University of Zagreb
Faculty of Education and
Rehabilitation Sciences

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

WINTER 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 - izvrstan (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

Winter semester of the academic year 2026./2027.

UNDERGRADUATE STUDY PROGRAMME
REHABILITATION

WINTER SEMESTER

ISVU CODE	Lecturer	Course Title	Number of hours per week			ECTS
			L	E	S	
144647	Assis. Prof. Ljiljana Pintarić Mlinar	Planning Programme in Rehabilitation of Children and Youth with Intellectual Disabilities*	2	1	1	**4**
32658	Prof. Ana Wagner Jakab	Learning Disabilities	2	1	1	**4**
32656	Assis. Prof. Ana Katušić	Motoric Disorders, Chronic Diseases, and Sophrology II	2	0	2	**4**
87199	Assis. Prof. Ana Katušić	Early Developmental Rehabilitation	2	2	0	**4**
131038	Assoc. Prof. Sonja Alimović	Assessment of Persons with Visual Impairment	2	1	0	**3**
93858	Prof. Lelia Kiš-Glavaš	Professional Rehabilitation I*	2	1	1	**4**
					TOTAL	**23**

GRADUATE STUDY PROGRAMME
EDUCATIONAL REHABILITATION

WINTER SEMESTER

ISVU CODE	Lecturer	Course Title	Number of hours per week			ECTS
			L	E	S	
39409	Prof. Anamarija Žic Ralić	Individual Education Programmes*	1	2	1	**5**
64771	Prof. Renata Pinjatela	Assistive and Rehabilitation Technology	1	2	1	**3**
					TOTAL	**8**

* 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

WINTER SEMESTER

ISVU CODE	Lecturer	Course Title	Number of hours per week			ECTS
			L	E	S	
130734	Assis. Prof. Blaženka Brozović	Introduction to Speech and Language Pathology	2	1	0	**4**
255226	Assis. Prof. Ana Matić	Psycholinguistics *	2	0	2	**5**
130843	Assoc. Prof. Marina Milković	Croatian Sign Language 101	0	2	0	**3**
39335	Assis. Prof. Blaženka Brozović	Dysphagia and Feeding Disorders (SLP students)	2	2	0	**4**
					TOTAL	**16**

GRADUATE STUDY PROGRAMME
SPEECH AND LANGUAGE PATHOLOGY

WINTER SEMESTER

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

* 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

WINTER SEMESTER

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

GRADUATE STUDY PROGRAMME
SOCIAL PEDAGOGY

WINTER SEMESTER

ISVU CODE	Lecturer	Course Title	Number of hours per week			ECTS
			L	E	S	
					TOTAL	

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

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

WINTER / SUMMER SEMESTER

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

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

Course description for undergraduate study programme Rehabilitation

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

1. GENERAL INFORMATION			
1.1. Course teacher	Assis. Prof. Ljiljana Pintarić Mlinar, PhD	**1.6. Year of the study programme/ semester (summer, winter)**	3rd / 5th (winter)
1.2. Name of the course	**Planning Programme in Rehabilitation of Children and Youth with Intellectual Disabilities**	**1.7. Credits (ECTS)**	4
1.3. Associate teachers		**1.8. Type of instruction (number of hours L+E+S+ e-learning)**	30+15+15 + e-learning
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Rehabilitation	**1.9. Expected enrolment in the course**	
1.5. Status of the course	Obligatory	**1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)**	2

2. COURSE DESCRIPTION	
2.1. Course objectives	Basic knowledge about goals and content of rehabilitation program for children with intellectual disabilities
2.2. Course enrolment requirements and entry competences required for the course	Child psychology courses and passed exams Educational psychology/Pedagogy Preschool pedagogy
2.3. Learning outcomes at the level of the programme to which the course contributes	Piaget's stages of cognitive development; human functioning from typical to atypical atypical /atyp·i·cal/ (-i-k'l) irregular; not conformable to the type; in microbiology, applied specifically to strains of unusual type. a·typ·i·cal adj. development; Bronfenbrenner's ecological systems theory **Ecological Systems Theory**, also called "Development in Context" or "Human Ecology" theory, specifies four types of nested environmental systems, with bi-directional influences within and between the systems. is concerned with the broad social environment and context (Bronfenbrenner, 1977, 1986; Bronfenbrenner & Ceci, 1994).

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

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

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

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

Learning Disabilities (32658)

1. GENERAL INFORMATION

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

2. COURSE DESCRIPTION

2.1. Course objectives	Introduction to the field of learning disabilities (history, definition, characteristics, causes...), knowledge about possible developmental risks (self-perception, social competence, relations with family, teachers, peers) and practice in schools (observations in inclusive classes).
2.2. Course enrolment requirements and entry competences required for the course	
2.3. Learning outcomes at the level of the programme to which the course contributes	Academic writing skills- student will be able to report and describe in short specific topic by using arguments and referencing literature and make critical reviews. Presentation- student will be able to present his/her work in front of the group, make presentation, differentiating main facts and make conclusions Personal competences - student will be able using all available sources in learning and developing, identifying some of personal competencies and field of growth, integrating knowledge from different sources.
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Student will be able to: define learning disabilities (LD) and attention deficit hyperactivity disorder (ADHD), describe characteristics of LD and ADHD, list main periods , authors and findings through history of the field, list causes and risk factors in development of LD and ADHD, describe and recognise needs of children with LD in family and school environment, recognise basic characteristics and risks in social and emotional development of children with LD, observe children behaviour and climate in inclusive classrooms.

