0,5
	Tests		Oral exam	1
	Written exam	1	Project	(other)
2.10. Grading and evaluating student work in class and at the final exam	Final grade is going to be calculated from results of seminar essay, practical work, written and oral exam. A level of activity in practical work and discussions is going to influence on final grade if between two.			
2.11. Required literature (available in the library and via other media)	Title		Number of copies in the library	Availability via other media
	Alimović S. (2012) Visual Impairments in Children with Cerebral Palsy, Hrvatska revija za rehabilitacijska istraživanja, 48 (1): 96-103		1	yes
	Amaral, I., Ferreira, J. (2011). An activity-based approach to education of students with severe and profound mental disabilities.in: Van der valle, Vargancsik, eds. Manual: New Skills for Care workers in Learning Disability Settings		1	yes
	Amaral, I., Ferreira, J. (2011). Communication and Severe Disabilities.In: Van der Valle, Vargancsik, (eds.) Manual: New Skills for Care Workers in Learning Disability Settings		1	yes
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>Harley, R.K., Long, R.G., Merbler, J.B., Wood, T.A. (1989): Orientation and mobility for the blind multiply handicapped young child. Journal of Visual Impairment and Blindness, 81, 377-381</li> <li>Matthews, J. (1994): Interaction and play (Adopt-a-strategy booklet series for parents and teachers of infants and young children with multiple disabilities) Hattiesburg: University of Southern Mississippi</li> </ol>			
2.13. Quality assurance methods that ensure the acquisition of exit competences	On-line student survey;			



## Multiple Disabilities and Visual Impairment (39460)

### 2.14. Other (as the proposer wishes to add)



## Functional Assessment in Person with Visual Impairment (39445)

### 1. GENERAL INFORMATION

1.1. Course teacher	Assoc. Prof. Sonja Alimović, PhD	1.6. Year of the study programme/ semester (summer, winter)	1 <sup>st</sup> / 2 <sup>nd</sup> (summer)
1.2. Name of the course	Functional Assessment of Persons with Visual Impairments	1.7. Credits (ECTS)	5
1.3. Associate teachers		1.8. Type of instruction (number of hours L + E + S + e-learning)	30+30+0
1.4. Study programme (undergraduate, graduate, integrated)	Graduate study programme Educational Rehabilitation	1.9. Expected enrolment in the course	15
1.5. Status of the course	Mandatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	

### 2. COURSE DESCRIPTION

2.1. Course objectives	Is to educate students about the most common causes of visual impairment and their influence on functional visual impairment. Is to enable students to gain knowledge of selected assessment tools, tests and techniques used in functional assessment. Is to educate students for planning, designing, and implementing a rehabilitation program for persons with visual impairment.
2.2. Course enrolment requirements and entry competences required for the course	Student is supposed to have the basic knowledge about visual impairment and the causes of visual impairment.
2.3. Learning outcomes at the level of the programme to which the course contributes	<ol style="list-style-type: none"> <li>1. Compare different support systems for persons with disability</li> <li>2. Distinguish between different methods of scientific research</li> <li>3. Create social inclusion process enhancement procedures for persons with disability at all levels of ecological system</li> <li>2. Construct formal and informal procedures for assessing need satisfaction of a child or children with disability</li> <li>3. Modify education and rehabilitation procedures considering their efficacy</li> </ol>

## Functional Assessment in Person with Visual Impairment (39445)

	<ol style="list-style-type: none"> <li>4. Create procedures contributing to equalization of opportunities for persons with disabilities</li> <li>5. Evaluate the effect of education and rehabilitation procedures</li> <li>6. Plan and implement scientific research based on ethical codes and principals of social usefulness</li> <li>7. Explain expert information and procedures to general population</li> <li>8. Develop cooperation with other experts, teams, organizations and systems</li> <li>9. Manage his/her own continuous professional and personal development</li> <li>10. Use learning techniques leading to formal and/or personal promotion in education and rehabilitation field of expertise</li> </ol>
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> <li>1. Relate basic knowledge about main structures, neurobiological development and physiology of the visual pathway to development of functional vision.</li> <li>2. Analyse correlation between visual pathway damage and functional visual impairment.</li> <li>3. Draw conclusions about severity of functional vision impairment based on knowledge about causes of vision loss</li> <li>4. Use the assessment tools and techniques in evaluation of functional vision.</li> <li>5. Choose the best method of rehabilitation, based on assessment results.</li> <li>6. Write functional vision assessment report.</li> <li>7. Create and implement vision rehabilitation program.</li> </ol>
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> <li>1. Visual functioning (visual functions and functional vision, the interrelation) (outcomes: 1-3)</li> <li>2. Visual function assessment tools and techniques (outcomes: 1-7)</li> <li>3. Functional vision assessment tools and techniques (outcomes: 4-7)</li> <li>4. Visual function tests (Lea tests, Teller, Cardiff and others) (outcomes: 2-6)</li> <li>5. Functional vision assessment (terminology, tools and techniques) (outcomes: 1 -4 and 6-9)</li> <li>6. Procedures and objectives of functional vision assessment (outcomes: 1-9)</li> <li>7. The social and communication skills (as a field of functional vision assessment and selection of instruments - SSRS, application of the instrument, analysis of the results, recommendations for rehabilitation) (outcomes: 3-9)</li> <li>8. Daily living skills (as a field of functional vision assessment and selection, application and interpretation of instruments) (outcomes: 3-9)</li> </ol>

## Functional Assessment in Person with Visual Impairment (39445)

	9. Orientation and mobility (as a field of functional vision assessment) (outcomes: 3-9) 10. Evaluation of school and community integration (outcomes: 3-9) 11. Assistive technology (outcomes: 3-9) 12. Step by step (outcomes: 3-8) 13. Lateralization tests (outcomes: 1-8) 14. Tactile perception Test (outcomes: 3-8) 15. Sensory integration in persons with visual impairment (outcomes: 3-8)	
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)
2.7. Comments:		
2.8. Student responsibilities	Class attendance according to prior agreement	
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance 1 Experimental work 1 Essay Tests Written exam	Research Report Seminar essay Oral exam 2 Project
2.10. Grading and evaluating student work in class and at the final exam	Practical training 1 Exercises workshop (other) (other)	
2.10. Grading and evaluating student work in class and at the final exam	Final grade is going to be calculated from results of essay and oral exam. A level of activity in practical work and discussions is going to influence on final grade if between two.	
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library Availability via other media

## Functional Assessment in Person with Visual Impairment (39445)

	Alimović S. (2012) The assessment and rehabilitation of vision in infants, Paediatr Croat. 56 (Supl 1): 218-226	0	yes
	Koenig, A.J.; Holbrook, M.C.; (1995): Learning Media Assessment – A Resource Guide for Teachers, TSBVI	2	yes
	Withagen et al. Tactual Profile, An Assessment Procedure for Tactual Functioning in Children and Adolescents Reliability and Validity of the Instrument, Royal Dutch Visio	1	no
	Gresham, F.M., Elliott, S.N. (1990): Social Skills Rating System, Pearson Assessment	2	no
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>Bradley-Johnson, S. (1994): Psychoeducational assessment of students who are visually impaired or blind. Infancy through high school. Pro-Ed, Austin</li> <li>Wyver, S.R., Markham, R., Hlavacek, S. (1999): Visual items in tests of intelligence for children, Journal of Visual Impairment and Blindness, 93, 9, 573-582</li> <li>Reder, P., Lucey, C. (1995): Assessment of parenting: psychiatric and psychological contributions. Routledge, London</li> <li>Van der Kolk, C.J. (1977): Intelligence testing for visually impaired, Journal of Visual Impairment and Blindness, 71, 4, 158-163</li> <li>Hill, E., Hill, M. (1980): Revision and validation of a test for assessing the spatial</li> </ol>		
2.13. Quality assurance methods that ensure the acquisition of exit competences	On-line student survey;		
2.14. Other (as the proposer wishes to add)			

## Course description for undergraduate study programme Speech and Language Pathology

Introduction to Speech and Language Pathology (130734)			
1. GENERAL INFORMATION			
1.1. Course teacher	Assis. Prof. Blaženka Brozović, PhD	1.6. Year of the study programme/ semester (summer, winter)	1 <sup>st</sup> / 1 <sup>st</sup> (winter)
1.2. Name of the course	Introduction to Speech and Language Pathology	1.7. Credits (ECTS)	4
1.3. Associate teachers		1.8. Type of instruction (number of hours L + E + S + e-learning)	30+15+0
1.4. Study programme (undergraduate, graduate, integrated)	undergraduate	1.9. Expected enrolment in the course	
1.5. Status of the course	obligatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives			
2.2. Course enrolment requirements and entry competences required for the course			
2.3. Learning outcomes at the level of the programme to which the course contributes			

Introduction to Speech and Language Pathology (130734)			
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)			
2.5. Course content broken down in detail by weekly class schedule (syllabus)			
2.6. Format of instruction:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:
2.8. Student responsibilities	To attend the course regularly and encouraged to actively participate in class.		
2.9. Screening student work ( <i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i> )	Class attendance	Research	Practical training
	Experimental work	Report	Exercises
	Essay	Seminar essay	(other)
	Tests	Oral exam	(other)
	Written exam	Project	(other)
2.10. Grading and evaluating student work in class and at the final exam			
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media



Introduction to Speech and Language Pathology (130734)	
2.12. Optional literature (at the time of submission of study programme proposal)	
2.13. Quality assurance methods that ensure the acquisition of exit competences	
2.14. Other (as the proposer wishes to add)	

