



University of Zagreb  
Faculty of Education and  
Rehabilitation Sciences

**Courses in English available  
to incoming students in  
academic year 2026./2027.  
SUMMER SEMESTER**

Zagreb, March 2026.

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## University of Zagreb Faculty of Education and Rehabilitation Sciences (ERF)

### Academic year 2026./2027.

**Winter Semester:** 1 October 2026 – 22 January 2027

**Winter Examination Period:** 25 January – 19 February 2027

**Summer Semester:** 22 February – 4 June 2027

**Summer Examination Period:** 7 June – 2 July 2027

[Information for incoming students](#)

[International Cooperation at ERF UNIZG](#)

Courses in this catalogue are divided according to:

(I) **Study level:** undergraduate and graduate

- Undergraduate students can choose courses only from the undergraduate level
- Graduate students can choose from both levels

(II) **Study program:** Rehabilitation; Speech and Language Pathology; Social Pedagogy.

- Incoming students should choose courses from the study program similar to the study program in their home institution.

All courses have course descriptions (see the [catalogue](#)). 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 and you do not have previous knowledge required for the course, you will not be able to attend the course.**

There are no lectures for incoming students. Courses are held as weekly individual consultations with the professors. Professors can include incoming students in the lectures with Croatian students or they can have individual consultations.

All courses are awarded with credits using the [ECTS system](#).

### Grading System

The Croatian national grading scale consists of five grades with numerical equivalents

- 5 = excellent - izvrsan (highest grade) – A
- 4 = very good - vrlo dobar – B
- 3 = good - dobar – C
- 2 = sufficient - dovoljan (minimum pass grade) – D, E
- 1 = fail - nedovoljan – F

## Summer semester of the academic year 2026./2027.

### UNDERGRADUATE STUDY PROGRAMME REHABILITATION

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
130782	Prof. Lelia Kiš-Glavaš	Rehabilitation with Movement I	1	3	0	3
<b>TOTAL</b>						<b>11</b>

### GRADUATE STUDY PROGRAMME EDUCATIONAL REHABILITATION

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
<b>TOTAL</b>						<b>16</b>

\* Read the course description: enrolment requirements and entry competences required for the course. Students who do not meet the requirements and do not have previous knowledge required for the course, will not be able to attend the course.

Number of hours per week: **L** – Lecture, **E** – Exercises, **S** – Seminars

## UNDERGRADUATE STUDY PROGRAMME SPEECH AND LANGUAGE PATHOLOGY (SLP)

Some courses are offered only to SLP students with previous knowledge in this field.

ISVU CODE	Lecturer	Course Title	SUMMER SEMESTER			ECTS
			Number of hours per week			
			L	E	S	
39321	Prof. Marijan Palmović	Neurolinguistics *	2	1	0	3
39331	Assoc. Prof. Marina Milković	Sociopedagogic Aspects of Hearing Impairments	2	0	1	3
130839	Prof. Tatjana Prizl-Jakovac Assis. Prof. Blaženka Brozović	Neurodevelopmental Language Disorders * (SLP students)	1	1	1	4
130736	Assis. Prof. Blaženka Brozović	Motoric Speech Disorders (SLP students)	2	2	2	5
101943	Prof. Tatjana Prizl Jakovac	Communication Disorders Following Traumatic Brain Injuries * (SLP students)	1	1	1	3
					<b>TOTAL</b>	<b>18</b>

## GRADUATE STUDY PROGRAMME SPEECH AND LANGUAGE PATHOLOGY

ISVU CODE	Lecturer	Course Title	SUMMER SEMESTER			ECTS
			Number of hours per week			
			L	E	S	
81103	Prof. Marijan Palmović	Neurolinguistics II *	2	1	0	3
81039	Assis. Prof. Ana Matić	Developmental Psycholinguistics *	2	0	2	5
139574	Assoc. Prof. Marina Milković	Sign Language Linguistic Structure *	1	0	1	3
					<b>TOTAL</b>	<b>11</b>

\* Read the course description: enrolment requirements and entry competences required for the course. Students who do not meet the requirements and do not have previous knowledge required for the course, will not be able to attend the course.

Number of hours per week: **L** – Lecture, **E** – Exercises, **S** – Seminars

## UNDERGRADUATE STUDY PROGRAMME SOCIAL PEDAGOGY

ISVU CODE	Lecturer	Course Title	SUMMER SEMESTER			ECTS
			Number of hours per week			
			L	E	S	
146984	Prof. Ivana Borić	Alternative Care for Children and Youth	2	0	1	3
39599	Prof. Neven Ricijaš Assoc. Prof. Dora Dodig Hundrić	Phenomenology of Behavioural Disorders	2	0	2	6
32673	Assoc. Prof. Tihana Novak	Seminars in Criminology I	0	0	4	5
			<b>TOTAL</b>			<b>14</b>

## GRADUATE STUDY PROGRAMME SOCIAL PEDAGOGY

ISVU CODE	Lecturer	Course Title	SUMMER SEMESTER			ECTS
			Number of hours per week			
			L	E	S	
			<b>TOTAL</b>			<b>-</b>

Number of hours per week: **L** – Lecture, **E** – Exercises, **S** – Seminars



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

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
					<b>TOTAL</b>	<b>0</b>

Number of hours per week: **L** – Lecture, **E** – Exercises, **S** – Seminars

## Course description for undergraduate study programme Rehabilitation

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>		

## Stimulating Perceptive-Motoric Abilities (131045)

<p><b>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</b></p>	<p>After theoretical and practical assignments obtained in course student</p> <ul style="list-style-type: none"> <li>- will obtain knowledge of fundamental systems of perception (be able to list those)</li> <li>- will know how perceptual modalities are connected to learning prerequisites</li> <li>- 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</li> <li>- 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</li> <li>- 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</li> </ul>
<p><b>2.5. Course content broken down in detail by weekly class schedule (syllabus)</b></p>	<p>week 1, 2        Relatedness of school readiness and bio-pycho - social influences (cognitive development, perceptual abilities, level of social adaptation, experience and interactions)</p> <p>week 2        Perceptual experience, understanding - preference and attitude's development</p> <p>week 3        perceptual abilities in spatial and temporal organization</p> <p>weeks 4 - 12        PERCEPTUAL MODALITIES AND functional skills</p> <p>figure - ground differentiation</p> <ol style="list-style-type: none"> <li>a) hand-eye coordination</li> <li>b) sequencing and rhythm</li> <li>c) visual memory, sequencing and rhythm</li> <li>d) visual closure (ending)</li> <li>e) perceiving spatial relations in two- and three-dimensional space</li> <li>f) auditory perception (receiving sound from surrounding, interpretation, rhythm)</li> </ol>