Learning Disabilities (32658)

2.5. Course content broken down in detail by weekly class schedule (syllabus)	1. Definition of learning disabilities 2. History of the field of LD 3. Causes of LD 4. Prevention and early reading skills 5, 6. Reading and writing disabilities 7. Early mathematics' skills 8. Math learning disabilities 9. ADHD 10. Social-emotional characteristics and risks 11. Family environment 12. School environment 13, 14. Analysis of video materials 15. Discussion, evaluation, conclusion of complete learning process in this course.
2.6. Format of instruction:	☒ lectures ☒ seminars and workshops ☒ exercises ☐ online in entirety ☒ partial e-learning ☐ field work ☐ independent assignments ☐ multimedia and the internet ☐ laboratory ☒ work with mentor ☐ (other)
2.7. Comments:	International students will have opportunity to involve in course through consultations with course teachers
2.8. Student responsibilities	Lectures and exercises attendances are obligatory. International students are obligated to attend consultations and exercises. Students are responsible to write and present seminars.

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

Class attendance	1	Research		Practical training	
Experimental work		Report		Exercises	1
Essay		Seminar essay	1	(other)	
Tests		Oral exam	1	(other)	
Written exam		Project		(other)	

Learning Disabilities (32658)

2.10. Grading and evaluating student work in class and at the final exam	Students will be evaluated through their active participation (personal and group work) in lectures, seminars and exercises. In final exam it is important not only to show knowledge, information and facts but also to elaborate it.		
2.11. Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Hallahan, Lloyd, Kauffman, Weiss, Martinez (2005.): Learning disabilities foundations, characteristics and effective teaching, Pearsons.		
	Bender W.N. (2004.) Learning disabilities, characteristics, identification and teaching strategies, Pearson		
	Igrić, Lj. Kobetić, D., Lisak, N. (2008.): Evaluacija nekih oblika podrške edukacijskom uključivanju učenika s posebnim potrebama, Dijete i društvo, godina 10, broj 1/2 179.-197.		
	Wagner Jakab, A. (2008.): Obitelj – sustav dinamičnih odnosa u interakciji, Hrvatska revija za rehabilitacijska istraživanja, Vol.44, BR.2.		
	Wagner Jakab, A., Cvitković, D., Hojanić, R., (2006.): Neke značajke odnosa sestara/braće i osoba s posebnim potrebama, Hrvatska revija za rehabilitacijska istraživanja, Vol.42, BR.1, 77-87.		
	Cvitković, D., (2010.): Anksioznost i obiteljska klima kod djece s teškoćama učenja, doktorska disertacija, Edukacijsko-rehabilitacijski fakultet, Sveučilište u Zagrebu		
2.12. Optional literature (at the time of submission of study programme proposal)	Čudina-Obradović, M. (1995.): Igrom do čitanja, Školska knjiga, Zagreb.		
2.13. Quality assurance methods that ensure the acquisition of exit competences			
2.14. Other (as the proposer wishes to add)			

Motoric Disorders, Chronic Diseases, and Sophrology II (32656)

1. GENERAL INFORMATION

1.1. Course teacher	Assis. Prof. Ana Katušić, PhD	**1.6. Year of the study programme/ semester (summer, winter)**	2nd / 3rd (winter)
1.2. Name of the course	**Motoric Disorders, Chronic Diseases, and Sophrology II**	**1.7. Credits (ECTS)**	4
1.3. Associate teachers	Ana-Marija Bohaček, 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 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%)**	2

2. COURSE DESCRIPTION

2.1. Course objectives	The aim of this course is to provide students with theoretical knowledge on the definition, etiology, classification and clinical characteristics of children with cerebral palsy and developmental coordination disorder. The course enables students to recognize early signs of these neurodevelopmental motor disorders, understand their neurophysiological foundations, and differentiate between various types of motor impairments. Special emphasis is placed on the assessment of functional abilities, the application of standardized classification systems (GMFCS, MACS, CFCS, EDACS, VFCS), and understanding associated difficulties within the clinical profile.
2.2. Course enrolment requirements and entry competences required for the course	Basic knowledge of functional anatomy and developmental neurology, including fundamental concepts of the nervous system, motor development and neurodevelopmental processes.
2.3. Learning outcomes at the level of the programme to which the course contributes	This course contributes to the following programme-level learning outcomes: – Understanding neurological and functional foundations of motor behaviour and development – Identifying and analysing motor disorders and their impact on functioning – Applying standardized assessment tools in rehabilitation practice – Interpreting clinical findings and functional classifications

Motoric Disorders, Chronic Diseases, and Sophrology II (32656)

	– Collaborating with families and interdisciplinary teams
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon successful completion of the course, students will be able to: – Explain the definition, etiology and pathophysiological mechanisms of cerebral palsy and developmental coordination disorder – Classify cerebral palsy according to motor type, topography and functional levels (GMFCS, MACS, CFCS, EDACS, VFCS) – Describe typical and atypical motor characteristics and differentiate clinical profiles – Recognize associated difficulties (perceptual, oral-motor, communication, cognitive) and their functional impact – Apply basic assessment procedures of motor and functional abilities – Apply the F-words framework (Function, Family, Fitness, Fun, Friends, Future) in evaluating participation
2.5. Course content broken down in detail by weekly class schedule (syllabus)	– Definition and characteristics of cerebral palsy and developmental coordination disorder – Etiology and pathophysiology (prenatal, perinatal, postnatal causes) – Classification of cerebral palsy (motor type and topography) – Functional classification systems: GMFCS, MACS, CFCS, EDACS, VFCS – Clinical presentation: motor characteristics and associated impairments – Developmental coordination disorder: definition, diagnostic criteria and prevalence – Motor planning and control in DCD – Differential diagnosis between CP and DCD – Standardized assessment tools (GMFM-66, GMFM-FR, MABC-2, BOT-2) – F-words in Childhood Disability framework and participation
2.6. Format of instruction:	☒ lectures ☒ seminars and workshops ☐ exercises ☐ online in entirety ☒ partial e-learning ☐ field work ☒ independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ (other)
2.7. Comments:	
2.8. Student responsibilities	Students are required to attend classes regularly and actively participate in all course activities. Students must: – attend a minimum number of lectures – complete one independent assignment – prepare a seminar paper – actively participate in class discussions

Motoric Disorders, Chronic Diseases, and Sophrology II (32656)

	At the end of the semester, students take a written exam covering both theoretical and practical components. Completion of all course requirements is a prerequisite for taking the final exam.