## Psycholinguistics (255226)

### 1. GENERAL INFORMATION

1.1. Course teacher	Prof. Marijan Palmović, PhD	1.6. Year of the study programme/ semester (summer, winter)	2 <sup>nd</sup> / 3 <sup>rd</sup> (winter)
1.2. Name of the course	Psycholinguistics	1.7. Credits (ECTS)	5
1.3. Associate teachers	Prof. Melita Kovačević, PhD	1.8. Type of instruction (number of hours L + E + S + e-learning)	30+0+30
1.4. Study programme (undergraduate, graduate, integrated)	undergraduate	1.9. Expected enrolment in the course	
1.5. Status of the course	obligatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	Level 1

### 2. COURSE DESCRIPTION

2.1. Course objectives	<p>To develop knowledge of basic sub-fields of psycholinguistics</p> <p>To understand the processes of the acquisition, perception and comprehension of language</p> <p>To develop understanding of the relationship between language and the processes of the brain and mind.</p>
2.2. Course enrolment requirements and entry competences required for the course	<p>Basic linguistic knowledge</p> <p>Educational background from the following field: psychology, applied linguistics, speech-language pathology, philology and other related fields</p>
2.3. Learning outcomes at the level of the programme to which the course contributes	To be familiarized with the psycholinguistic field and its connections with other related fields such as speech-language pathology
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>To define language processing</p> <p>To identify the basic areas of the brain involved in language</p> <p>To list the major issues in the areas of language processing and development</p>



Psycholinguistics (255226)		
	<p>To make connection between language and cognition</p> <p>To make connection between typical language development and language impairment</p>	
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Introduction to psycholinguistics.</p> <p>Psycholinguistics and related fields</p> <p>Biological basis of language</p> <p>Speech perception in prenatal period</p> <p>Language evolution</p> <p>Language of preschool children</p> <p>Language of school children</p> <p>Language of adults</p> <p>Language of processing</p> <p>Language comprehension and production</p> <p>Language and cognition</p> <p>Language impairment</p> <p>Bilingualism</p> <p>Theories of language development</p> <p>Theories of language processing</p>	
2.6. Format of instruction:	<p><input checked="" type="checkbox"/> lectures</p> <p><input type="checkbox"/> seminars and workshops</p> <p><input checked="" type="checkbox"/> exercises</p> <p><input type="checkbox"/> online in entirety</p> <p><input type="checkbox"/> partial e-learning</p> <p><input type="checkbox"/> field work</p>	<p><input type="checkbox"/> independent assignments</p> <p><input type="checkbox"/> multimedia and the internet</p> <p><input type="checkbox"/> laboratory</p> <p><input type="checkbox"/> work with mentor</p> <p><input type="checkbox"/> (other)</p>
2.8. Student responsibilities	To attend the course regularly and encouraged to actively participate in class.	
	2.7. Comments:	

Psycholinguistics (255226)			
2.9. Screening student work <i>(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Class attendance	1	Research
	Experimental work		Report
	Essay		Seminar essay
	Tests		Oral exam
	Written exam	3	Project
2.10. Grading and evaluating student work in class and at the final exam	Students must pass 2 test and final exam:		
	1 test – 10 points		
	2 test – 15 points		
	Final exam – 36 points		
	Course attendance – 7 points		
2.11. Required literature (available in the library and via other media)	Exercise attendance – 12 points		
	Total: 80 points		
	Title		Number of copies in the library
			Availability via other media
			On-line
2.12. Optional literature (at the time of submission of study programme proposal)			



## Psycholinguistics (255226)

2.13. Quality assurance methods that ensure the acquisition of exit competences

tests, final exam, and activity on the exercises

2.14. Other (as the proposer wishes to add)

## Croatian Sign Language101 (130843)

### 1. GENERAL INFORMATION

1.1. Course teacher	Assis. Prof. Marina Milković, PhD	1.6. Year of the study programme/ semester (summer, winter)	2 <sup>nd</sup> / 3 <sup>rd</sup> (winter)
1.2. Name of the course	Croatian Sign Language 101	1.7. Credits (ECTS)	3
1.3. Associate teachers	Tomislav Radošević, mag. logoped.	1.8. Type of instruction (number of hours L + E + S + e-learning)	0+30+0
1.4. Study programme (undergraduate, graduate, integrated)	undergraduate Speech and Language Pathology	1.9. Expected enrolment in the course	15
1.5. Status of the course	elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	level 1

### 2. COURSE DESCRIPTION

2.1. Course objectives	<p>The aim of the course is to introduce students, theoretically and practically, with a sign language and other forms of manual communication of people with hearing impairments. The content and structure of the course develop basic communication skills and knowledge necessary to work with people with hearing impairments. The exercises in this course provide developing reception and expression skills, acquiring basic vocabulary and grammar of Croatian Sign Language (HZJ).</p> <p>Students will acquire basics for a conversation on HZJ. They will learn how to convey, receive and exchange information relating to family, time and daily activities, food and drink. They will acquire basic nonmanual grammatical features for expressing interrogative, negative, or declarative sentences. They will learn HZJ fingerspelled alphabets, as well as numbers.</p>
2.2. Course enrolment requirements and entry competences required for the course	-

## Croatian Sign Language101 (130843)

2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Provide the professional support in an educational process (the role of teaching assistants).</p> <p>Apply effective communication model to involve parents, educators, teachers and professionals in an interdisciplinary team in speech and language therapy.</p> <p>Apply a form of manual communication and an appropriate behavior in according to communication situation and individual communicational, auditory and language-speech skills of people with hearing impairments.</p> <p>Understand and define the characteristics of the deaf culture.</p>		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>To develop a visual and visuospatial skills required for receptive and expressive skills in HZJ.</p> <p>To distinguish between manual forms of communication.</p> <p>To distinguish between facial grammar and expressing emotions and nonverbal communication.</p> <p>To distinguish and use different types of sentences (declarative, interrogative, negative).</p> <p>To use appropriate vocabulary, grammar and rules in communication and interaction with people with hearing impairments.</p> <p>To define the main features of the community and culture of the Deaf.</p> <p>To define communicational, language and cultural differences between the Deaf and Hearing communities.</p> <p>To develop a groundwork for further learning HZJ.</p>		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	-		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:
2.8. Student responsibilities	To attend the course regularly and encouraged to actively participate in class.		
2.9. Screening student work ( <i>name the proportion of ECTS credits for each activity so that the total number of ECTS</i> )	Class attendance	1	Research
	Experimental work		Practical training
	Essay		Exercises 1
		Seminar essay	(other)

Croatian Sign Language101 (130843)			
<i>credits is equal to the ECTS value of the course)</i>	Tests	1	Oral exam (other)
	Written exam		Project (other)
2.10. Grading and evaluating student work in class and at the final exam			
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Alibašić, T., Šarac, N. i R. B. Wilbur (2004): Researching HZJ. In Bradarić-Jončić, S. i V. Ivasović (eds.): Sign Language, Deaf Culture & Bilingual Education, ERF, Zagreb, 39-46.		
2.12. Optional literature (at the time of submission of study programme proposal)	Sachs, O. (1991): Seeing voices: a journey into the world of deaf. Picador, London. Kyle, J. G., Woll, B. (1985): Sign Language: The study of deaf people and their language; Cambridge University Press. Emmorey, K. (2002): Language, Cognition, and the Brain: Insights from Sign Language Research. Lawrence Erlbaum Associate, Publisher. Mahwan, New Jersey.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	assignments, activity in the exercises, final exam		
2.14. Other (as the proposer wishes to add)			

## Dysphagia and Feeding Disorders (39335)

### 1. GENERAL INFORMATION

1.1. Course teacher	Assis. Prof. Blaženka Brozović, PhD	1.6. Year of the study programme/ semester (summer, winter)	3 <sup>rd</sup> / 5 <sup>th</sup> (winter)
1.2. Name of the course	Dysphagia and Feeding Disorders	1.7. Credits (ECTS)	4
1.3. Associate teachers		1.8. Type of instruction (number of hours L + E + S + e-learning)	30+30+0
1.4. Study programme (undergraduate, graduate, integrated)	undergraduate	1.9. Expected enrolment in the course	
1.5. Status of the course	obligatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	

### 2. COURSE DESCRIPTION

2.1. Course objectives	
2.2. Course enrolment requirements and entry competences required for the course	
2.3. Learning outcomes at the level of the programme to which the course contributes	
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	
2.5. Course content broken down in detail by weekly class schedule (syllabus)	
2.6. Format of instruction:	<input type="checkbox"/> lectures <input type="checkbox"/> independent assignments
	2.7. Comments:

Dysphagia and Feeding Disorders (39335)			
	<input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	
2.8. Student responsibilities	To attend the course regularly and encouraged to actively participate in class.		
2.9. Screening student work <i>(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Class attendance	Research	Practical training
	Experimental work	Report	Exercises
	Essay	Seminar essay	(other)
	Tests	Oral exam	(other)
	Written exam	Project	(other)
2.10. Grading and evaluating student work in class and at the final exam			
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media





## Dysphagia and Feeding Disorders (39335)

2.12. Optional literature (at the time of submission of study programme proposal)

2.13. Quality assurance methods that ensure the acquisition of exit competences

2.14. Other (as the proposer wishes to add)

## Neurolinguistics (39321)

### 1. GENERAL INFORMATION

1.1. Course teacher	Prof. Marijan Palmović, PhD	1.6. Year of the study programme/ semester (summer, winter)	3 <sup>rd</sup> / 6 <sup>th</sup> (summer)
1.2. Name of the course	Neurolinguistics	1.7. Credits (ECTS)	3
1.3. Associate teachers	Prof. Melita Kovačević, PhD	1.8. Type of instruction (number of hours L + E + S + e-learning)	30+15+0
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	yes
1.5. Status of the course	optional	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	No e-learning, just learning. Some materials will be available on the Merlin system