## 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)				
<b>2.6. Format of instruction:</b>	<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)	<b>2.7. Comments:</b>		
<b>2.8. Student responsibilities</b>					
<b>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)</b>	Class attendance	1	Research	Practical training	
	Experimental work		Report	0,5	Exercises
	Essay	0,5	Seminar essay		(other)
	Tests		Oral exam	1	(other)
	Written exam		Project		(other)
<b>2.10. Grading and evaluating student work in class and at the final exam</b>					
<b>2.11. Required literature (available in the library and via other media)</b>	<b>Title</b>	<b>Number of copies in the library</b>	<b>Availability via other media</b>		
	Handbook of child psychology: vol. 2: cognition, perception and language / editors W. Damon, D. Kuhn, R. Siegler. - London: Wiley, 1998. -				



## 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.
<b>2.12. Optional literature (at the time of submission of study programme proposal)</b>	- teacher's manual - selection of lectures and practical assignments
<b>2.13. Quality assurance methods that ensure the acquisition of exit competences</b>	
<b>2.14. Other (as the proposer wishes to add)</b>	

## 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	<b>Creative Therapy I</b>	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> <li>- Understand the connection between science and art in this area,</li> <li>- Understand the model of interdisciplinary communication in clinical practice</li> </ul>

Creative Therapy I (23459)			
<b>2.5. Course content broken down in detail by weekly class schedule (syllabus)</b>	1) Introduction to creative therapy; 2) Psychology of Creativity - theoretical models; 3) Psychotherapeutic schools - theoretical and historical framework; 4) Anthropological structures of imagination; 5) Aesthetic dimension of existential experience; 6) Symbolic expression; 7) Dictionary of Symbols in Art; 8) Artistic media in education, rehabilitation and therapy; 9) Drama experience as an anthropological category; 10) Movement and Dance in education, rehabilitation and therapy; 11) Sound and music in education, rehabilitation and therapy; 12) Fine arts in education, rehabilitation and therapy; 13) Art and Science in the discovery and development of life potential; 14) Psychodynamic approach to therapy (psychoanalysis, analytical psychology); 15) Scientific Research in this area		
<b>2.6. Format of instruction:</b>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input 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
<b>2.8. Student responsibilities</b>	Lectures and workshops attendances are obligatory. International students are obligated to attend consultations. Students are responsible to write seminars.		
<b>2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS</b>	Class attendance      0,5	Research	Practical training
	Experimental work	Report	Exercises
	Essay	Seminar essay      0,5	workshop      0,5

Creative Therapy I (23459)				
credits is equal to the ECTS value of the course)	Tests	Oral exam	0,5	(other)
	Written exam	Project		(other)
<b>2.10. Grading and evaluating student work in class and at the final exam</b>	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.			
<b>2.11. Required literature (available in the library and via other media)</b>	<b>Title</b>		<b>Number of copies in the library</b>	<b>Availability via other media</b>
	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 ans HUPO (p. 269-281)			
	Prstačić M. (2005). Cerebral palsy and Ex-Gen creative therapy. ERF University of Zagreb ans 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): 159-162.			
	Huth, M. (2004): Imagery reduces children's post-operative pain, Pain, NO. 110. 439–448			
<b>2.12. Optional literature (at the time of submission of study programme proposal)</b>				
<b>2.13. Quality assurance methods that ensure the acquisition of exit competences</b>				
<b>2.14. Other (as the proposer wishes to add)</b>				

## 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	<b>Communication of Persons with Visual Impairments</b>	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.
2.3. Learning outcomes at the level of the programme to which the course contributes	<ol style="list-style-type: none"> <li>1. Explain millstones of typical development of children</li> <li>2. Identify developmental discrepancies</li> <li>3. Explain developmental characteristics of children with disabilities</li> </ol>



## Communication of Persons with Visual Impairment (32349)

	<ol style="list-style-type: none"> <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 to continue education in professional and related professional areas</li> <li>12. Demonstrate the skills of active learning and critical thinking</li> </ol>		
<p><b>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</b></p>	<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>		
<p><b>2.5. Course content broken down in detail by weekly class schedule (syllabus)</b></p>			
<p><b>2.6. Format of instruction:</b></p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <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         </td> <td style="width: 50%; vertical-align: top;"> <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)         </td> </tr> </table>	<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)
<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)		
	<p><b>2.7. Comments:</b></p>		
<p><b>2.8. Student responsibilities</b></p>	<p>Class attendance according to prior agreement.</p>		

Communication of Persons with Visual Impairment (32349)					
<b>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)</b>	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)	
<b>2.10. Grading and evaluating student work in class and at the final exam</b>	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.				
<b>2.11. Required literature (available in the library and via other media)</b>	<b>Title</b>		<b>Number of copies in the library</b>	<b>Availability via other media</b>	
	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	
<b>2.12. Optional literature (at the time of submission of study programme proposal)</b>	<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>				
<b>2.13. Quality assurance methods that ensure the acquisition of exit competences</b>	On-line student survey.				



## Communication of Persons with Visual Impairment (32349)

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

## Rehabilitation with Movement I (130782)

### 1. GENERAL INFORMATION

1.1. Course teacher	Prof. Lelia Kiš Glavaš, 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	<b>Rehabilitation with Movement I</b>	1.7. Credits (ECTS)	3
1.3. Associate teachers	Svea Kučinić, mag. rehab. educ. Matea Drempetić, mag. rehab. educ. Maja Kosalec, mag. rehab. educ.	1.8. Type of instruction (number of hours L + E + S + e- learning)	15+45+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%)	3

### 2. COURSE DESCRIPTION

2.1. Course objectives	Students will learn the significance and impact of Rehabilitation through Movement via personal experience of intentional movement. They will gain the competences required for conducting seances, under supervision, with children and adults with various forms of disability, and applying the knowledge gained through the course on new examples.
2.2. Course enrolment requirements and entry competences required for the course	None
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)	Recognise the significance and impact of motor activities on the overall development of children with disabilities and the improvement of quality of life of adults with disabilities. (1) Apply an array of Rehabilitation through Movement methods and techniques. (2)

## Rehabilitation with Movement I (130782)

Plan the structure of a Rehabilitation through Movement and Basic perceptual-motoric stimulation seanse according to the needs of the individual and the group. (3)

Conduct a Rehabilitation through Movement and Basic perceptual-motoric stimulation seanse. (4)

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

#### Teaching Plan (2 Groups) (6 Small Groups)

1st group: 15:00 – 17:30, 2nd group: 17:45 – 20:15 and vice versa

1st Week (9:30 – 12:30) ERF – ALL

#### Introductory Notes

#### Schedule – Teaching Plan

##### 2nd Week – Orlovac

- 1st group, 2nd group
- Encouraging social contact

##### 3rd Week – Orlovac

- 2nd group, 1st group
- Encouraging social contact – continuation
- Drawing and movement in RtM / feedback
- Instructions for preparing presentations