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

Class attendance	1	Research		Practical training
Experimental work		Report		Exercises
Essay		Seminar essay	1	(other)
Tests		Oral exam		(other)
Written exam	1.5	Project	0.5	(other)

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

Student performance is evaluated based on continuous activity, participation in practical sessions and the quality of practical assignments.

- Class participation and attendance: 10%
- Practical work (case analysis and application of stimulation principles): 20%
- Written exam: 70%

The written exam includes theoretical questions and a short case analysis requiring interpretation of functional classification levels. A minimum of 60% of total points is required to pass.

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

Title	Number of copies in the library	Availability via other media
Alimović, S. & Katušić, A. (2013) Vizualno funkcioniranje djece sa spastičnom cerebralnom paralizom. Paediatria Croatica, 57 (2), 107-113.		available electronically
Bax, M., Goldstein, M., Rosenbaum, P., Leviton, A., Paneth, N., Dan, B., Jacobsson, B., Damiano, D., & Executive Committee for the Definition of Cerebral Palsy (2005). Proposed definition and classification of cerebral palsy, April 2005. Developmental medicine and child neurology, 47(8), 571–576.		available electronically
Baranello, G., Signorini, S., Tinelli, F., Guzzetta, A., Pagliano, E., Rossi, A., Foscan, M., Tramacere, I., Romeo, D., Ricci, D., & VFCS Study Group (2020). Visual Function Classification System for children with cerebral palsy: development and validation. Developmental medicine and child neurology, 62(1), 104–110.		available electronically

Motoric Disorders, Chronic Diseases, and Sophrology II (32656)

	Burgess, A., Boyd, R., Ziviani, J., Chatfield, M. D., Ware, R. S., & Sakzewski, L. (2019). Stability of the Manual Ability Classification System in young children with cerebral palsy. Developmental medicine and child neurology, 61(7), 798–804.	available electronically
	Compagnone, E., Maniglio, J., Camposeo, S., Vespino, T., Losito, L., De Rinaldis, M., Gennaro, L., & Trabacca, A. (2014). Functional classifications for cerebral palsy: correlations between the gross motor function classification system (GMFCS), the manual ability classification system (MACS) and the communication function classification system (CFCS). Research in developmental disabilities, 35(11), 2651–2657.	available electronically
	Eliasson, A. C., Ullenhag, A., Wahlström, U., & Krumlinde-Sundholm, L. (2017). Mini-MACS: development of the Manual Ability Classification System for children younger than 4 years of age with signs of cerebral palsy. Developmental medicine and child neurology, 59(1), 72–78.	available electronically
2.12. Optional literature (at the time of submission of study programme proposal)		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Course quality is ensured through student evaluations, analysis of student performance and regular staff meetings. The course integrates theoretical and practical learning through video analysis and case-based learning. Continuous feedback is provided throughout the semester. Teaching materials are regularly updated according to current scientific evidence and international guidelines in paediatric rehabilitation.	
2.14. Other (as the proposer wishes to add)		

Early Developmental Rehabilitation (87199)

1. GENERAL INFORMATION

1.1. Course teacher	Assis. Prof. Ana Katušić, PhD	**1.6. Year of the study programme/ semester (summer, winter)**	2nd / 3rd (winter)
1.2. Name of the course	**Early Developmental Rehabilitation**	**1.7. Credits (ECTS)**	4
1.3. Associate teachers	Ana-Marija Bohaček, PhD	**1.8. Type of instruction (number of hours L+E+S+ e-learning)**	30+30+0
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%)**	2

2. COURSE DESCRIPTION

2.1. Course objectives	The aim of this course is to enable students to understand the neurobiological and functional foundations of early child development during the first year of life, as well as to identify risk factors and early signs indicating possible later developmental deviations in motor, sensory, communication and socio-emotional domains. The course also aims to develop students' ability to distinguish between early developmental rehabilitation and the broader concept of early intervention, to understand the concept of neuroplasticity and critical developmental periods, and to apply basic principles of early developmental support. Special emphasis is placed on acquiring practical knowledge related to monitoring typical development, recognizing early signs of developmental risk, and applying early developmental stimulation strategies in children at risk for neurodevelopmental disorders, including preterm infants and children with perinatal brain injury.
2.2. Course enrolment requirements and entry competences required for the course	Basic knowledge of functional anatomy and developmental neurology, including fundamental concepts and processes related to the structure and function of the nervous system and early brain development.
2.3. Learning outcomes at the level of the programme to which the course contributes	This course contributes to the achievement of the following programme-level learning outcomes in the Rehabilitation study programme: – Understanding the biological, neurological and functional foundations of human development and functioning

Early Developmental Rehabilitation (87199)