### 2. COURSE DESCRIPTION

2.1. Course objectives	To provide knowledge on basic ideas in neurolinguistics
2.2. Course enrolment requirements and entry competences required for the course	Acquaintance with basic linguistic notions, basic knowledge on brain anatomy.
2.3. Learning outcomes at the level of the programme to which the course contributes	History of the contemporary ideas in neurolinguistics; localization and lateralization; basic knowledge on brain plasticity, basic principles of other cognitive functions, e.g. working memory
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Language typology and the organization of language in the brain, neurocognitive models of language function
2.5. Course content broken down in detail by weekly class schedule (syllabus)	1. Historical introduction; 2. Localization vs. holism, connectivism; 3. First models of the language function; 4. Language components and the brain: phonology; 5. morphology; 6.. syntax; 7. Syntax to semantics interface; 8. Neurocognitive models of

Neurolinguistics (39321)						
	language; 9. Neurocognitive models of language; 10. Cultural and educational factors in brain organization; 11. Reading in the brain, 12. Reading in the brain; 13. Students' seminars; 14. Students' seminars; 15. Students' seminars					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures		<input checked="" type="checkbox"/> independent assignments		2.7. Comments:	
	<input checked="" type="checkbox"/> seminars and workshops		<input type="checkbox"/> multimedia and the internet			
	<input type="checkbox"/> exercises		<input type="checkbox"/> laboratory			
	<input type="checkbox"/> online in entirety		<input type="checkbox"/> work with mentor			
	<input type="checkbox"/> partial e-learning		<input type="checkbox"/> (other)			
	<input type="checkbox"/> field work					
2.8. Student responsibilities						
2.9. Screening student work ( <i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i> )	Class attendance	+	Research	+	Practical training	
	Experimental work	+	Report		Exercises	
	Essay	+	Seminar essay	+	(other)	
	Tests	+	Oral exam	+	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	1-5.					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Banich, M. (2004): Cognitive Neuroscience and Neuropsychology. New York: Haughton Mifflin Comp.					
	Berko Gleason, J., Bernstein Ratner N. (1997): Psycholinguistics. Singapore: Wadsworth.					



Neurolinguistics (39321)		
	Aitchison, J. (1994): Word sin the Mind. Oxford: Blackwell.	Unlimited numbers of copies
2.12. Optional literature (at the time of submission of study programme proposal)	Stemmer, B., Whitaker, H. A. (1998): Handbook of Neurolinguistics. New York: Academic Press.	
2.13. Quality assurance methods that ensure the acquisition of exit competences	Seminars and an exam.	
2.14. Other (as the proposer wishes to add)		

## Sociopedagogic Aspects of Hearing Impairments (39331)

### 1. GENERAL INFORMATION

1.1. Course teacher	Assis. Prof. Marina Milković, PhD	1.6. Year of the study programme/ semester (summer, winter)	2 <sup>nd</sup> / 4 <sup>th</sup> (summer)
1.2. Name of the course	Sociopedagogic Aspects of Hearing Impairments	1.7. Credits (ECTS)	3
1.3. Associate teachers	Assis. Prof. Iva Hrastinski, PhD	1.8. Type of instruction (number of hours L + E + S + e-learning)	30+0+15+6
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2

### 2. COURSE DESCRIPTION

2.1. Course objectives	This course introduces students to the modern approach to people with disabilities and the role of society in the development of disabilities, with an emphasis on hearing impairment. It addresses issues of education in a social context as well as the family and its role.
2.2. Course enrolment requirements and entry competences required for the course	-
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> <li>- providing basic professional information to persons involved in habilitation or rehabilitation, their families and the wider environment, as well as other experts participating in its implementation,</li> <li>- providing support for creating conditions for encouraging early communication and language-speech development in the system of (pre)school education,</li> <li>- searching literature, databases and other sources of information,</li> <li>- developing awareness of the implementation of professional ethics and responsibility in speech therapy practice and recognize the need and readiness for inclusion in lifelong learning</li> </ul>

## Sociopedagogic Aspects of Hearing Impairments (39331)

2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"><li>- distinguish terminology in the field of disability and connect the main ideas of the social model,</li><li>- distinguish national and international documents and the rights of people with disabilities,</li><li>- distinguish between the specific needs of families with children with disabilities and people with disabilities in terms of different situations and stages of the life cycle,</li><li>- distinguish learning strategies of deaf and hearing students and their cognitive characteristics function.</li></ul>			
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"><li>1. Models of approach to disability; Significant documents in the field of disability</li><li>2. Historical overview of the development of the area; Terminological definitions</li><li>3. Family; Communication; Support</li><li>4. Learning strategies; The relationship between teaching and learning</li><li>5. Learning and socioemotional development</li></ol>			
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:	
2.8. Student responsibilities	<ul style="list-style-type: none"><li>- attendance and activity in classes 1.0 ECTS</li><li>- seminars 1.0 ECTS</li><li>- written exam 1.0 ECTS</li></ul>			
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research	Practical training
	Experimental work		Report	0,5 Exercises
	Essay	0,5	Seminar essay	1 (other)
	Tests	0,5	Oral exam	(other)
	Written exam	1	Project	(other)

## Sociopedagogic Aspects of Hearing Impairments (39331)

2.10. Grading and evaluating student work in class and at the final exam	Independent assignments and the final exam (written) will be evaluated with grades of 2-5. Organization, content, language and spelling will be evaluated in independent tasks. Independent assignments should be submitted in electronic form through the Merlin system, in which all communication with students will take place.		
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Knoors, H., & Marschark, M. (2014). <i>Teaching deaf learners: Psychological and developmental foundations</i> . Oxford University Press.		
	Marschark, M., Spencer, P. E., Adams, J., & Sapere, P. (2011). Evidence-based practice in educating deaf and hard-of-hearing children: teaching to their cognitive strengths and needs. <i>European Journal of Special Needs Education</i> , 26(1), 3-16.		
	Marschark, M., Morrison, C., Lukomski, J., Borgna, G., & Convertino, C. (2013). Are deaf students visual learners? <i>Learning and individual differences</i> , 25, 156-162.		
2.12. Optional literature (at the time of submission of study programme proposal)	<p>Ahlgren, I. &amp; K. Hyltenstam (eds.) (1994): <i>Bilingualism in Deaf Education</i>. Hamburg. Signum Verlag.</p> <p>Hamers, J.F. i M.H.A. Blanc (2000): <i>Bilinguality and bilingualism</i>. Cambridge University Press.</p> <p>Knight, P. i R. Swanwick (2002): <i>Working with deaf pupils. Sign bilingual policy into practice</i>. David Fulton Publishers, London.</p>		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Periodic student survey conducted by the University (pencil-and-paper method). On-line student survey conducted by the University every year. Internal on-line survey through the Merlin system every year.		
2.14. Other (as the proposer wishes to add)			

## Neurodevelopmental Language Disorders (130839)

### 1. GENERAL INFORMATION

1.1. Course teacher	Prof. Tatjana Prizl Jakovac, PhD Assis. Prof. Blaženka Brozović, PhD	1.6. Year of the study programme/ semester (summer, winter)	2 <sup>nd</sup> / 4 <sup>th</sup> (summer)
1.2. Name of the course	Neurodevelopmental language disorders	1.7. Credits (ECTS)	4
1.3. Associate teachers		1.8. Type of instruction (number of hours L + E + S + e-learning)	15+15+15
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, Speech and Language Pathology	1.9. Expected enrolment in the course	Yes
1.5. Status of the course	Mandatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	On-site or on-line learning, depending on the epidemiological situation. Some materials available on the Merlin learning platform.

### 2. COURSE DESCRIPTION

2.1. Course objectives	The aim of this course is to make students gain knowledge about the aetiology and phenomenology of atypical language development with special emphasis on the role of the neurodevelopmental risk factors affecting development during prenatal, perinatal, and postnatal period. The accent will also be placed on the various neurodevelopmental disorders such as perinatal brain lesions, epilepsy, developmental brain malformations and neurodevelopmental syndromes that might have a negative impact on the course of the language development.
2.2. Course enrolment requirements and entry competences required for the course	Basic knowledge of the human anatomy and physiology, basic knowledge about the typical course of communication, speech, and language development.
2.3. Learning outcomes at the level of the programme to which the course contributes	The course will contribute to the study of Speech and Language Pathology providing students with the basic knowledge and understanding of the role of different neurodevelopmental risk factor in the genesis of the language disorders as well as the ability to make the analysis and synthesis of all relevant medical data gathered through the process of the anamnestic assessment.
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> <li>1. Understand and apply selected professional terminology in the field of perinatology, obstetrics and neuropsychiatry.</li> <li>2. Explain and interpret basics of the embryonal and foetal development as well as those of brain development.</li> <li>3. To perform anamnestic data assessment as well as to identify neurodevelopmental risk factors relevant for the language acquisition process.</li> <li>4. State and explain neurodevelopmental disorders that might lead to developmental language disorders.</li> </ol>



## Neurodevelopmental Language Disorders (130839)

	<ol style="list-style-type: none"> <li>To define and to describe the impact of the epileptic changes and antiepileptic medications on language and language processing.</li> <li>Differentiate, describe and discuss aetiology and symptomatology of different neurodevelopmental syndromes and malformations as well as their influence on language acquisition.</li> <li>Describe and differentiate the aetiology and pathophysiology of the childhood aphasia, and traumatic brain injury in children.</li> <li>Analyse obtained data and utilize it in the planning of general and specific procedures in speech therapy.</li> </ol>	
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> <li>Neurodevelopmental risk factors</li> <li>Neurodevelopmental disorders (terminology, aetiology, and pathogenesis of different neurodevelopmental disorders)</li> <li>Embryonal and foetal development. Brain development.</li> <li>Early neural development and signs of the disorders of neural origin. Different diagnostic methods for the structural and functional brain assessment in new-borns and small children.</li> <li>Impact of the prematurity and intrauterine growth retardation (IGR) on general developmental outcome and language acquisition.</li> <li>New-borns in the Neonatal Intensive care unit (NICU) – role of the mechanic ventilation, tracheostomy and gavage feeding in the aetiology of communication, speech, and language disorders.</li> <li>Perinatal brain lesions (aetiology and types).</li> <li>Developmental outcomes in children with perinatal brain lesions (communication, speech, language, and cognitive development).</li> <li>1st Continual assessment</li> <li>Hemispherectomy. Developmental brain plasticity.</li> <li>Epilepsy and epileptic syndromes as a risk factor in the speech, language, and cognitive development: course and outcomes.</li> <li>Neurodevelopmental syndromes. The impact of neurodevelopmental malformations and brain tumours on the language acquisition and occurrence of language disorders.</li> <li>Neurodevelopmental syndromes. The impact of neurodevelopmental malformations and brain tumours on the language acquisition and occurrence of language disorders.</li> <li>Traumatic brain injury in children.</li> <li>Childhood aphasia.</li> <li>2nd Continual assessment</li> </ol>	
2.6. Format of instruction:	<div> <input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work </div> <div> <input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other) </div>	2.7. Comments:
2.8. Student responsibilities		