##### 4th Week – Orlovac

- 1st group, 2nd group
- Groups A & G: The importance of movement in child development, pp. 37 – 50, 45 min. with assignment
- Groups B & H: Anatomical and physiological basics of human motor skills, pp. 71 – 76, 45 min. with assignment
- Groups C & I: Psychomotor development of a child, pp. 91 – 102, 45 min. with assignment
- Functional activities

##### 5th Week – Orlovac

- 2nd group, 1st group
- Groups D & J: Principles of RwM, pp. 19 – 33, 45 min. with assignment
- Groups E & K: Purpose and goal of RwM, pp. 53 – 57 and Methodology and organization of motor activities in working with children with developmental disabilities, pp. 105 – 106, 45 min. with assignments
- Groups F & L: RwM programs, pp. 61 – 67 + new thesis papers, 45 min. with assignment

##### 6th Week – Orlovac

- 1st group, 2nd group

## Rehabilitation with Movement I (130782)

- Session structure
- Concentration, attention

### 7th Week – Orlovac

- 2nd group, 1st group
- Stages of motor learning
- Observation

### 8th Week – Orlovac

- 1st group, 2nd group
- Motor skills
- Motor abilities

### 9th Week – Orlovac

- 2nd group, 1st group
- Creative expression through movement
- Story in motion

### 10th Week – Orlovac

- 1st group, 2nd group
- Balloon + Motor tools
- Relaxation / yoga / massage / proper breathing

### 11th Week (or 1st week of the 2-week student practice): Online Task

- students must prepare a short summary of the assigned topic and upload it to Merlin
- Adjustments of activities to the characteristics of children with developmental disabilities and persons with disabilities, pp. 289 – 301 + assignment:
  - Group A & G: Children and individuals with intellectual disabilities
  - Group B & H: Children and individuals with physical disabilities
  - Group C & I: Children and individuals with visual impairments
  - Group D & J: Children and individuals with hearing impairments
  - Group E & K: Children and individuals with dyslexia and ADHD
  - Group F & L: Evaluation of Rwm effectiveness, pp. 283 – 286

### 12th Week (or 2nd week of student practice) – PRACTICE (instead of this, visit Don Kihot at a different date)

### 13th week – Orlovac

- 2nd group, 1st group

Rehabilitation with Movement I (130782)																						
	<ul style="list-style-type: none"> <li>– Defining goals, group description, and session creation</li> <li>– Homework instructions + Evaluation lists</li> <li>– Questions/answers</li> </ul> <p><b>14th week – Orlovac</b></p> <ul style="list-style-type: none"> <li>– 1st group, 2nd group</li> <li>– Session presentations (3x)</li> </ul> <p><b>15th Week – Orlovac</b></p> <ul style="list-style-type: none"> <li>– 2nd group, 1st group</li> <li>– Session presentations (3x)</li> </ul>																					
<b>2.6. Format of instruction:</b>	<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 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>																			
<b>2.8. Student responsibilities</b>	Due to the highly experiential nature of the course and the importance of direct experience for achieving the course objectives, it is essential that students attend classes regularly and participate actively in completing their tasks. A maximum of 10% absence will be tolerated, i.e. 6 hours.																					
<b>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)</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;"><b>Class attendance</b></td> <td style="width: 10%; text-align: center;"><b>2</b></td> <td style="width: 30%;">Research</td> <td style="width: 30%;">Practical training</td> </tr> <tr> <td>Experimental work</td> <td></td> <td>Report</td> <td>Exercises</td> </tr> <tr> <td>Essay</td> <td></td> <td>Seminar essay</td> <td><b>Individual and group preparation of the final task presentation</b></td> </tr> <tr> <td>Tests</td> <td></td> <td>Oral exam</td> <td>(other)</td> </tr> <tr> <td>Written exam</td> <td></td> <td>Project</td> <td>(other)</td> </tr> </table>	<b>Class attendance</b>	<b>2</b>	Research	Practical training	Experimental work		Report	Exercises	Essay		Seminar essay	<b>Individual and group preparation of the final task presentation</b>	Tests		Oral exam	(other)	Written exam		Project	(other)	<p><b>1</b></p>
<b>Class attendance</b>	<b>2</b>	Research	Practical training																			
Experimental work		Report	Exercises																			
Essay		Seminar essay	<b>Individual and group preparation of the final task presentation</b>																			
Tests		Oral exam	(other)																			
Written exam		Project	(other)																			
<b>2.10. Grading and evaluating student work in class and at the final exam</b>	Regular and active participation in classes is a prerequisite for obtaining a signature. Successful completion of the final assignment (designing a Rehabilitation through Movement session with a group of students) is the basis for the course grade. The lecturer proposes the																					

Rehabilitation with Movement I (130782)		
	<p>grade based on the feedback from both the lecturer and other students. The group then proposes individual grades for each student based on their engagement in the collective activities.</p> <p>Students who do not successfully complete the final assignment must prepare a new proposal and take an oral exam. Additionally, students who wish to improve their course grade may do so by taking the oral exam.</p>	
	<b>Title</b>	<b>Number of copies in the library</b> <b>Availability via other media</b>
<b>2.11. Required literature (available in the library and via other media)</b>	<p>Kiš-Glavaš, L., 2016.: Rehabilitacija putem pokreta - integrativni pristup poticanju razvoja djece i mladih s teškoćama u razvoju i podizanju kvalitete života osoba s invaliditetom, Manualia Universitatis studiorum Zagabiensis, Edukacijsko-rehabilitacijski fakultet, Udžbenički niz, knjiga 3, ISBN 978-953-6418-82-4.</p> <hr/> <hr/> <hr/> <hr/>	
<b>2.12. Optional literature (at the time of submission of study programme proposal)</b>	<p>Kiš-Glavaš, L., 1996.: Evaluacija efekata programa Rehabilitacije putem pokreta na smanjenje nepoželjnih ponašanja u djece usporenog kognitivnog razvoja, Revija za rehabilitacijska istraživanja, 32, 2, 35-50.</p> <p>Kiš-Glavaš, L., 1995.: Evaluacija efekata programa Rehabilitacije putem pokreta u nekim aspektima socijalne kompetentnosti djece usporenog kognitivnog razvoja, Defektologija, 31, 1-2, 59-68.</p> <p>Kiš-Glavaš, L., Teodorović, B., Levandovski, D., 1997.: Program bazične perceptivno-motoričke stimulacije, Fakultet za defektologiju, Defektološka biblioteka, Stručni niz, knj. 15.</p> <p>Kiš, L., Levandovski, D., Teodorović, B., 1990.: Bazična perceptivno-motorička stimulacija u otklanjanju autoagresivnog ponašanja, Defektologija, 26, 2, 139-150.</p> <p>Levandovski, D., Bratković, D., 1997.: Program rehabilitacije putem pokreta, Fakultet za defektologiju, Defektološka biblioteka, Stručni niz, knj. 12.</p> <p>Levandovski, D., Teodorović, B., Mišić, D., 1996.: Igre za odrasle osobe s mentalnom retardacijom, Fakultet za defektologiju Sveučilišta u Zagrebu i Centar za rehabilitaciju Zagreb.</p>	