	– Applying knowledge of developmental processes in the assessment and support of individuals at risk for developmental disorders – Identifying and analysing risk factors and early signs of neurodevelopmental deviations – Using basic assessment methods and tools in rehabilitation practice – Collaborating with families and other professionals in providing early support and intervention – Promoting a holistic and family-centred approach in rehabilitation practice
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon successful completion of the course, students will be able to: – Explain the basic concepts, goals and principles of early developmental rehabilitation and distinguish it from early intervention – Describe the neurobiological foundations of early development, with emphasis on neuroplasticity and critical periods in the first year of life – Present typical patterns of motor, sensory, cognitive, communication and socio-emotional development during infancy – Recognize and analyse early signs of developmental deviations and explain the concept of neurodevelopmental risk – Identify and describe basic standardized assessment tools used in infancy (e.g., General Movements Assessment, Munich Functional Developmental Diagnostics, Standardized Infant Neurodevelopmental Assessment) and explain their clinical application – Recognize main risk groups – Apply basic principles of postural control, handling and positioning in early age – Apply principles of oral-motor development and feeding skills – Explain basic principles of early interaction and caregiver–infant relationships
2.5. Course content broken down in detail by weekly class schedule (syllabus)	– Introduction to early developmental rehabilitation: definition, goals, principles and distinction from early intervention – Neuroplasticity and critical periods in early development – Typical development during the first year of life: motor, sensory, cognitive, communication and socio-emotional domains – Neurodevelopmental risk factors and groups at risk (preterm infants, HIE, IVH, PVL) – Prematurity and classification of preterm birth – Monitoring and assessment of early development: developmental milestones and early warning signs – Standardized screening tools (General Movements Assessment, Munich Functional Developmental Diagnostics, Standardized Infant Neurodevelopmental Assessment) – Principles of early motor stimulation: postural control, handling and positioning – Feeding regulation and oral-motor function – Early interaction patterns and caregiver–infant relationships
2.6. Format of instruction:	☒ lectures ☒ independent assignments
	2.7. Comments:

Early Developmental Rehabilitation (87199)

	☐ seminars and workshops	☐ multimedia and the internet
	☒ exercises	☐ laboratory
	☐ online in entirety	☐ work with mentor
	☒ partial e-learning	☐ (other)
	☐ field work	

2.8. Student responsibilities

Students are required to attend classes regularly and actively participate in all forms of instruction. Minimum attendance is required for both lectures and practical sessions.

During the semester, students will analyse video recordings of typical and atypical infant development and prepare short case reports in collaboration with the instructor. Active participation includes engagement in discussions, conducting basic assessments according to given protocols, and submitting a written assignment in the form of a case analysis.

Students are required to complete all course obligations within the specified deadlines and take the written exam at the end of the semester.

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

Class attendance	1	Research		Practical training	
Experimental work		Report		Exercises	1
Essay		Seminar essay		(other)	
Tests		Oral exam		(other)	
Written exam	1.5	Project	0.5	(other)	

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

Student performance is evaluated based on continuous activity, participation in practical sessions and the quality of practical assignments.

- Class participation and attendance: 10%
- Practical work (case analysis and application of stimulation principles): 20%
- Written exam: 70%

The written exam includes theoretical questions and a short case analysis. A minimum of 60% of the total score is required to pass the course.

2.11. Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**

Early Developmental Rehabilitation (87199)

	Katušić, A. (2023). Translating developmental neuroscience to make a case for early childhood intervention. Special Education and Rehabilitation Today Proceedings, 43-52	available electronically
	Katušić, A. (2020). Procjena ranog motoričkog repertoara u izrazito nedonošene dojenčadi. Paediatrica Croatica 64(2).	available electronically
	Katušić, A. (2011). Early brain injury and plasticity: Reorganization and functional recovery.	available electronically
2.12. Optional literature (at the time of submission of study programme proposal)		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Course quality is monitored through student evaluations, regular staff meetings and analysis of student performance. Teaching materials are updated annually in accordance with current scientific evidence. During the semester, students receive individual feedback on their practical work, and their understanding is assessed through short tasks and discussions.	
2.14. Other (as the proposer wishes to add)		

Assessment of Persons with Visual Impairment (131038)

1. GENERAL INFORMATION

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

2. COURSE DESCRIPTION

2.1. Course objectives	To educate students about the main methods, techniques and instruments used in the assessment of the visually impaired.
2.2. Course enrolment requirements and entry competences required for the course	
2.3. Learning outcomes at the level of the programme to which the course contributes	1. Explain millstones of typical development of children 2. Identify developmental discrepancies 3. Identify the needs of children with disabilities for support according to education and rehabilitation assessment 4. Apply education and rehabilitation procedures aimed at improving the overall development and functioning of children and persons with disabilities (all types and degrees of illness, injury and disorders; all levels of functioning and all age groups) within the individual (developmental) areas 5. Judge critically on obtaining rights and taking responsibilities for participants involved in social inclusion of children and persons with disabilities

Assessment of Persons with Visual Impairment (131038)

	6. Evaluate the ethical challenges of the field and represent a valid ethical principle 7. Recognize and select scientifically valid and relevant facts 8. Communicate ideas, problems and solutions from education and rehabilitation field to general population 9. Evaluate the necessity of continuing professional and personal development 10. Plan continuing education in professional and related professional areas
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	1. Define and describe methods and techniques used in assessment of persons with visual impairment 2. Identify and explain instruments used in assessment of persons with visual impairment 3. Explain visual impairment influence on other developmental areas 4. Correlate assessment results to education and rehabilitation procedures 5. Identify the importance and the purpose of the assessment in person with visual impairment in a context of rehabilitation program development
2.5. Course content broken down in detail by weekly class schedule (syllabus)	1. Methods and techniques used in assessment of persons with visual impairment 2. Visual impairments 3. Influence and correlation of developmental areas in visual impairment 4. Assessment instruments 5. Early assessment in persons with visual impairment 6. Visual development (assessment and instruments) 7. Social skills assessment in persons with visual impairment 8. Daily living skills assessment in persons with visual impairment 9. Literacy assessment in persons with visual impairment 10. Orientation and mobility assessment in persons with visual impairment 11. Assessment of using assistive technology 12. Assessment of school integration
2.6. Format of instruction:	☒ lectures ☐ seminars and workshops ☒ exercises ☐ online in entirety ☐ independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor
	2.7. Comments:

Assessment of Persons with Visual Impairment (131038)

	☐ partial e-learning ☐ field work		☐ (other)			
2.8. Student responsibilities	Lectures and exercises attendances are obligatory. International students are obligated to attend consultations and exercises. Students are responsible to write and present seminars.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	0,5
	Experimental work	0,5	Report		Exercises	
	Essay		Seminar essay		(other)	
	Tests		Oral exam	1,5	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Final grade is going to be calculated from results of essay and oral exam. A level of activity in practical work and discussions is going to influence on final grade if between two.					

2.11. Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Barraga, N., Morris, J.E. (1980).: Program to Develop Efficiency in Visual Functioning, APH, Louiseville, Kentucky	2	No
	Gresham, F.M., Elliott, S.N. (1990): Social Skills Rating System, Pearson Assessment	2	no
	Alimović S. (2012) The assessment and rehabilitation of vision in infants, Paediatr Croat. 56 (Supl 1): 218-226	0	yes

2.12. Optional literature (at the time of submission of study programme proposal)	Koenig, A.J., Ross, D.B. (1991): A procedure to evaluate the relative effectiveness of reading in large and regular print. Journal of Visual Impairment and Blindness, 84, 5, 198-204

Assessment of Persons with Visual Impairment (131038)

	Mancil, G.L. (1986): Evaluation of reading speed with four low vision aids. American Journal of Optometry and Physiological Optics, 63, 708-713. Corn, L.A., Koenig J.A. (1996): Foundations of low vision: Clinical and functional perspectives, Chapter 9 and 10. AFB Press, New York, 185-246
2.13. Quality assurance methods that ensure the acquisition of exit competences	On-line student survey;
2.14. Other (as the proposer wishes to add)	

Professional Rehabilitation I (93858)

1. GENERAL INFORMATION

1.1. Course teacher	Prof. Lelia Kiš Glavaš, PhD	**1.6. Year of the study programme/ semester (summer, winter)**	3rd / 5th (winter)
1.2. Name of the course	**Professional Rehabilitation I**	**1.7. Credits (ECTS)**	4
1.3. Associate teachers		**1.8. Type of instruction (number of hours L + E + S + e-learning)**	30+15+15
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate study programme Rehabilitation	**1.9. Expected enrolment in the course**	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%)**	2

2. COURSE DESCRIPTION

2.1. Course objectives	After completing the course, students will be able to skilfully use fundamental concepts related to professional rehabilitation, critically assess the complexity and significance of the professional rehabilitation system for individuals with various types of disabilities and connect theoretical knowledge with practical application. They will be able to integrate insights about the processes conducted in the preparatory, implementation, and evaluation phases of professional rehabilitation.
2.2. Course enrolment requirements and entry competences required for the course	For students in the field of education/ educational rehabilitation/ inclusive education
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)	Analyse professional needs of children and adults with disabilities. (1) Compare the roles of various systems in professional rehabilitation. (2) Plan individual professional development programmes for children and adults with disabilities. (3)

Professional Rehabilitation I (93858)

	Adapt professional rehabilitation procedures to individual needs of children and adults with disabilities. (4) Evaluate the effectiveness of specific professional rehabilitation models. (5) Advocate for the realisation of inclusive education and labour rights of children and adults with disabilities, respectively. (6) Advocate for the human rights model in the politics towards children and adults with disabilities. (7)
2.5. Course content broken down in detail by weekly class schedule (syllabus)	L – lectures; E – exercises; S – seminars, O – objective Introduction to the course (L 1, O 7) The importance of employing persons with disabilities (L 2, O 1) Employment and labour discrimination against persons with disabilities (L 1, O 1, O 6, O 7) The role of work in human life (L 2, O 1) Psychological determinants of professional development (L 2, O 1) Defining basic concepts related to professional rehabilitation of persons with disabilities (L 2, O 2, O 5) Rehabilitation/habilitation in professional rehabilitation (L 2, O 2, O 5) Rehabilitation process, rehabilitation services, professional aspect in rehabilitation (L 2, O 2, O 5) Professional rehabilitation – goals, principles, phases (L 2, O 6) Career guidance (professional education and information) (L 2, O 3, O 4) Direct counselling (L 2, E O 3, O 4) Career guidance for persons with disabilities in the Croatian Employment Service (L 2, O 4) Training system for productive work of persons with disabilities – organizational forms (L 2, O 3, O 4) Training programs for productive work (L 2, O 3, O 4) Work training (L 2, O 3, O 4) Presentation of the Secondary School Centre for Education – Zagorska (E 2, O 1, O 2) Employment of persons with disabilities (L 1, O 5) Working conditions and Psychomotor skills training (L 1, O 4) Introduction to Design Thinking methodology (E 1, O 1) Group challenge formulation and stakeholder map creation (E 1, O 1, O 2, O 5) Interview preparation (E 2, O 1)

Professional Rehabilitation I (93858)