## Neurodevelopmental Language Disorders (130839)

2.9. Screening student work ( <i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i> )	Class attendance	X 0,5 ECTS	Research	Practical training	
	Experimental work		Report	Exercises	X 1 ECTS
	Essay		Seminar essay	Studying literature	X 0,5 ECTS
	Tests		Oral exam	(other)	
	Written exam	X 1 ECTS	Project	(other)	
2.10. Grading and evaluating student work in class and at the final exam	1-5				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	3. Nosarti, Ch, Murray, R.M., Hack, M. (2010). Neurodevelopmental Outcomes of Preterm Birth: From Childhood to Adult. Cambridge University Press.				Selected book chapters;
	4. Capilouto, G.J. (2008). Orotracheal intubation in the NICU and expressive language outcomes at 24-30 months. Journal of Medical Speech-Language Pathology, 16(3):157-164.				on-line via the Merlin learning platform, or e-mail.
	5. Kostović Srzentić, M., Brozović, B., Radoš, M., Gojmerac, T. (2005). Corpus callosum thinning and specific neurocognitive deficits: a case study of perinatal brain lesion. Cognitive Creier Comportament. Developmental Cognitive Neuroscience. 9(3): 403-421.				Papers; on-line via the Merlin learning
	6. Staudt, M. (2007). (Re-)organization of the developing human brain following periventricular white matter lesions. Neuroscience and Biobehavioral Reviews 31, 1150-1156.				
	7. Mejaški Bošnjak, V. (2008). Congenital cytomegalovirus infection: a common cause of childhood disability. Developmental medicine and child neurology, 50(6): 403-404.				

## Neurodevelopmental Language Disorders (130839)

	platform, or e-mail.
	<ol style="list-style-type: none"> <li>1. Kostović, I., Judaš, M. (1998). Temelji neuroznanosti. Zagreb, MD, Udžbenici Sveučilišta u Zagrebu.</li> <li>2. Molfese, V. (1998). Perinatal Risk &amp; Infant Development: Assessment and Prediction. The Guilford Press, New York, London. (Chapters 1, 2).</li> </ol>
	Seminars, exam
2.12. Optional literature (at the time of submission of study programme proposal)	
2.13. Quality assurance methods that ensure the acquisition of exit competences	
2.14. Other (as the proposer wishes to add)	

## Motoric Speech Disorders (130736)

### 1. GENERAL INFORMATION

1.1. Course teacher	Assis. Prof. Blaženka Brozović, PhD	1.6. Year of the study programme/ semester (summer, winter)	3 <sup>rd</sup> / 6 <sup>th</sup> (summer)
1.2. Name of the course	Motoric Speech Disorders	1.7. Credits (ECTS)	5
1.3. Associate teachers		1.8. Type of instruction (number of hours L + E + S + e-learning)	30+30+30
1.4. Study programme (undergraduate, graduate, integrated)	undergraduate	1.9. Expected enrolment in the course	
1.5. Status of the course	obligatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	

### 2. COURSE DESCRIPTION

2.1. Course objectives	
2.2. Course enrolment requirements and entry competences required for the course	
2.3. Learning outcomes at the level of the programme to which the course contributes	
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	
2.5. Course content broken down in detail by weekly class schedule (syllabus)	
2.6. Format of instruction:	<input type="checkbox"/> lectures <input type="checkbox"/> independent assignments
	2.7. Comments:

## Motoric Speech Disorders (130736)

	<input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	
2.8. Student responsibilities	To attend the course regularly and encouraged to actively participate in class.		
2.9. Screening student work <i>(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Class attendance	Research	Practical training
	Experimental work	Report	Exercises
	Essay	Seminar essay	(other)
	Tests	Oral exam	(other)
	Written exam	Project	(other)
2.10. Grading and evaluating student work in class and at the final exam			
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media



## Motoric Speech Disorders (130736)

2.12. Optional literature (at the time of submission of study programme proposal)

2.13. Quality assurance methods that ensure the acquisition of exit competences

2.14. Other (as the proposer wishes to add)

## Communication Disorders Following Traumatic Brain Injuries (101943)

### 1. GENERAL INFORMATION

1.1. Course teacher	Prof. Tatjana Prizl Jakovac, PhD	1.6. Year of the study programme/ semester (summer, winter)	3 <sup>rd</sup> / 6 <sup>th</sup> (summer)
1.2. Name of the course	Communication Disorders Following Traumatic Brain Injuries	1.7. Credits (ECTS)	3
1.3. Associate teachers	Ana Došen, assistant	1.8. Type of instruction (number of hours L + E + S + e-learning)	15+15+15
1.4. Study programme (undergraduate, graduate, integrated)	undergraduate	1.9. Expected enrolment in the course	
1.5. Status of the course	obligatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1,2

### 2. COURSE DESCRIPTION

2.1. Course objectives	The objective of the course is for students to learn about causes, types, and degrees of traumatic brain injury, to learn how to recognize difficulties in communication, cognitive and social areas, and to learn about different methods of speech-language assessment in different stages of recovery.
2.2. Course enrolment requirements and entry competences required for the course	For SLP students. Basic knowledge of functional anatomy and physiology of the head and neck
2.3. Learning outcomes at the level of the programme to which the course contributes	By the end of the course students will be able to describe epidemiology, ethology, classification, and effects of traumatic brain injury. They will be able to recognize and describe different consequences of TBI, and patterns of recovery from TBI. Students will be familiar with the assessment protocol and different approaches to rehabilitation.
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Learning outcomes are: <ul style="list-style-type: none"> <li>– to recognize and describe types of traumatic brain injury (TBI)</li> <li>– to list and describe the consequences of TBI</li> </ul>

## Communication Disorders Following Traumatic Brain Injuries (101943)

	<ul style="list-style-type: none"> <li>– to analyse and compare different states of consciousness.</li> <li>– to describe the role of SLPs in intensive care units and compare it with the role of SLPs in other medical/non-medical institutions</li> <li>– to analyse cognitive-communication difficulties following TBI</li> <li>– to distinguish and explain similarities and differences between cognitive-communication disorders and other developmental or acquired speech and language disorders</li> <li>– to differentiate and explain the basic principles of assessment of cognitive-communication disorders</li> <li>– to recognize and explain dysarthria and apraxia following TBI</li> <li>– to define different approaches in rehabilitation, explain and determine the application of different approaches depending on the type and consequences of TBI</li> </ul>		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> <li>1. Definitions and causes of traumatic brain injury (TBI).</li> <li>2. Classification of TBI</li> <li>3. Consequences of TBI</li> <li>4. State of consciousness after TBI</li> <li>5. The role of the speech-language pathologist in the intensive care unit</li> <li>6. Assessment of speech, language, and communication after TBI</li> <li>7. Colloquim 1 (mandatory)</li> <li>8. Different approaches in the TBI rehabilitation</li> <li>9. Dysarthria</li> <li>10. Apraxia</li> <li>11. Standardized, non-standardized, and clinician-prepared protocols for assessing cognitive-communication difficulties after TBI</li> <li>12. Practical application</li> <li>13. Colloquium 2 (mandatory)</li> </ol>		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input checked="" type="checkbox"/> partial e-learning	<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:



## Communication Disorders Following Traumatic Brain Injuries (101943)

	<input type="checkbox"/> field work		
2.8. Student responsibilities	<p>Student is obligated:</p> <ul style="list-style-type: none"> <li>– to attend and actively participate in classes and exercises (more than 3 absences must be excused by appropriate certificates or permits)</li> <li>– to write and present a properly structured seminar paper</li> <li>– to attend and pass both colloquiums (if the student did not pass both colloquiums, he must take the oral exam at the end of the semester)</li> <li>– to attend and pass oral exam (for those students who did not pass colloquiums)</li> </ul>		
2.9. Screening student work ( <i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i> )	Class attendance	Research	Practical training
	Experimental work	Report	Exercises
	Essay	Seminar essay	(other)
	Tests	Oral exam	(other)
	Written exam	Project	(other)
2.10. Grading and evaluating student work in class and at the final exam	<p>Seminar paper is evaluated with the grade 1-5.</p> <p>Colloquium 1 and colloquium 2 are evaluated with the grade 1-5.</p> <p>The final grade is proposed based on the average of the grades of the seminar paper and colloquiums/oral exam.</p>		
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Hedge, M. N. (2018). <i>A Coursebook on Aphasia and Other Neurogenic Language Disorders</i> . San Diego, CA: Plural Publishing, Inc. Part III	1	Merlin e-learning system