## Rehabilitation with Movement I (130782)

	Teodorović, B., Levandovski, D., Pintarić-Mlinar, Lj., Kiš-Glavaš, L., 1997.: Stimulacija perceptivnih i motoričkih sposobnosti, Fakultet za defektologiju, Defektološka biblioteka, Stručni niz, knj. 14.
<b>2.13. Quality assurance methods that ensure the acquisition of exit competences</b>	On-line student survey.
<b>2.14. Other (as the proposer wishes to add)</b>	

## Course description for graduate study programme Educational Rehabilitation

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	<b>Creative Therapy III</b>	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>													
<b>2.5. Course content broken down in detail by weekly class schedule (syllabus)</b>	<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>													
<b>2.6. Format of instruction:</b>	<table border="0"> <tr> <td><input checked="" type="checkbox"/> lectures</td> <td><input type="checkbox"/> independent assignments</td> </tr> <tr> <td><input checked="" type="checkbox"/> seminars and workshops</td> <td><input type="checkbox"/> multimedia and the internet</td> </tr> <tr> <td><input checked="" type="checkbox"/> exercises</td> <td><input type="checkbox"/> laboratory</td> </tr> <tr> <td><input type="checkbox"/> online in entirety</td> <td><input checked="" type="checkbox"/> work with mentor</td> </tr> <tr> <td><input checked="" type="checkbox"/> partial e-learning</td> <td><input type="checkbox"/> (other)</td> </tr> <tr> <td><input type="checkbox"/> field work</td> <td></td> </tr> </table>	<input checked="" type="checkbox"/> lectures	<input 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 checked="" type="checkbox"/> work with mentor	<input checked="" type="checkbox"/> partial e-learning	<input type="checkbox"/> (other)	<input type="checkbox"/> field work		<b>2.7. Comments:</b>  International students will have opportunity to involve in course through consultations with course teachers
<input checked="" type="checkbox"/> lectures	<input 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 checked="" type="checkbox"/> work with mentor													
<input checked="" type="checkbox"/> partial e-learning	<input type="checkbox"/> (other)													
<input type="checkbox"/> field work														
<b>2.8. Student responsibilities</b>	Lectures and exercises attendances are obligatory. International students are obligated to attend consultations. Students are responsible to write seminars.													

Creative Therapy III (39433)				
<b>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)</b>	Class attendance	1	Research	Practical training
	Experimental work		Report	Exercises 1
	Essay		Seminar essay 1	workshop 1
	Tests		Oral exam 1	(other)
	Written exam		Project	(other)
<b>2.10. Grading and evaluating student work in class and at the final exam</b>	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.			
<b>2.11. Required literature (available in the library and via other media)</b>	<b>Title</b>		<b>Number of copies in the library</b>	<b>Availability via other media</b>
	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				
<b>2.12. Optional literature (at the time of submission of study programme proposal)</b>				



## Creative Therapy III (39433)

**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	<b>Multiple Disabilities and Visual Impairment</b>	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	<p>Student is supposed to have the basic knowledge about visual impairment and the programs for children with visual impairment.</p>
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> <li>6. Evaluate the effect of education and rehabilitation procedures</li> <li>7. Plan and implement scientific research based on ethical codes and principals of social usefulness</li> </ol>

Multiple Disabilities and Visual Impairment (39460)				
<b>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</b>				
<b>2.5. Course content broken down in detail by weekly class schedule (syllabus)</b>				
<b>2.6. Format of instruction:</b>	<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)		<b>2.7. Comments:</b>  Workshops are going to be organized in Mali dom – Zagreb according to prior agreement
<b>2.8. Student responsibilities</b>				
<b>2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS</b>	Class attendance	0,5	Research	Practical training 3
	Experimental work		Report	Exercises
	Essay		Seminar essay	0,5 workshop

Multiple Disabilities and Visual Impairment (39460)				
<b>credits is equal to the ECTS value of the course)</b>	Tests		Oral exam	1 (other)
	Written exam	1	Project	(other)
<b>2.10. Grading and evaluating student work in class and at the final exam</b>	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.			
<b>2.11. Required literature (available in the library and via other media)</b>	<b>Title</b>			<b>Number of copies in the library</b>
			<b>Availability via other media</b>	
	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	
<b>2.12. Optional literature (at the time of submission of study programme proposal)</b>	<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>			
<b>2.13. Quality assurance methods that ensure the acquisition of exit competences</b>	On-line student survey.			
<b>2.14. Other (as the proposer wishes to add)</b>				

## 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	<b>Functional Assessment of Persons with Visual Impairments</b>	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> <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> </ol>



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

	<ol style="list-style-type: none"> <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>
<p><b>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</b></p>	<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>
<p><b>2.5. Course content broken down in detail by weekly class schedule (syllabus)</b></p>	<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> <li>9. Orientation and mobility (as a field of functional vision assessment) (outcomes: 3-9)</li> <li>10. Evaluation of school and community integration (outcomes: 3-9)</li> <li>11. Assistive technology (outcomes: 3-9)</li> <li>12. Step by step (outcomes: 3-8)</li> </ol>

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

	13. Lateralization tests (outcomes: 1-8)			
	14. Tactile perception Test (outcomes: 3-8)			
	15. Sensory integration in persons with visual impairment (outcomes: 3-8)			
<b>2.6. Format of instruction:</b>	<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)	<b>2.7. Comments:</b>	
<b>2.8. Student responsibilities</b>	Class attendance according to prior agreement			
<b>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)</b>	Class attendance	1	Research	1
	Experimental work	1	Report	Exercises
	Essay		Seminar essay	workshop
	Tests		Oral exam	2
	Written exam		Project	(other)
<b>2.10. Grading and evaluating student work in class and at the final exam</b>	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.			
<b>2.11. Required literature (available in the library and via other media)</b>	<b>Title</b>	<b>Number of copies in the library</b>	<b>Availability via other media</b>	
	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	



Functional Assessment in Person with Visual Impairment (39445)		
	Gresham, F.M., Elliott, S.N. (1990): Social Skills Rating System, Pearson Assessment	2 no
<b>2.12. Optional literature (at the time of submission of study programme proposal)</b>	<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>	
<b>2.13. Quality assurance methods that ensure the acquisition of exit competences</b>	On-line student survey;	
<b>2.14. Other (as the proposer wishes to add)</b>		