	Conducting interviews (E 2, O 1, O 5) Information exchange from interviews and creation of persona and "Point-of-view" statement (E 2, O 1, O 2, O 5) Group ideation techniques and idea selection (E 2, O 3, O 4, O 6, O 7) Group ideation techniques and idea selection + Reflection - continued (E 4, O 3, O 4, O 6, O 7) Key aspects of prototyping and prototype creation (E 3, O 3, O 4, O 6, O 7) Prototype testing and recording feedback (E 3, O 5) Report writing (E 4, O 1, O 2, O 3, O 4, O 5, O 6, O 7) Pre-exam/Selected topics from Professional Rehabilitation (E 4, O 1, O 2, O 3, O 4, O 5, O 6, O 7)				
2.6. Format of instruction:	☒ lectures ☒ seminars and workshops ☒ exercises ☐ online in entirety ☐ partial e-learning ☒ field work		☐ independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ (other)	**2.7. Comments:**	
2.8. Student responsibilities	Regular class attendances and active participation.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	**Class attendance**	**3**	Research	Practical training	
	Experimental work		Report	Exercises	
	Essay		Seminar essay	(other)	
	Tests		Oral exam	(other)	
	Written exam	**1**	Project	(other)	
2.10. Grading and evaluating student work in class and at the final exam					
2.11. Required literature (available in the library and via other media)	**Title**			**Number of copies in the library**	**Availability via other media**

Professional Rehabilitation I (93858)

2.12. Optional literature (at the time of submission of study programme proposal)	Brown, T., & Wyatt, J. (2009). Design Thinking for Social Innovation. Stanford Social Innovation Review, 8(1), 31–35. https://doi.org/10.48558/58Z7-3J85 (https://ssir.org/articles/entry/design_thinking_for_social_innovation#)
2.13. Quality assurance methods that ensure the acquisition of exit competences	
2.14. Other (as the proposer wishes to add)	

Course description for graduate study programme Educational Rehabilitation

Individual education programmes (39409)

1. GENERAL INFORMATION

1.1. Course teacher	Prof. Anamarija Žic Ralić, PhD	**1.6. Year of the study programme/ semester (summer, winter)**	2nd / 3rd (winter)
1.2. Name of the course	**Individual education programmes**	**1.7. Credits (ECTS)**	5
1.3. Associate teachers	Prof. Zrinjka Stančić, PhD	**1.8. Type of instruction (number of hours L + E + S + e-learning)**	15+30+15
1.4. Study programme (undergraduate, graduate, integrated)	Graduate, study programme Inclusive Education and Rehabilitation	**1.9. Expected enrolment in the course**	25
1.5. Status of the course	Obligatory	**1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)**	/

2. COURSE DESCRIPTION

2.1. Course objectives	To enable students to offer quality support to teachers, pupils with disabilities and their parents
2.2. Course enrolment requirements and entry competences required for the course	▪ appropriate knowledge of English ▪ appropriate knowledge of developmental psychology ▪ appropriate knowledge of teaching strategies
2.3. Learning outcomes at the level of the programme to which the course contributes	**Academic writing skills**-student will be able to report and describe in short specific topic by using arguments and referencing literature and make critical reviews. **Presentation**-student will be able to present his/her work in front of the group, make presentation, differentiating main facts and make conclusions

Individual education programmes (39409)

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

Individual education programmes (39409)

	☒ seminars and workshops ☒ exercises ☐ online in entirety ☒ partial e-learning ☐ field work		☒ multimedia and the internet ☐ laboratory ☒ work with mentor ☐ (other)		International students will have opportunity to participate in course through all activities with regular students (lecture, exercises at school)	
2.8. Student responsibilities						
2.9. Screening student work ***(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)***	Class attendance	1	Research		Practical training	
	Experimental work		Report		Exercises	1
	Essay		Seminar essay	2	(other)	
	Tests		Oral exam	1	(other)	
	Written exam		Project		(other)	

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

Class attendance	= max. 10 points
First task (IPP)	= max. 20 points
Second task (IEP)	= max. 20 points
Activity during exercises	= max. 20 points
Activity during classes	= max. 10 points
Final exam	= max.20 points
TOTAL	= max. 100 points

Evaluation System:

0 – 60 points	insufficient (1) – (F)
61 – 70 points	sufficient (2) – (D)
71 – 80 points	good (3) – (C)
81 – 90 points	very good (4) – (B)
91 – 100 points	excelled (5) – (A)

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

Title	**Number of copies in the library**	**Availability via other media**
Kiš Glavaš, I., Ljubić, M., Education Integration/Inclusion in the Republic of Croatia. In Bunch, G., Valeo, A To do Not to do (ed), An Inclusion Press Book, Library and Archieves, Canada, page 97-131.		
Stančić, Z. (1995): The approach and attitudes of teachers toward pupils with special needs who attend regular education - tolerating the differences/Pristup i stavovi učitelja prema		

Individual education programmes (39409)