Communication Disorders Following Traumatic Brain Injuries (101943)			
	Hallowell, B. (2017). <i>Aphasia and Other Acquired Neurogenic Language Disorders</i> . San Diego, CA: Plural Publishing, Inc. Chapter 11	0	Merlin e-learning system
	Kimbarow, M. L. (2021). <i>Cognitive Communication Disorders</i> . San Diego, CA: Plural Publishing, Inc. Chapter 1,2,3,7,8	0	Merlin e-learning system
2.12. Optional literature (at the time of submission of study programme proposal)	Papathanasiou, I., Coppens, P., Potagas, C. (2013). <i>Aphasia and Related Neurogenic Communication Disorders</i> . Burlington, MA: Jones & Bartlett Learning, LLC, an Ascend Learning Company. Chapter 17 Freed, D. B. (2020). <i>Motor Speech disorders: Diagnosis and treatment</i> . San Diego, CA: Plural Publishing, Inc. Davis, G. A. (2014). <i>Aphasia and Related Cognitive-Communicative Disorders</i> . Boston, MA: Pearson Education, Inc.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	On-line student survey conducted by the University		
2.14. Other (as the proposer wishes to add)			

## Course description for graduate study programme Speech and Language Pathology

Child Language Corpora (175138)			
1. GENERAL INFORMATION			
1.1. Course teacher	Assoc. Prof. Gordana Hržica, PhD	1.6. Year of the study programme/ semester (summer, winter)	1 <sup>st</sup> / 2 <sup>nd</sup> (summer)
1.2. Name of the course	Child Language Corpora	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + E + S + e-learning)	0+15+15+ e-learnig activities
1.4. Study programme (undergraduate, graduate, integrated)	Graduate Speech and Language Pathology	1.9. Expected enrolment in the course	8 - 30
1.5. Status of the course	optional	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	Level 2
2. COURSE DESCRIPTION			
2.1. Course objectives	<p>This course is designed to provide students with a basic knowledge of the usage of language corpora in linguistic research. Specific emphasis will be given to the role of longitudinal child language corpora. Students will be trained to use the software package CLAN and coding system CHAT, all part of the CHILDES international child language database.</p> <p>Students will be required to engage with the readings, database studies and exercises concerning types of corpora. They will collect language samples and engage in coding of spoken language and analysing language samples.</p>		
2.2. Course enrolment requirements and entry competences required for the course	Required competences: basic knowledge of linguistics, psycholinguistics (language acquisition), basic computer skills.		

## Child Language Corpora (175138)

2.3. Learning outcomes at the level of the programme to which the course contributes	<p>The course will contribute to the study program of speech and language pathology by providing the basic framework for understanding the role of corpora in language research, by training student to use language-sampling tools and to apply relevant analyses.</p> <p>The course framework will provide students with the basis to negotiate issues of</p>
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> <li>1. Language corpora;</li> <li>2. Language sampling;</li> <li>3. Course activities will provide students with the ability to apply;</li> <li>4. Adequate language sampling;</li> <li>5. Coding of spoken-language samples;</li> <li>6. Analyses of spoken-language samples.</li> </ol> <p>Week 1: Spoken and written language corpora</p> <p>Week 2: Language sampling</p> <p>Week 3: Language sampling in speech and language pathology</p> <p>Week 4: Morphological analysis of language samples 1</p> <p>Week 5: Morphological analysis of language samples 2</p> <p>Week 6: Coding in CHAT</p>
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Week 7: Error coding</p> <p>Week 8: Language samples final checking with CHECK programme</p> <p>Week 9: Child language corpora-based research 1</p> <p>Week 10: Child language corpora-based research 2</p> <p>Week 11: Student work on language samples</p> <p>Week 12: Student work on language samples</p> <p>Week 13: Limitations of corpus method in language research</p> <p>Week 14: Student presentations</p>
2.6. Format of instruction:	<div> <input checked="" type="checkbox"/> lectures             <input checked="" type="checkbox"/> independent assignments         </div>
	2.7. Comments:

## Child Language Corpora (175138)

2.8. Student responsibilities	<input type="checkbox"/> seminars and workshops		<input type="checkbox"/> multimedia and the internet	
	<input checked="" type="checkbox"/> exercises		<input type="checkbox"/> laboratory	
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	<input type="checkbox"/> online in entirety		<input checked="" type="checkbox"/> work with mentor	
	<input checked="" type="checkbox"/> partial e-learning		<input type="checkbox"/> (other)	
2.10. Grading and evaluating student work in class and at the final exam	<input checked="" type="checkbox"/> field work			
	1. two written tests			
2.11. Required literature (available in the library and via other media)	2. one oral presentation (report)			
	3. one written assignment (essay)			
	Class attendance	Research	1	Practical training
	Experimental work	Report	1	Exercises
	Essay	Seminar essay		(other)
	Tests	Oral exam		(other)
	Written exam	Project		(other)
	Title		Number of copies in the library	Availability via other media
	Kuvač, J., Palmović, M. (2007) Metodologija istraživanja dječjeg jezika. Naklada Slap. Jastrebarsko.		5	
	Behrens, H (ur.) (2008). Corpora in Language Acquisition Research: Finding Structure in Data Benjamins. Amsterdam: Benjamins.)		5	e-learning platform
	Heilmann, J. (2010). Myths and Realities of Language Sample Analysis, Perspectives on Language Learning and Education, 17(1), 4 – 8. <a href="http://www4.uwm.edu/chs/faculty_staff/upload/Heilmann-Perspectives-2010.pdf">http://www4.uwm.edu/chs/faculty_staff/upload/Heilmann-Perspectives-2010.pdf</a>			online

## Child Language Corpora (175138)

2.12. Optional literature (at the time of submission of study programme proposal)

2.13. Quality assurance methods that ensure the acquisition of exit competences

2.14. Other (as the proposer wishes to add)

Exit competences will be ensured if student passes all the requirements of this course.

## Narrative Assessment in Speech and Language Pathology (39282)

### 1. GENERAL INFORMATION

1.1. Course teacher	Assoc. Prof. Gordana Hržica, PhD	1.6. Year of the study programme/ semester (summer, winter)	2 <sup>nd</sup> / 3 <sup>rd</sup> (winter)
1.2. Name of the course	Narrative Analysis in the Evaluation of Speech-Language Abilities	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + E + S + e-learning)	15+0+15
1.4. Study programme (undergraduate, graduate, integrated)	Graduate Speech and Language Pathology	1.9. Expected enrolment in the course	
1.5. Status of the course	optional	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2, 20%

### 2. COURSE DESCRIPTION

2.1. Course objectives	The goals of this course are: (1) to enable students to comprehend the importance of narrative abilities in language development, (2) to learn how to independently perform assessment of narrative abilities as a part of speech and language assessment, (2) to learn how to foster narrative abilities.
2.2. Course enrolment requirements and entry competences required for the course	NA
2.3. Learning outcomes at the level of the programme to which the course contributes	
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After this course the student will be able to: <ul style="list-style-type: none"> <li>– List and describe the types of materials for narrative assessment</li> <li>– List and describe levels of narrative assessment</li> </ul>

## Narrative Assessment in Speech and Language Pathology (39282)

2.5. Course content broken down in detail by weekly class schedule (syllabus)

- List, describe and apply assessment of the story macrostructure
- List, describe and apply assessment of the story microstructure
- Describe and recognise the elements of the cohesion and coherence in the story
- List and describe referential devices in the story
- Recognise elements of the evaluative function in narratives
- List basic devices for the fostering of narrative abilities

Week 1: Narratives and language development

Week 2: Narratives and reading

Week 3: Development of narrative abilities

Week 4: Genres and techniques of narration

Week 5: Story macrostructure: Story grammar

Week 6: Story macrostructure: Structural complexity

Week 7: Story macrostructure: Internal state terms

Week 8: Summing up: Story macrostructure

Week 9: Story microstructure: productivity

Week 10: Story microstructure: lexical diversity

Week 11: Story microstructure: syntactic complexity

Week 12: Summing up: Story microstructure

Week 13: Pragmatics of the story: Evaluative function

Week 14: Pragmatics of the story: Referential devices

Week 15: Fostering narrative abilities

2.6. Format of instruction:

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> lectures               | <input checked="" type="checkbox"/> independent assignments |
| <input checked="" type="checkbox"/> seminars and workshops | <input type="checkbox"/> multimedia and the internet        |
| <input checked="" type="checkbox"/> exercises              | <input type="checkbox"/> laboratory                         |
| <input type="checkbox"/> online in entirety                | <input type="checkbox"/> work with mentor                   |
| <input type="checkbox"/> partial e-learning                | <input type="checkbox"/> (other)                            |

2.7. Comments:



## Narrative Assessment in Speech and Language Pathology (39282)

☐ field work

### 2.8. Student responsibilities

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)

Class attendance	Research	Practical training
Experimental work	Report	Exercises
Essay	Seminar essay	(other)
Tests x	Oral exam	(other)
Written exam	Project	(other)

### 2.10. Grading and evaluating student work in class and at the final exam

### 2.11. Required literature (available in the library and via other media)

Title	Number of copies in the library	Availability via other media
Berman, R. A. & Slobin, D. I. (1994). Relating events in narrative: A cross-linguistic developmental study. Hillsdale, NJ: L. Erlbaum		E-learning platform Merlin
Hickman, M. (2003). Children's discourse. Cambridge: Cambridge University Press		E-learning platform Merlin
Aksu- Koç, A., & Aktan-Erciyes, A. (2018). Narrative discourse: Developmental perspectives. In A. Bar-On, D. Ravid (Eds), Handbook of Communications Disorders: Theoretical, Empirical, and Applied Linguistic Perspectives (p.p. 329–356). Amsterdam: De Gruyter Mouton.		E-learning platform Merlin

### 2.12. Optional literature (at the time of submission of study programme proposal)



## Narrative Assessment in Speech and Language Pathology (39282)

- 2.13. Quality assurance methods that ensure the acquisition of exit competences
- 2.14. Other (as the proposer wishes to add)