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

Neurolinguistics (39321)			
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Marijan Palmović, PhD	1.1. Year of the study programme/ semester (summer, winter)	3 <sup>rd</sup> / 6 <sup>th</sup> (summer)
1.2. Name of the course	Neurolinguistics	1.2. Credits (ECTS)	3
1.3. Associate teachers	Professor Emeritus Melita Kovačević, PhD	1.3. Type of instruction (number of hours L + E + S + e-learning)	30+15+0
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.4. Expected enrolment in the course	yes
1.5. Status of the course	Optional	1.5. 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		

Neurolinguistics (39321)					
<b>2.5. Course content broken down in detail by weekly class schedule (syllabus)</b>	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 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				
<b>2.6. Format of instruction:</b>	<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 type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	<b>2.7. Comments:</b>		
<b>2.8. Student responsibilities</b>					
<b>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)</b>	Class attendance	+	Research	+	Practical training
	Experimental work	+	Report		Exercises
	Essay	+	Seminar essay	+	(other)
	Tests	+	Oral exam	+	(other)
	Written exam		Project		(other)
<b>2.10. Grading and evaluating student work in class and at the final exam</b>	1-5.				
<b>2.11. Required literature (available in the library and via other media)</b>	<b>Title</b>			<b>Number of copies in the library</b>	<b>Availability via other media</b>
	Banich, M. (2004): Cognitive Neuroscience and Neuropsychology. New York: Houghton 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
<b>2.12. Optional literature (at the time of submission of study programme proposal)</b>	Stemmer, B., Whitaker, H. A. (1998): Handbook of Neurolinguistics. New York: Academic Press.	
<b>2.13. Quality assurance methods that ensure the acquisition of exit competences</b>	Seminars and an exam.	
<b>2.14. Other (as the proposer wishes to add)</b>		

## Sociopedagogic Aspects of Hearing Impairments (39331)

### 1. GENERAL INFORMATION

1.1. Course teacher	Assoc. 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	<b>Sociopedagogic Aspects of Hearing Impairments</b>	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)

<b>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</b>	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>																												
<b>2.5. Course content broken down in detail by weekly class schedule (syllabus)</b>	<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>																												
<b>2.6. Format of instruction:</b>	<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)	<b>2.7. Comments:</b>																										
<b>2.8. Student responsibilities</b>	<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>																												
<b>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)</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Class attendance</td> <td style="width: 16.5%;">0,5</td> <td style="width: 33%;">Research</td> <td style="width: 16.5%;"></td> <td style="width: 16.5%;">Practical training</td> </tr> <tr> <td>Experimental work</td> <td></td> <td>Report</td> <td>0,5</td> <td>Exercises</td> </tr> <tr> <td>Essay</td> <td>0,5</td> <td>Seminar essay</td> <td>1</td> <td>(other)</td> </tr> <tr> <td>Tests</td> <td>0,5</td> <td>Oral exam</td> <td></td> <td>(other)</td> </tr> <tr> <td>Written exam</td> <td>1</td> <td>Project</td> <td></td> <td>(other)</td> </tr> </table>				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)
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)																									
<b>2.10. Grading and evaluating student work in class and at the final exam</b>	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.																												

## Sociopedagogic Aspects of Hearing Impairments (39331)

	Title	Number of copies in the library	Availability via other media
<b>2.11. Required literature (available in the library and via other media)</b>	Knors, 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.		
<b>2.12. Optional literature (at the time of submission of study programme proposal)</b>	Ahlgren, I. & K. Hyltenstam (eds.) (1994): <i>Bilingualism in Deaf Education</i> . Hamburg. Signum Verlag.		
	Hamers, J.F. i M.H.A. Blanc (2000): <i>Bilinguality and bilingualism</i> . Cambridge University Press.		
	Knight, P. i R. Swanwick (2002): <i>Working with deaf pupils. Sign bilingual policy into practice</i> . David Fulton Publishers, London.		
<b>2.13. Quality assurance methods that ensure the acquisition of exit competences</b>	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.		
<b>2.14. Other (as the proposer wishes to add)</b>			

## Neurodevelopmental Language Disorders (130839)

### 1. GENERAL INFORMATION

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

### 2. COURSE DESCRIPTION

<b>2.1. Course objectives</b>	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.
<b>2.2. Course enrolment requirements and entry competences required for the course</b>	Basic knowledge of the human anatomy and physiology, basic knowledge about the typical course of communication, speech, and language development.
<b>2.3. Learning outcomes at the level of the programme to which the course contributes</b>	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.
<b>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</b>	<ol style="list-style-type: none"> <li>1. Understand and apply selected professional terminology in the field of perinatology, obstetrics and neuropaediatric.</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> <li>5. To define and to describe the impact of the epileptic changes and antiepileptic medications on language and language processing.</li> </ol>

## Neurodevelopmental Language Disorders (130839)

	<ol style="list-style-type: none"> <li>6. Differentiate, describe and discuss aetiology and symptomatology of different neurodevelopmental syndromes and malformations as well as their influence on language acquisition.</li> <li>7. Describe and differentiate the aetiology and pathophysiology of the childhood aphasia, and traumatic brain injury in children.</li> <li>8. Analyse obtained data and utilize it in the planning of general and specific procedures in speech therapy.</li> </ol>		
<p><b>2.5. Course content broken down in detail by weekly class schedule (syllabus)</b></p>	<ol style="list-style-type: none"> <li>1. Neurodevelopmental risk factors</li> <li>2. Neurodevelopmental disorders (terminology, aetiology, and pathogenesis of different neurodevelopmental disorders)</li> <li>3. Embryonal and foetal development. Brain development.</li> <li>4. 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>5. Impact of the prematurity and intrauterine growth retardation (IGR) on general developmental outcome and language acquisition.</li> <li>6. 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>7. Perinatal brain lesions (aetiology and types).</li> <li>8. Developmental outcomes in children with perinatal brain lesions (communication, speech, language, and cognitive development).</li> <li>9. 1st Continual assessment</li> <li>10. Hemispherectomy. Developmental brain plasticity.</li> <li>11. Epilepsy and epileptic syndromes as a risk factor in the speech, language, and cognitive development: course and outcomes.</li> <li>12. Neurodevelopmental syndromes. The impact of neurodevelopmental malformations and brain tumours on the language acquisition and occurrence of language disorders.</li> <li>13. Neurodevelopmental syndromes. The impact of neurodevelopmental malformations and brain tumours on the language acquisition and occurrence of language disorders.</li> <li>14. Traumatic brain injury in children.</li> <li>15. Childhood aphasia.</li> <li>16. 2<sup>nd</sup> Continual assessment</li> </ol>		
<p><b>2.6. Format of instruction:</b></p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <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         </td> <td style="width: 50%; vertical-align: top;"> <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)         </td> </tr> </table>	<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 type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)
<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 type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
	<p><b>2.7. Comments:</b></p>		