	učenicima s posebnim potrebama uključenim u redovite uvjete odgoja i obrazovanja - tolerancija različitosti. Collection of papers from international scientific meeting, „Education for tolerance: approaches, concepts and solutions"/Zbornik radova s međunarodnog znanstvenog skupa „Obrazovanje za tolerantnost: pristupi, koncepcije i rješenja" (str.308-314), Klapan, A., Vrcelj, S. (ur.), 12-13.05.1995., Rijeka: Filozofski fakultet u Rijeci, Odsjek za pedagogiju.
	Stančić, Z., Frey Škrinjar, J. Ljubešić, M, Car, Ž. (2011): Multidisciplinary Collaboration and ICT Sercices for People with Complex Communication Needs. MIPRO proceedings from 34th International Convention. Microelectronics, Electronics and Electronic Technology/MEET, "Grid and Visualization Systems" (str.265-271), Biljanović, P., Skala, K. (ur). 23.-27.05.2911. Opatija: Croatian Society for International and Communication Technology, Electronics and Microelectronics-MIPRO.
	Stančić, Z., Frey Škrinjar, J., Car, Ž., Vlahović Štetić, V., Pibernik, J. (2013). Systems of support for persons with complex communication needs. MIPRO proceedings from 36th International Convention on Information and Communication Technology, Electronics and Microelectronics „Computers in Education" (str. 830-836), Biljanović, P., Skala, K. (ur.), 20.-24.05.2013. Opatija: Croatian Society for International and Communication Technology, Electronics and Microelectronics-MIPRO.
	Stančić, Z. Femec, L., Čačko, N. (2012): ICT as a function of the curriculum and quality teaching of students with disabilities. 35th International Convention. Microeletronics, Eletronics and Eletronic Technology/MEET, "Computors in Education" (str.1299-1307), Biljanović, P., Skala, K. (ur). 23.-27.05.2911. Opatija: Croatian Society for International and Communication Technology, Eletronics and Microeletronics-MIPRO.
2.12. Optional literature (at the time of submission of study programme proposal)	
2.13. Quality assurance methods that ensure the acquisition of exit competences	**Evaluation of the Course:** two types of anonymous evaluations will be conducted after the course. First, internal evaluation after the seminar and exercises that will include perceived level of students' educational outcomes and suggestions to the lecturers about the topics included in this course. Second evaluation will be official anonymous evaluation prepared by University of Zagreb.
2.14. Other (as the proposer wishes to add)	

Assistive and Rehabilitation Technology (64771)

1. GENERAL INFORMATION

1.1. Course teacher	Prof. Renata Pinjatela, PhD	**1.6. Year of the study programme/ semester (summer, winter)**	2nd / 3rd (winter)
1.2. Name of the course	**Assistive and Rehabilitation Technology**	**1.7. Credits (ECTS)**	3
1.3. Associate teachers	Mateja Vukašinec, univ. mag. rehab. educ.	**1.8. Type of instruction (number of hours L + E + S + e-learning)**	10L + 15S + 30E + 5 e-learning
1.4. Study programme (undergraduate, graduate, integrated)	Graduate study of Education Rehabilitation	**1.9. Expected enrolment in the course**	20
1.5. Status of the course	Obligatory	**1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)**	2

2. COURSE DESCRIPTION

2.1. Course objectives	The goals of the course are to introduce students to the theoretical and practical knowledge and skills required for the application of assistive devices and aids, software support, and services related to assistive technology (AT) in education and rehabilitation; to equip students to carry out assessments for the selection of AT solutions and to design, implement, and modify an individualised plan for the use of assistive technology in accordance with the user's individual needs and the context in which the selected AT solution will be used.
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 acquire theoretical and practical knowledge and skills for using assistive devices and aids, programme support, and services related to assistive technology (AT) in education and rehabilitation.
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The expected learning outcomes of the course are: understanding the principles, key concepts, types, and levels of assistive technology (AT) solutions; developing knowledge and skills in the evaluation and implementation of AT solutions; conducting assessments of users' needs and the effectiveness of AT; designing an individual implementation plan for an AT solution; applying the concepts of universal design and accessibility; developing skills to evaluate the effectiveness of an implemented AT solution and propose potential modifications; understanding ethical and legal aspects; and understanding transdisciplinary collaboration.

Assistive and Rehabilitation Technology (64771)

2.5. Course content broken down in detail by weekly class schedule (syllabus)	1. Definition and classification of assistive technology and assistive technology–related services. 2. Principles and application of universal design and accessibility. 3. Specific features of assistive technology in relation to users' individual characteristics and needs. 4. Assistive technology across different life stages. 5. The role of the educational rehabilitator in selecting and applying assistive technology. 6. Assessment of assistive technology needs. 7. Components of high-quality assistive technology implementation. 8. Augmentative and alternative communication (the importance of symbol use; preparing communication boards and communication books; PECS; PODD; low-, mid-, and high-tech aids). 9. Developing, implementing, and modifying an individualised assistive technology plan. 10. Digital tools for learning, teaching, and assessment. Accessibility of digital materials (introduction to available and accessible software solutions). 11. Home automation (domotics). 12. Virtual and augmented reality. Serious games. 13. Robotic neurorehabilitation. Social robots. 14. Innovation in the design of assistive aids. 15. Ethical and legal aspects in selecting AT solutions, and transdisciplinary collaboration in the field of assistive technology.

2.6. Format of instruction:		**2.7. Comments:**
☒ lectures	☒ independent assignments	
☒ seminars and workshops	☐ multimedia and the internet	
☒ exercises	☒ laboratory	
☐ online in entirety	☐ work with mentor	
☐ partial e-learning	☐ (other)	
☐ field work		

2.8. Student responsibilities	Students are required to attend consultations and exercises according to prior agreement.

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

Class attendance	0.5	Research		Practical training	
Experimental work	0.5	Report		Exercises	1
Essay		Seminar essay	0.5	(other)	
Tests		Oral exam	0.5	(other)	
Written exam		Project		(other)	

Assistive and Rehabilitation Technology (64771)

2.10. Grading and evaluating student work in class and at the final exam	Students will be evaluated through their active participation (personal and group work) in lectures, seminars and exercises. Final oral exam will be after the present or dedicated seminars and conducted individual and/or group assignments.