## Neurolinguistics II (81103)

### 1. GENERAL INFORMATION

1.1. Course teacher	Prof. Marijan Palmović, PhD	1.6. Year of the study programme/ semester (summer, winter)	1 <sup>st</sup> / 2 <sup>nd</sup> (summer)
1.2. Name of the course	Neurolinguistics II	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + E + S + e-learning)	30+15+0
1.4. Study programme (undergraduate, graduate, integrated)	Graduate, Speech and Language Pathology	1.9. Expected enrolment in the course	yes
1.5. Status of the course	optional	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	No e-learning, just learning. Some materials will be available on the Merlin system

### 2. COURSE DESCRIPTION

2.1. Course objectives	Getting more elaborate knowledge on neurolinguistics
2.2. Course enrolment requirements and entry competences required for the course	Basic linguistic knowledge, basic knowledge on brain anatomy; background education in one of the disciplines: linguistics, medicine, speech & language pathology, psychology, philology
2.3. Learning outcomes at the level of the programme to which the course contributes	In depth knowledge of chosen topics within neurolinguistics
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Methodology of neurolinguistics research; from neuropsychology to brain imaging; experimental methods in neurolinguistics; ANN in neurolinguistics

Neurolinguistics II (81103)			
2.5. Course content broken down in detail by weekly class schedule (syllabus)	1. Basic methods in neurolinguistics (neuropsychology); 2. Brain imaging methods in neurolinguistics; 3. Artificial neural networks in neurolinguistics; 4. Language pathology and contemporary brain imaging studies; 5. Theoretical accounts; 6-14 students guided experimental work on chosen topics		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work		2.7. Comments:
2.8. Student responsibilities			
2.9. Screening student work ( <i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i> )	Class attendance	+	Research
	Experimental work	+	Report
	Essay	+	Seminar essay
	Tests		Oral
	Written exam		Project
2.10. Grading and evaluating student work in class and at the final exam	1-5.		
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Banich, M. (2004): Cognitive Neuroscience and Neuropsychology. New York: Haughton Mifflin Comp.		

Neurolinguistics II (81103)		
	Berko Gleason, J., Bernstein Ratner N. (1997): Psycholinguistics. Singapore: Wadsworth.	
	Aitchison, J. (1994): Words in the Mind. Oxford: Blackwell.	Unlimited numbers of copies
	Obler, L. K., Gjerlow, K. (2002): Words in the Mind. Cambridge: Cambridge University Press	
	Stemmer, B., Whitaker, H. A. (1998): Handbook of Neurolinguistics. New York: Academic Press.	
2.12. Optional literature (at the time of submission of study programme proposal)	<p>Caplan, D. (1994): Language: Structure, Processing and Disorders. Cambridge MA: The MIT Press.</p> <p>Judaš, M., Kostović, I. (1997): Temelji neuroznanosti. Zagreb: MD.</p> <p>Landau, B. et al. (2000): Perception, Cognition and Language. Cambridge, MA: The MIT Press.</p> <p>Nadeau, S. E. et al. (2000): Aphasia and Language: Theory to Practice. New York: The Gilford Press.</p>	
2.13. Quality assurance methods that ensure the acquisition of exit competences	Seminars; finished guided experimental work in nl, exam	
2.14. Other (as the proposer wishes to add)		

## Developmental Psycholinguistics (81039)

### 1. GENERAL INFORMATION

1.1. Course teacher	Prof. Marijan Palmović, PhD	1.6. Year of the study programme/ semester (summer, winter)	1 <sup>st</sup> / 2 <sup>nd</sup> (summer)
1.2. Name of the course	Developmental Psycholinguistics	1.7. Credits (ECTS)	5
1.3. Associate teachers	Assis. Prof. Ana Matić Škorić, PhD	1.8. Type of instruction (number of hours L + E + S + e-learning)	30+0+30
1.4. Study programme (undergraduate, graduate, integrated)	graduate	1.9. Expected enrolment in the course	
1.5. Status of the course	obligatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	Level 1

### 2. COURSE DESCRIPTION

2.1. Course objectives	To develop detailed knowledge about process of language development
2.2. Course enrolment requirements and entry competences required for the course	Basic linguistic knowledge Educational background from the following field: psychology, applied linguistics, speech-language pathology, philology and other related fields
2.3. Learning outcomes at the level of the programme to which the course contributes	Ability to make synthesis and analysis in the practical and research field Information transition in other related fields
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Knowledge about process of language development Knowledge about various theories and models of language development Understand the complexity of the phenomenon of the language in the context of general cognitive development Understand various issues related to language acquisition important for understanding typical and impairment language development

Developmental Psycholinguistics (81039)			
	Making connection between theory and clinical issue		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Introduction to developmental psycholinguistics and research methodology Phonological development Characteristics of phonological periods Morphological development Syntactic development Lexical development Acquisition of meaning and development of the concepts Pragmatic development Communicative and linguistic competence Language and cognition Bilingualism Language impairment		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:
2.8. Student responsibilities			
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research
	Experimental work		Practical training
	Essay		Report
	Tests	3	Seminar essay
			1
			(other)
			(other)

Developmental Psycholinguistics (81039)			
	Written exam	Project	(other)
2.10. Grading and evaluating student work in class and at the final exam	<p>Students must pass 2 tests and final exam:</p> <p>1.test – 12 points</p> <p>2. test - 12 points</p> <p>Final exam – 46 points</p> <p>Course attendance – 6 points</p> <p>Attendance on seminars – 6 points</p> <p>Activity on seminars – 18 points</p> <p>Total: 100 points</p>		
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
2.12. Optional literature (at the time of submission of study programme proposal)			
2.13. Quality assurance methods that ensure the acquisition of exit competences	Tests, final exam, and activity on the seminars		
2.14. Other (as the proposer wishes to add)			



## Sign Language Linguistic Structure (139574)

### 1. GENERAL INFORMATION

1.1. Course teacher	Assis. Prof. Marina Milković, PhD	1.6. Year of the study programme/ semester (summer, winter)	1 <sup>st</sup> / 2 <sup>nd</sup> (summer)
1.2. Name of the course	Sign Language Linguistic Structure	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + E + S + e-learning)	15+0+15
1.4. Study programme (undergraduate, graduate, integrated)	graduate	1.9. Expected enrolment in the course	15-20
1.5. Status of the course	elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	Level 1

### 2. COURSE DESCRIPTION

2.1. Course objectives	The course introduces students to the linguistic structure of sign languages, primarily Croatian Sign Language (HZJ) and its comparison to other national sign languages, at different levels (phonology, morphology, syntax, semantics and pragmatics). Also, discusses issues related to the psycholinguistic and neurolinguistic research of sign language, as well as variation and language change, language use in contact situations, and the use of sign language in deaf education.		
2.2. Course enrolment requirements and entry competences required for the course	Croatian Sign Language 101 / Basic knowledge of any sign language		
2.3. Learning outcomes at the level of the programme to which the course contributes			
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> <li>- to learn how to observe, describe, and explain patterns of grammatical structure in sign languages</li> <li>- to use the basic terminology of linguistics to describe the sign parts, and sentences of Croatian Sign Language</li> </ul>		

## Sign Language Linguistic Structure (139574)

	<ul style="list-style-type: none"><li>- to explore key structural patterns in (varieties of) Croatian Sign Language and other sign languages</li><li>- to investigate the relationships between structure and meaning</li><li>- to understand and apply basic principles of linguistic theory and argumentation</li><li>- to discuss the findings of linguistic research in relation to practical issues such as language teaching, child language development, and cross-cultural understanding</li></ul>			
2.5. Course content broken down in detail by weekly class schedule (syllabus)				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:	
2.8. Student responsibilities	To attend the course regularly and encouraged to actively participate in class.			
2.9. Screening student work ( <i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i> )	Class attendance	0.5	Research	Practical training
	Experimental work		Report	Exercises 0.5
	Essay	0.5	Seminar essay 0.5	(other)
	Tests		Oral exam	(other)
	Written exam	1	Project	(other)
2.10. Grading and evaluating student work in class and at the final exam				
2.11. Required literature (available in the library and via other media)	Title		Number of copies in the library	Availability via other media

## Sign Language Linguistic Structure (139574)

	<p>Brentari, D. (1998): <i>A Prosodic Model of Sign Language Phonology</i>. Cambridge, MA: MIT Press.</p> <p>Brentari, D. (2001): <i>Foreign Vocabulary in Sign Languages</i>. Mahwah, NJ: Lawrence Erlbaum, 87_119.</p> <p>Emmorey, K. (2002): <i>Language, Cognition and the Brain. Insights from Sign Language Research</i>. Mahwah, NJ: Lawrence Erlbaum.</p> <p>Pfau, R., Steinbach, M. &amp; B. Woll (2012): <i>Sign language. An international handbook (HSK - Handbooks of linguistics and communication science)</i>, Berlin: Mouton de Gruyter.</p> <p>Sandler, W. &amp; D. Lillo-Martin (2006): <i>Sign Languages and Linguistic Universals</i>. Cambridge: Cambridge University Press.</p> <p>Sutton-Spence, R. &amp; B. Woll (1999): <i>The Linguistics of British Sign Language: An Introduction</i>. Cambridge: Cambridge University Press.</p> <p>Valli, C. &amp; C. Lucas (1992): <i>The Linguistic Structure of American Sign Language</i>. Washington, DC: Gallaudet University Press.</p>	
2.12. Optional literature (at the time of submission of study programme proposal)	<p>Alibašić Ciciliani, T. R. B. Wilbur (2006): Pronominal System in Croatian Sign Language. <i>Sign Language &amp; Linguistics</i> 9, 95_132.</p> <p>Aronoff, M., Meir, I. &amp; W. Sandler (2005): The Paradox of Sign Language Morphology. <i>Language</i> 81, 301_344.</p> <p>Benedicto, E. &amp; D. Brentari (2004): Where Did All the Arguments Go? Argument Changing Properties of Classifiers in ASL. In: <i>Natural Language and Linguistic Theory</i> 22, 743_810.</p> <p>Engberg-Pedersen, E. (1993): <i>Space in Danish Sign Language: The Semantics and Morphosyntax of the Use of Space in a Visual Language</i>. Hamburg: Signum.</p> <p>Meir, I., Padden, C., Aronoff, M. &amp; W. Sandler (2007): Body as Subject. <i>Journal of Linguistics</i> 43, 531_563.</p> <p>Šarac Kuhn, N. &amp; R. Wilbur (2006): Interrogative Structures in Croatian Sign Language: Polar and Content Questions. <i>Sign Language &amp; Linguistics</i> 9, 151_167.</p> <p>Milković, M., Bradarić-Jončić, S. &amp; R. B. Wilbur (2006): Word Order in Croatian Sign Language. <i>Sign Language &amp; Linguistics</i> 9(1/2), 169_206.</p> <p>Pfau, R. &amp; M. Steinbach (2011): Grammaticalization in Sign Languages. In: Narrog, Heiko/Heine, Bernd (eds.), <i>The Oxford Handbook of Grammaticalization</i>. Oxford: Oxford University Press, 683_695.</p>	