## Neurodevelopmental Language Disorders (130839)

<b>2.8. Student responsibilities</b>				
<b>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)</b>	Class attendance	X 0,5 ECTS	Research	Practical training
	Experimental work		Report	Exercises X 1 ECTS
	Essay		Seminar essay X 1 ECTS	Studying literature X 0,5 ECTS
	Tests		Oral exam	(other)
	Written exam	X 1 ECTS	Project	(other)
<b>2.10. Grading and evaluating student work in class and at the final exam</b>	1-5			
<b>2.11. Required literature (available in the library and via other media)</b>	<b>Title</b>		<b>Number of copies in the library</b>	<b>Availability via other media</b>
	Nosarti, Ch, Murray, R.M., Hack, M. (2010). Neurodevelopmental Outcomes of Preterm Birth: From Childhood to Adult. Cambridge University Press.			Selected book chapters; on-line via the Merlin learning platform, or e-mail.
	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.			Papers; on-line via the Merlin learning platform, or e-mail.
	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 platform, or e-mail.
	Staudt, M. (2007). (Re-)organization of the developing human brain following periventricular white matter lesions. Neuroscience and Biobehavioral Reviews 31, 1150-1156.			Papers; on-line via the Merlin learning platform, or e-mail.
	Mejaški Bošnjak, V. (2008). Congenital cytomegalovirus infection: a common cause of childhood disability. Developmental medicine and child neurology, 50(6): 403-404.			Papers; on-line via the Merlin learning platform, or e-mail.
<b>2.12. Optional literature (at the time of submission of study programme proposal)</b>	Kostović, I., Judaš, M. (1998). Temelji neuroznanosti. Zagreb, MD, Udžbenici Sveučilišta u Zagrebu.			
	Molfese, V. (1998). Perinatal Risk & Infant Development: Assessment and Prediction. The Guilford Press, New York, London. (Chapters 1, 2).			



## Neurodevelopmental Language Disorders (130839)

<b>2.13. Quality assurance methods that ensure the acquisition of exit competences</b>	Seminars, exam.
<b>2.14. Other (as the proposer wishes to add)</b>	

## 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	<b>Motoric Speech Disorders</b>	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"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory
	2.7. Comments:



Motoric Speech Disorders (130736)			
	<input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	
<b>2.8. Student responsibilities</b>	To attend the course regularly and encouraged to actively participate in class.		
<b>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)</b>	Class attendance	Research	Practical training
	Experimental work	Report	Exercises
	Essay	Seminar essay	(other)
	Tests	Oral exam	(other)
	Written exam	Project	(other)
<b>2.10. Grading and evaluating student work in class and at the final exam</b>			
<b>2.11. Required literature (available in the library and via other media)</b>	<b>Title</b>	<b>Number of copies in the library</b>	<b>Availability via other media</b>
<b>2.12. Optional literature (at the time of submission of study programme proposal)</b>			
<b>2.13. Quality assurance methods that ensure the acquisition of exit competences</b>			
<b>2.14. Other (as the proposer wishes to add)</b>			

## 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	<b>Communication Disorders Following Traumatic Brain Injuries</b>	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, etiology, 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> <li>– to analyse and compare different states of consciousness.</li> </ul>

## Communication Disorders Following Traumatic Brain Injuries (101943)

	<ul style="list-style-type: none"> <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>		
<p><b>2.5. Course content broken down in detail by weekly class schedule (syllabus)</b></p>	<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. Colloquium 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>		
<p><b>2.6. Format of instruction:</b></p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <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         </td> <td style="width: 50%; vertical-align: top;"> <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)         </td> </tr> </table>	<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 checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)
<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 checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
<p><b>2.8. Student responsibilities</b></p>	<p>Student is obligated:</p>		
	<p><b>2.7. Comments:</b></p>		

## Communication Disorders Following Traumatic Brain Injuries (101943)

	<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>		
<b>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)</b>	Class attendance	Research	Practical training
	Experimental work	Report	Exercises
	Essay	Seminar essay	(other)
	Tests	Oral exam	(other)
	Written exam	Project	(other)
<b>2.10. Grading and evaluating student work in class and at the final exam</b>	Seminar paper is evaluated with the grade 1-5. Colloquium 1 and colloquium 2 are evaluated with the grade 1-5. The final grade is proposed based on the average of the grades of the seminar paper and colloquiums/oral exam.		
<b>2.11. Required literature (available in the library and via other media)</b>	<b>Title</b>	<b>Number of copies in the library</b>	<b>Availability via other media</b>
	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
	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
<b>2.12. Optional literature (at the time of submission of study programme proposal)</b>	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.		



## Communication Disorders Following Traumatic Brain Injuries (101943)

**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

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		



Neurolinguistics II (81103)					
<b>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</b>	Methodology of neurolinguistics research; from neuropsychology to brain imaging; experimental methods in neurolinguistics; ANN in neurolinguistics				
<b>2.5. Course content broken down in detail by weekly class schedule (syllabus)</b>	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				
<b>2.6. Format of instruction:</b>	<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	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input checked="" type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)	<b>2.7. Comments:</b>		
<b>2.8. Student responsibilities</b>					
<b>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)</b>	Class attendance	+	Research	+	Practical training
	Experimental work	+	Report		Exercises
	Essay	+	Seminar essay	+	(other)
	Tests		Oral exam	+	(other)
	Written exam		Project		(other)
<b>2.10. Grading and evaluating student work in class and at the final exam</b>	1-5.				
<b>2.11. Required literature (available in the library and via other media)</b>	<b>Title</b>	<b>Number of copies in the library</b>	<b>Availability via other media</b>		
	Banich, M. (2004): Cognitive Neuroscience and Neuropsychology. New York: Houghton Mifflin Comp.				
	Berko Gleason, J., Bernstein Ratner N. (1997): Psycholinguistics. Singapore: Wadsworth.				