## Sign Language Linguistic Structure (139574)

	<p>Wilbur, R. B. (2008): Complex Predicates Involving Events, Time and Aspect: Is this Why Sign Languages Look so Similar? In: Quer, Josep (ed.), <i>Signs of the Time: Selected Papers from TISLR 2004</i>. Hamburg: Signum, 219_250.</p> <p>Wilbur, R. B. (2011): Modality and the structure of language: Sign languages versus signed systems. In M. Marschark &amp; P. Spencer (eds.), <i>The handbook of deaf studies, language, and education</i>, 332-346. Oxford: Oxford University Press.</p>
2.13. Quality assurance methods that ensure the acquisition of exit competences	Assignments, activity in the exercises, final exam
2.14. Other (as the proposer wishes to add)	

## Course description for undergraduate study programme Social Pedagogy

Theories of Prevention I (93883)			
1. GENERAL INFORMATION			
1.1. Course teacher	Assoc. Prof. Miranda Novak, PhD	1.6. Year of the study programme/ semester (summer, winter)	3 <sup>rd</sup> / 5 <sup>th</sup> (winter)
1.2. Name of the course	Theories of Prevention I	1.7. Credits (ECTS)	2
1.3. Associate teachers		1.8. Type of instruction (number of hours L + E + S + e-learning)	30+0+0+0
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate study Social Pedagogy	1.9. Expected enrolment in the course	-
1.5. Status of the course	Obligatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	-
2. COURSE DESCRIPTION			
2.1. Course objectives	<p>Course Theories of Prevention 1 is an introductory course in prevention science covering themes about the historical development of prevention, definitions of prevention, terms of mental health promotion and prevention of mental and behavioural disorders as well as levels of prevention interventions and theoretical background of preventive concepts.</p> <p>Objective is to familiarize students with the theoretical basics of preventing behavioural problems and risk behaviour of children and youth.</p>		
2.2. Course enrolment requirements and entry competences required for the course	-		

## Theories of Prevention I (93883)

2.3. Learning outcomes at the level of the programme to which the course contributes	Understanding and use of relevant theoretical approaches to the prevention of behaviour disorders and risky behaviour of children and youth.
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>By the end of the course/module the student will be able to:</p> <ul style="list-style-type: none"> <li>- Use a recent terminology and conceptual definitions of prevention science</li> <li>- Critically judge historical facts and context of prevention</li> <li>- Select and defend arguments to advocate preventive practices and prevention research</li> <li>- Demonstrate knowledge and understanding of different models of prevention</li> <li>- Connect levels and a continuum of risk with outcomes in child and youth behavior</li> <li>- Integrate lessons learned in the selection of prevention strategies, the level of prevention, models and prevention programs for children and youth in practice</li> <li>- Critically assess the level to which individual prevention programs belong</li> <li>- Integrate the various theoretical approaches underlying the understanding of the development of children and youth</li> </ul>
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> <li>1. Introductory lecture / Definition of prevention and historical overview of the development of prevention</li> <li>2. The terms of the risk and risk behavior</li> <li>3. The terms mental health, positive mental health, the promotion of mental health</li> <li>4. Levels of preventive intervention and intervention models of prevention</li> <li>5. Levels of prevention interventions and environmental approach</li> <li>6. Preventive approaches to internalized behavioural problems and effective programs</li> <li>7. Preventive approaches to externalized behavioural problems and effective programs</li> <li>8. Theoretical foundations of prevention: the concept of risk and protective factors</li> <li>9. Theoretical foundations of prevention: the concept of development assets and the concept of positive developments</li> <li>10. Theoretical foundations of prevention: resilience</li> <li>11. Theoretical foundations of prevention: social and emotional learning</li> <li>12. Independent work on prepared materials</li> </ol>

## Theories of Prevention I (93883)

	13. Theoretical foundations of prevention: development psychopathology		
	14. Theoretical foundations of prevention: the concept of mental health promotion		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:
2.8. Student responsibilities	Classes attending is required (attendance at a minimum of 13 class schedule), as well as active participation in class.		
2.9. Screening student work <i>(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Class attendance	1	Research
	Experimental work		Report
	Essay		Seminar essay
	Tests	1	Oral exam
	Written exam		Project
2.10. 2.10. Grading and evaluating student work in class and at the final exam	<p>Examination:</p> <p>Through two colloquium and written exams. The condition for taking the examination is classes attendance (can be absent from a maximum of two terms, with or without a note).</p> <p>The final exam is possible to pass through colloquium. If the exam is taken by colloquium, both colloquiums should be positively scored. Overall score is the average score on each colloquium.</p> <p>Final, written, exam access all the students who did not go to one of colloquiums and / or have not received a positive grade on both colloquiums.</p>		
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media

## Theories of Prevention I (93883)

	<p>For literature on English contact the course teacher.</p> <ol style="list-style-type: none"> <li>1. Barry, Margaret M. (2001). Promoting Positive Mental Health: Theoretical Frameworks for Practice. <i>International Journal of Mental Health Promotion</i>, 3 (1), 25-34.</li> <li>2. Barry, Margaret M. (2007). Building capacity for effective implementation of mental health promotion. <i>Australian e-Journal for the Advancement of Mental Health</i> 6(2): 1-9.</li> <li>3. Catalano, R.F., Berglund, M.L., Ryan, J.A.M., Lonczak, H.S., Hawkins, D.J. (2002). Positive Youth Development: Research Findings in Positive Youth Development Programs. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation, and the National Institute for Child Health and Human Development, 1-24 str.</li> <li>4. Coie, J.D., Watt, N.F., West, S.G., Hawkins, J.D., Asarnow, J.R., Markman, H.I., Ramey, S.L., Shure, M.B., Long, B. (1993). The Science of Prevention: A Conceptual Framework and Some Direction for National Research Program. <i>American Psychologist</i>, 48, 10, 1013-1021.</li> </ol> <p>Herrman, H., Jané-Llopis, E. (2012). Status of Mental Health Promotion. <i>Public Health Reviews</i> 34 (2), 1-21.</p> <p>Student survey conducted by the University (online survey)</p> <p>Oral evaluation at the end of teaching and passing objects.</p>
2.12. Optional literature (at the time of submission of study programme proposal)	
2.13. Quality assurance methods that ensure the acquisition of exit competences	
2.14. Other (as the proposer wishes to add)	



## Comparative Criminology I (89947)

### 1. GENERAL INFORMATION

1.1. Course teacher	Assoc. Prof. Lisa Decker, PhD Assoc. Prof. Dalibor Doležal, PhD	1.6. Year of the study programme/ semester (summer, winter)	2 <sup>nd</sup> / 4 <sup>th</sup> (summer)
1.2. Name of the course	Comparative Criminology I	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + E + S + e-learning)	30+0+15
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, Social Pedagogy	1.9. Expected enrolment in the course	30 (American + Croatian students)
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1

### 2. COUSE DESCRIPTION

2.1. Course objectives	<p>Every year the course topic changes; generally, course objectives are:</p> <ul style="list-style-type: none"> <li>- that the American and Croatian students learn about various historical, cultural, normative and practical aspects of criminological areas and are competent in their comparative analysis</li> <li>- that students master specific communication skills in discussions on assigned topics, and master the skills of argument with regard to the presence of students from other cultures</li> <li>- for Croatian students' goal is to increase the professional competence of communication in a foreign language</li> </ul>
2.2. Course enrolment requirements and entry competences required for the course	<p>Basic courses in criminology, corrections, and victimology – passed</p> <p>Fluency in English</p> <p>In each even year (2012, 2014, 2016) when the course is held at ISU - financial support to travel to USA must be provided</p>
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> <li>- understanding crime as a social and individual phenomenon, and its specificities in various countries</li> <li>- to be familiar with social reactions to crime in different countries</li> </ul>

Comparative Criminology I (89947)		
	<ul style="list-style-type: none"> <li>- developing interpersonal communication with colleagues from different cultural influences</li> <li>- assessing the range of programs and projects aimed at combating crime in different countries</li> </ul>	
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>- distinguish between legalistic and statutory solutions in the selected field of crime study</li> <li>- prepare a presentation on a chosen topic of discussion</li> <li>- compare the phenomenology of crime in different countries</li> <li>- compare the preventive strategies to combat crime in different countries</li> <li>- propose new solutions in the fight against crime for his/her own country</li> <li>- identify new tendencies in criminological research in different countries</li> <li>- compare the results of contemporary research in different countries</li> <li>- demonstrate the improvement of skill of using professional terminology in English</li> </ul>	
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>The classes will be held every day for the last 2 weeks in September 2025</p> <p>Topics change every year, Examples of recent topics:</p> <p>Comparative approaches to probation, Comparative approaches to prison systems Police and criminality - a comparative approach A comparative approach to juvenile delinquency The phenomenology of crime in America and Europe</p>	
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)
2.8. Student responsibilities	2.7. Comments:	

Comparative Criminology I (89947)			
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research
	Experimental work		Practical training
	Essay		Independent work (other) 1
	Tests		Seminar essay (other)
	Written exam	1	Oral exam (other)
2.10. Grading and evaluating student work in class and at the final exam	score on the written examination depends on the points scored with a pass to be resolved 60% of exam questions		
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	literature, considering the topic, is delivered on time to all students in electronic form		
2.12. Optional literature (at the time of submission of study programme proposal)			
2.13. Quality assurance methods that ensure the acquisition of exit competences	internal evaluation of the course by learning outcomes and formal university evaluation		

## Comparative Criminology I (89947)

### 2.14. Other (as the proposer wishes to add)

The course is held as an intensive two-week course in September 2025 at the Indiana State University, according to the bilateral agreement between our universities (Indiana State University and University of Zagreb). Croatian and American students have lectures in English for 2 weeks and pass the exam. All students cover their own costs of accommodation and travel.

## Phenomenology of Behavioural Disorders (39599)

### 1. GENERAL INFORMATION

1.1. Course teacher	Prof. Neven Ricijaš, PhD Assoc. Prof. Dora Dodig Hundrić, PhD	1.6. Year of the study programme/ semester (summer, winter)	1 <sup>st</sup> / 2 <sup>nd</sup> (summer)
1.2. Name of the course	Phenomenology of Behavioural Disorders	1.7. Credits (ECTS)	6
1.3. Associate teachers	Sabina Mandić, PhD	1.8. Type of instruction (number of hours L + E + S + e-learning)	30+0+30
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, Social Pedagogy	1.9. Expected enrolment in the course	-
1.5. Status of the course	Elective Course	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1

### 2. COURSE DESCRIPTION

2.1. Course objectives	Developing basic knowledge about behavioural disorders, their classification, etiology and phenomenological characteristics as well as fundamental skills for competent professional activities.
2.2. Course enrolment requirements and entry competences required for the course	-
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>- Demonstrate basic knowledge about the characteristics of individuals from the population.</li> <li>- Integrate certain aspects of the bio-psycho-social-pedagogical approach to the individual in a holistic, interdisciplinary approach to people.</li> <li>- Demonstrate basic knowledge of etiology and phenomenology of behavioural problems.</li> </ul>

## Phenomenology of Behavioural Disorders (39599)

2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>- define and describe the main etiological factors for the development of behavioural disorders</li> <li>- define and describe major classifications of behavioural disorders</li> <li>- differentiate behavioural disorders</li> <li>- demonstrate knowledge of the characteristics of children and youth with behavioural problems</li> <li>- understand the social significance and prevalence of behavioural problems</li> <li>- link theoretical concepts of etiology and phenomenology of behavioural disorders with concrete examples</li> <li>- understand the complex bio-psycho-social structure of behavioural disorders</li> <li>- demonstrate basic knowledge and use of scientific terminology (in oral communication)</li> </ul>
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> <li>1.1. Introductory lecture</li> <li>1.2. Behaviour and Behavioural Disorders - terminology and definitions</li> <li>1.3. Classifications of Behavioural Disorders</li> <li>1.4. The Etiology of Behavioural disorders</li> <li>1.5. Oppositional Defiant Disorder and Conduct Disorder</li> <li>1.6. Bullying</li> <li>1.7. Delinquent behavior</li> <li>1.8. Problem gambling - definitions, classification and etiology</li> <li>1.9. Youth problem gambling</li> <li>1.10. Depression and Anxiety Disorders in Children and Adolescents</li> <li>1.11. 12. Substance Abuse and Misuse</li> </ol>
2.6. Format of instruction:	<div> <input checked="" type="checkbox"/> lectures             <input type="checkbox"/> independent assignments         </div> <div> <input type="checkbox"/> seminars and workshops             <input type="checkbox"/> multimedia and the internet         </div> <div> <input type="checkbox"/> exercises             <input type="checkbox"/> laboratory         </div> <div>2.7. Comments:</div>

## Phenomenology of Behavioural Disorders (39599)

	<input type="checkbox"/> online in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
2.8. Student responsibilities				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	Practical training
	Experimental work		Report	Exercises
	Essay		Seminar essay	(other)
	Tests		Oral exam	(other)
	Written exam	1	Project	(other)
2.10. Grading and evaluating student work in class and at the final exam	Written exam			
2.11. Required literature (available in the library and via other media)	Title		Number of copies in the library	Availability via other media
	1. Graczyk, P.A., Connolly, S.D., Corapci, F. (2005). Anxiety Disorders in Children and Adolescents: Theory, Treatment and Prevention. In Gullota, T.P., Adams, G.R. (Eds.), Handbook of Adolescent Behavioral Problems: Evidence-Based Approaches to Prevention and Treatment. Springer: NY, USA.			
	2. Roberts, C., Bishop, B. (2005). Depression. In Gullota, T.P., Adams, G.R. (Eds.), Handbook of Adolescent Behavioral Problems: Evidence-Based Approaches to Prevention and Treatment. Springer: NY, USA.			
	3. Capalachi, D.M., Eddy, J.M. (2005). Oppositional Defiant Disorder and Conduct Disorder. In Gullota, T.P., Adams, G.R. (Eds.), Handbook of Adolescent Behavioral Problems: Evidence-Based Approaches to Prevention and Treatment. Springer: NY, USA.			

## Phenomenology of Behavioural Disorders (39599)

	4. Falnery, D.J., Hussey, D., Jefferis, E. (2005). Adolescent Delinquency and Violent Behavior. In Gullota, T.P., Adams, G.R. (Eds.), Handbook of Adolescent Behavioral Problems: Evidence-Based Approaches to Prevention and Treatment. Springer: NY, USA.
	5. Leukefeld, C.G., Smiley McDonald, H.M., Stoops, W.W., Reed, L., Martin, C. (2005). Substance Misuse and Abuse. In Gullota, T.P., Adams, G.R. (Eds.), Handbook of Adolescent Behavioral Problems: Evidence-Based Approaches to Prevention and Treatment. Springer: NY, USA.
	6. Blaszczynski, A., Nower, L. (2002). A Pathways Model of Problem and Pathological Gambling. Addiction, 97, 487-499.
	7. Blinn-Pike, L., Lokken Worthy, S., Jonkman, J.N. (2010). Adolescent Gambling: A Review of an Emerging Field of Research. Journal of Adolescent Health, 47, 223-236.
	8. Sekol, I. Farrington, D.P. (2009). The Nature and Prevalence of Bullying among Boys and Girls in Croatian Care Institutions: A Descriptive Analysis of Children's Homes and Correctional Homes. Kriminologija i socijalna integracija, 17, 2, 15-34
	9. Ricijaš, N., Novak, T. (2006): Advocacy and Empowerment – The Position of Social Pedagogists in Croatia, IUC Journal of Social Work – Theory and Practice, <a href="http://www.bemidjistate.edu/sw_journal/">www.bemidjistate.edu/sw_journal/</a>
2.12. Optional literature (at the time of submission of study programme proposal)	-
2.13. Quality assurance methods that ensure the acquisition of exit competences	Course Evaluation
2.14. Other (as the proposer wishes to add)	-



## Course description for graduate study programme Social Pedagogy

Contemporary Methods in Treatment of Addicts (39557)			
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Ksenija Butorac, PhD	1.6. Year of the study programme/ semester (summer, winter)	1 <sup>st</sup> / 1 <sup>st</sup> (winter)
1.2. Name of the course	Contemporary Methods in Treatment of Addicts	1.7. Credits (ECTS)	4
1.3. Associate teachers		1.8. Type of instruction (number of hours L + E + S + e-learning)	30+30+0
1.4. Study programme (undergraduate, graduate, integrated)	Graduate study of Social Pedagogy	1.9. Expected enrolment in the course	
1.5. Status of the course	Obligatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives			
2.2. Course enrolment requirements and entry competences required for the course			
2.3. Learning outcomes at the level of the programme to which the course contributes			
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)			
2.5. Course content broken down in detail by weekly class schedule (syllabus)			
2.6. Format of instruction:	<input type="checkbox"/> lectures <input type="checkbox"/> independent assignments		2.7. Comments:

## Contemporary Methods in Treatment of Addicts (39557)

	<input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	
2.8. Student responsibilities			
2.9. Screening student work ( <i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i> )	Class attendance	Research	Practical training
	Experimental work	Report	Exercises
	Essay	Seminar essay	(other)
	Tests	Oral exam	(other)
	Written exam	Project	(other)
2.10. Grading and evaluating student work in class and at the final exam	-		
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
2.12. Optional literature (at the time of submission of study programme proposal)			
2.13. Quality assurance methods that ensure the acquisition of exit competences			
2.14. Other (as the proposer wishes to add)			



Courses in English available to incoming students  
Academic Year 2024/2025  
**SOCIAL PEDAGOGY**

## For all students, both undergraduate and graduate level (no ECTS)

### Physical and Health Education

Students can choose *Physical and Health Education* in both semesters, but they don't get ECTS credits for taking the course.

Schedule for 2024/2025

Monday: (volleyball, basketball, handball, football, table tennis, badminton, dance...)

Tuesday: (volleyball, basketball, handball, football, table tennis, badminton, dance...)

Wednesday: (volleyball, basketball, handball, football, table tennis, badminton, dance...)

Thursday: 16:00-17:00 gym (volleyball, basketball, handball, football, table tennis, badminton, dance...)

Friday or Saturday (by appointment): walks, bike, mountaineering.