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

Unlimited numbers of copies

## Developmental Psycholinguistics (81039)

### 1. GENERAL INFORMATION

1.1. Course teacher	Assis. Prof. Ana Matić, 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	<b>Developmental Psycholinguistics</b>	1.7. Credits (ECTS)	5
1.3. Associate teachers	Assis. Prof. Ana Matić, 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 Making connection between theory and clinical issue

## Developmental Psycholinguistics (81039)

<b>2.5. Course content broken down in detail by weekly class schedule (syllabus)</b>	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			
<b>2.6. Format of instruction:</b>	<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)	<b>2.7. Comments:</b>	
<b>2.8. Student responsibilities</b>				
<b>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)</b>	Class attendance	1	Research	Practical training
	Experimental work		Report	Exercises
	Essay		Seminar essay	1 (other)
	Tests	3	Oral exam	(other)
	Written exam		Project	(other)



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

## Sign Language Linguistic Structure (139574)

### 1. GENERAL INFORMATION

1.1. Course teacher	Assoc. 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> <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> </ul>



Sign Language Linguistic Structure (139574)				
	<ul style="list-style-type: none"> <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>			
<b>2.5. Course content broken down in detail by weekly class schedule (syllabus)</b>				
<b>2.6. Format of instruction:</b>	<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)	<b>2.7. Comments:</b>	
<b>2.8. Student responsibilities</b>	To attend the course regularly and encouraged to actively participate in class.			
<b>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)</b>	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)
<b>2.10. Grading and evaluating student work in class and at the final exam</b>				
<b>2.11. Required literature (available in the library and via other media)</b>	<b>Title</b>	<b>Number of copies in the library</b>		<b>Availability via other media</b>
	Brentari, D. (1998): <i>A Prosodic Model of Sign Language Phonology</i> . Cambridge, MA: MIT Press. Brentari, D. (2001): <i>Foreign Vocabulary in Sign Languages</i> . Mahwah, NJ: Lawrence Erlbaum, 87_119.			

## Sign Language Linguistic Structure (139574)

	<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>
<p><b>2.12. Optional literature (at the time of submission of study programme proposal)</b></p>	<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> <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>
<p><b>2.13. Quality assurance methods that ensure the acquisition of exit competences</b></p>	<p>Assignments, activity in the exercises, final exam</p>



## Sign Language Linguistic Structure (139574)

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

## Course description for undergraduate study programme Social Pedagogy

Alternative Care for Children and Youth (146984)			
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Ivana Borić, PhD	1.1. Year of the study programme/ semester (summer, winter)	2 <sup>nd</sup> / 4 <sup>th</sup> (summer)
1.2. Name of the course	Alternative Care for Children and Youth	1.2. Credits (ECTS)	3
1.3. Associate teachers	Andrea Ćosić, PhD	1.3. Type of instruction (number of hours L + E + S + e-learning)	30+0+15
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, Social Pedagogy	1.4. Expected enrolment in the course	
1.5. Status of the course	Elective	1.5. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COUSE DESCRIPTION			
2.1. Course objectives	Develop specialized competencies to understand and implement interventions for children in alternative care.		
2.2. Course enrolment requirements and entry competences required for the course	None		
2.3. Learning outcomes at the level of the programme to which the course contributes	-		

## Alternative Care for Children and Youth (146984)

<b>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</b>	<ul style="list-style-type: none"> <li>– Describe the characteristics of children in alternative care and relate them to different approaches to child care and types of alternative care.</li> <li>– Assess key features of children in alternative care in relation to relevant international and national standards.</li> <li>– Explain the national and international legal frameworks and guidelines governing alternative care.</li> <li>– Demonstrate knowledge of the core features and functions of residential care.</li> <li>– Apply understanding of the population of children in alternative care to analyze the outcomes of care and related interventions.</li> <li>– Critically evaluate public perceptions (e.g., through media or documentaries), professional perspectives (e.g., academic literature), and beneficiary experiences (e.g., literature, interviews) of current and long-term challenges in alternative care.</li> <li>– Explain the importance of the child’s perspective and meaningful participation in decision-making processes within alternative care.</li> </ul>										
<b>2.5. Course content broken down in detail by weekly class schedule (syllabus)</b>	<ul style="list-style-type: none"> <li>– Definition of Childhood from a Cultural Perspective</li> <li>– The Image of the Child Through History and Today</li> <li>– Historical Models of Child Care</li> <li>– Alternative Care – Definitions and Models</li> <li>– International and National Legal Frameworks and Guidelines</li> <li>– Rights of the Child in Alternative Care</li> <li>– Deinstitutionalization and Transformation of Care</li> <li>– Separation from the Birth Family</li> <li>– Characteristics of Children in Alternative Care</li> <li>– Continuum of Interventions for Children in Alternative Care</li> <li>– Residential Care</li> <li>– Professionals in Alternative Care</li> <li>– Therapeutic Residential Care</li> <li>– Foster Care – Including Therapeutic Foster Care</li> <li>– Child Perspective and Child Participation in Alternative Care</li> </ul>										
<b>2.6. Format of instruction:</b>	<table style="width: 100%; border: none;"> <tr> <td><input checked="" type="checkbox"/> lectures</td> <td><input checked="" type="checkbox"/> independent assignments</td> </tr> <tr> <td><input checked="" type="checkbox"/> seminars and workshops</td> <td><input checked="" type="checkbox"/> multimedia and the internet</td> </tr> <tr> <td><input type="checkbox"/> exercises</td> <td><input type="checkbox"/> laboratory</td> </tr> <tr> <td><input type="checkbox"/> online in entirety</td> <td><input type="checkbox"/> work with mentor</td> </tr> <tr> <td><input checked="" type="checkbox"/> partial e-learning</td> <td><input type="checkbox"/> (other)</td> </tr> </table>	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent assignments	<input checked="" type="checkbox"/> seminars and workshops	<input checked="" 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 checked="" type="checkbox"/> partial e-learning	<input type="checkbox"/> (other)
<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent assignments										
<input checked="" type="checkbox"/> seminars and workshops	<input checked="" 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 checked="" type="checkbox"/> partial e-learning	<input type="checkbox"/> (other)										
<b>2.7. Comments:</b>											

Alternative Care for Children and Youth (146984)				
	<input checked="" type="checkbox"/> field work			
<b>2.8. Student responsibilities</b>				
<b>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)</b>	Class attendance	0.5	Research	Practical training
	Experimental work		Report	Independent work
	Essay		Seminar essay	1 (other)
	Tests		Oral exam	(other)
	Written exam	1.5	Project	(other)
<b>2.10. Grading and evaluating student work in class and at the final exam</b>	<p>The final grade consists of following elements:</p> <ul style="list-style-type: none"> <li>– Seminar essay – visits to various forms of alternative care in Croatia (foster care, residential units, therapeutic residential care etc.), reporting, reflecting in group discussion with lectures and literature.</li> <li>– Written exam.</li> </ul>			
<b>2.11. Required literature (available in the library and via other media)</b>	<b>Title</b>		<b>Number of copies in the library</b>	<b>Availability via other media</b>
	Borić, I., Ćosić, A. (2019). Deinstitutionalization and transformation of institutions for children with behavioural problems in Croatia // Celostna obravnava otrok in mladostnikov z vedenjskimi in čustvenimi težavami oziroma motnjami v Strokovnem centru Planina / Krajnčan, Mitja (ur.).Planina, Slovenija: VZ Planina, 2019. str. 111-131.			
	Borić, I., Ćosić, A., Prskalo, I. (2021). Experiences of Adolescent Participation in Educational Institutions in Croatia. Societies, 11(4), 142. <a href="https://www.mdpi.com/2075-4698/11/4/142/pdf">https://www.mdpi.com/2075-4698/11/4/142/pdf</a> .			
	Branica, V. (2006). Razvoj društvene skrbi za djecu u prvoj polovini 20. stoljeća. Ljetopis Studijskog centra socijalnog rada, 13(1), 47-62.			
	Ćosić, A., Borić, I. (2023). Educational needs and opportunities of adolescents in correctional facilities U I. Blažević, M. Diković, I. Kovačić, L. Lazarić, J. Guguć (ur.). Zbornik radova međunarodne konferencije 20. dani Mate Demarina (211-229). Sveučilište Jurja Dobrile u Puli.			

Alternative Care for Children and Youth (146984)	
	<p><a href="https://fooz.unipu.hr/images/50036757/Zbornik%20radova%2020.%20dana%20Mate%20Demarina.pdf">https://fooz.unipu.hr/images/50036757/Zbornik%20radova%2020.%20dana%20Mate%20Demarina.pdf</a>.</p> <p>Gazilj I., Borić I., Čosić A. (2021). The Experience of Residential Care from the Perspective of Adolescents and Caregivers. <i>Journal of Elementary Education</i>, 14 (Spec.Iss), 35-61.  <a href="https://doi.org/10.18690/rei.14.Spec.Iss.35-61.2021">https://doi.org/10.18690/rei.14.Spec.Iss.35-61.2021</a>.</p> <p>United Nations (2010). Smjernice za alternativnu skrb o djeci. Dostupno na:  <a href="https://www.unicef.hr/wp-content/uploads/2015/09/Smjernice_za_alternativnu_skrb.pdf">https://www.unicef.hr/wp-content/uploads/2015/09/Smjernice_za_alternativnu_skrb.pdf</a>.</p>
<b>2.12. Optional literature (at the time of submission of study programme proposal)</b>	<p>Sekol, I. i Farrington, D.P. (2009). The nature and prevalence of bullying among boys and girls from Croatian care institutions: A descriptive analysis of children's homes and correctional homes. <i>Kriminologija i socijalna integracija</i>. 17, 2: 15-34.</p> <p>Sladović Franz, B., Mujkanović, Đ. (2003). Izdvajanje djece iz obitelji kao mjera socijalne skrbi. <i>Ljetopis Studijskog centra socijalnog rada</i>, 10 (2), 229-241.</p> <p>Žižak, A. Maurović, I., Jeđud, I. (2010): Povezanost procjene rizika s osobnim, obiteljskim i drugim obilježjima maloljetnica, korisnica različitih tretmanskih programa. <i>Kriminologija i socijalna integracija</i>. 18 (2). 29-44.</p> <p>Žižak, A. (2010). Udomiteljstvo djece u Hrvatskoj: analiza stanja i prijedlog smjernica. Poglavlje: 3.2. Analiza stanja udomiteljstva djece u Hrvatskoj (str. 19-34).</p> <p>Žižak, A. i sur. (2012): Što nam djeca govore o udomiteljstvu? UNICEF – Ured za Hrvatsku.</p> <p>Whittaker, J.K., del Valle, J.F., Holmes, L. (2015). <i>Therapeutic Residential Care for Children and Youth</i>. London/Philadelphia: Jessica Kingsley Publisher.</p>
<b>2.13. Quality assurance methods that ensure the acquisition of exit competences</b>	Student evaluation form.
<b>2.14. Other (as the proposer wishes to add)</b>	-

## 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	<b>Phenomenology of Behavioural Disorders</b>	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><b>The student will be able to:</b></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>
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p><b>The students will be able to:</b></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> </ul>



## Phenomenology of Behavioural Disorders (39599)

	<ul style="list-style-type: none"> <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>			
<p><b>2.5. Course content broken down in detail by weekly class schedule (syllabus)</b></p>	<ul 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> </ul>			
<p><b>2.6. Format of instruction:</b></p>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input 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 type="checkbox"/> work with mentor <input type="checkbox"/> (other)	<p><b>2.7. Comments:</b></p>	
<p><b>2.8. Student responsibilities</b></p>				
	Class attendance	1	Research	Practical training

## Phenomenology of Behavioural Disorders (39599)

<b>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)</b>	Experimental work		Report	Exercises
	Essay		Seminar essay	(other)
	Tests		Oral exam	(other)
	Written exam	1	Project	(other)
<b>2.10. Grading and evaluating student work in class and at the final exam</b>	Written exam			

	Title	Number of copies in the library	Availability via other media
<b>2.11. Required literature (available in the library and via other media)</b>	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.		
	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.		
	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.		
	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.		
	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.		
	Blaszczynski, A., Nower, L. (2002). A Pathways Model of Problem and Pathological Gambling. Addiction, 97, 487-499.		

**Phenomenology of Behavioural Disorders (39599)**

	<ol style="list-style-type: none"> <li>1. Blinn-Pike, L., Lokken Worthy, S., Jonkman, J.N. (2010). Adolescent Gambling: A Review of an Emerging Field of Research. <i>Journal of Adolescent Health</i>, 47, 223-236.</li> <li>2. 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. <i>Kriminologija i socijalna integracija</i>, 17, 2, 15-34</li> <li>3. Ricijaš, N., Novak, T. (2006): Advocacy and Empowerment – The Position of Social Pedagogists in Croatia, <i>IUC Journal of Social Work – Theory and Practice</i>, <a href="http://www.bemidjstate.edu/sw_journal/">www.bemidjstate.edu/sw_journal/</a></li> </ol>
<b>2.12. Optional literature (at the time of submission of study programme proposal)</b>	-
<b>2.13. Quality assurance methods that ensure the acquisition of exit competences</b>	Course Evaluation
<b>2.14. Other (as the proposer wishes to add)</b>	-

## Seminars in Criminology I (32673)

### 1. GENERAL INFORMATION

1.1. Course teacher	Assoc. Prof. Tihana Novak, 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	<b>Seminars in Criminology I</b>	1.7. Credits (ECTS)	5
1.3. Associate teachers		1.8. Type of instruction (number of hours L + E + S + e- learning)	0+0+60+0
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate study programme Social Pedagogy	1.9. Expected enrolment in the course	
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	
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 <b>2.7. Comments:</b>



## Seminars in Criminology I (32673)

	<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)
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**2.8. Student responsibilities**

<b>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)</b>	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**

	Title	Number of copies in the library	Availability via other media
<b>2.11. Required literature (available in the library and via other media)</b>			

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



## Seminars in Criminology I (32673)

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

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



## 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 2026/2026**

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.