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

Title	Number of copies in the library	Availability via other media
Pinjatela, R., & Alimović, S. (2025). Experiences of People with Motor Disabilities and Visual Impairments in Croatia with Assistive Technology. Journal of Health and Rehabilitation Sciences, 4(2), 47–55. https://doi.org/10.33700/jhrs.4.2.181 https://jhrs.almamater.si/jhrs/article/view/181	-	pdf
Pinjatela, R. (2024) Factors Influencing the Non-Use and Abandonment of Assistive Technology. Research in Education and Rehabilitation, 7(1), 56-66. https://rer.ba/index.php/rer/article/view/185	-	pdf
Federici S, Scherer M, & Zapf S. (2023). The MPT and MATCH-ACES align with the WHO's ICF and GATE missions, pp. 65-78. In S, A. Zapf (Ed.). Evidence-Based Assessment Framework for Assistive Technology: The MPT and MATCHACES Assessments. Boca Raton, FL: CRC Press. ISBN: 978-0-367-46108-9 (hbk) https://www.researchgate.net/publication/370395929_The_MPT_and_MATCH-ACES_Align_With_the_WHO's_ICF_and_GATE_Missions	-	pdf
Fernández-Batanero, J. M., Montenegro-Rueda, M., Fernández-Cerero, J., & García-Martínez, I. (2022). Assistive technology for the inclusion of students with disabilities: A systematic review. Educational Technology Research and Development, 70, 1911–1930. https://link.springer.com/article/10.1007/s11423-022-10127-7	-	pdf
Layton, N., Spann, A., Khan, M., Contepomi, S., Hoogerwerf, E. J., Bell, D., & de Witte, L. (2024). Guidelines for assistive technology service provision: A scoping review. Disability and Rehabilitation: Assistive Technology, 19(8), 2806–2817. https://www.tandfonline.com/doi/10.1080/17483107.2024.2327515?url_ver=Z39.88-2003&rfr_id=ori:rid:crossref.org&rfr_dat=cr_pub%20%200pubmed#summary-abstract	-	pdf
Smith, E. M., Graham, D., Morgan, C., & MacLachlan, M. (2023). Artificial intelligence and assistive technology: Risks, rewards, challenges, and opportunities. Assistive Technology, 35(5), 375–377.	-	pdf

Assistive and Rehabilitation Technology (64771)

	https://www.tandfonline.com/doi/full/10.1080/10400435.2023.2259247?scroll=top&needAccess=true
2.12. Optional literature (at the time of submission of study programme proposal)	– Rehabilitation Engineering and Assistive Technology Society of North America (RESNA). (2022). Code of Ethics and Standards of Practice (as revised, effective January 1, 2023). RESNA – pdf – Danger, C. FUNctional Switching – pdf & https://cenmac.com/resources/developing-switch-skills/
2.13. Quality assurance methods that ensure the acquisition of exit competences	The exercises will take place in the ERF Assistive Technology Laboratory.
2.14. Other (as the proposer wishes to add)	-

Course description for undergraduate study programme Speech and Language Pathology

Introduction to Speech and Language Pathology (130734)

1. GENERAL INFORMATION			
1.1. Course teacher	Assis. Prof. Blaženka Brozović, PhD	**1.6. Year of the study programme/ semester (summer, winter)**	1st / 1st (winter)
1.2. Name of the course	**Introduction to Speech and Language Pathology**	**1.7. Credits (ECTS)**	4
1.3. Associate teachers		**1.8. Type of instruction (number of hours L + E + S + e-learning)**	30+15+0
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	**1.9. Expected enrolment in the course**	
1.5. Status of the course	Obligatory	**1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)**	
2. COURSE DESCRIPTION			
2.1. Course objectives			
2.2. Course enrolment requirements and entry competences required for the course			
2.3. Learning outcomes at the level of the programme to which the course contributes			
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)			

Introduction to Speech and Language Pathology (130734)

2.5. Course content broken down in detail by weekly class schedule (syllabus)			
2.6. Format of instruction:	☐ lectures ☐ seminars and workshops ☐ exercises ☐ online in entirety ☐ partial e-learning ☐ field work	☐ independent assignments ☐ multimedia and the internet ☐ laboratory ☐ work with mentor ☐ (other)	**2.7. Comments:**
2.8. Student responsibilities	To attend the course regularly and encouraged to actively participate in class.		
2.9. Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	Research	Practical training
	Experimental work	Report	Exercises
	Essay	Seminar essay	(other)
	Tests	Oral exam	(other)
	Written exam	Project	(other)
2.10. Grading and evaluating student work in class and at the final exam			

2.11. Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**

Introduction to Speech and Language Pathology (130734)

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

Psycholinguistics (255226)

1. GENERAL INFORMATION

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

2. COURSE DESCRIPTION

2.1. Course objectives	To develop knowledge of basic sub-fields of psycholinguistics To understand the processes of the acquisition, perception and comprehension of language To develop understanding of the relationship between language and the processes of the brain and mind.
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	To be familiarized with the psycholinguistic field and its connections with other related fields such as speech-language pathology
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	To define language processing To identify the basic areas of the brain involved in language To list the major issues in the areas of language processing and development To make connection between language and cognition

Psycholinguistics (255226)

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

2.9. Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS*					
Class attendance	1	Research		Practical training	
Experimental work		Report		Exercises	1
Essay		Seminar essay		(other)	

Psycholinguistics (255226)

credits is equal to the ECTS value of the course)	Tests		Oral exam	(other)	
	Written exam	3	Project	(other)	
2.10. Grading and evaluating student work in class and at the final exam	Students must pass 2 test and final exam: 1 test – 10 points 2 test – 15 points Final exam – 36 points Course attendance – 7 points Exercise attendance – 12 points Total: 80 points				
2.11. Required literature (available in the library and via other media)	**Title**			**Number of copies in the library**	**Availability via other media**
					On-line
2.12. Optional literature (at the time of submission of study programme proposal)					
2.13. Quality assurance methods that ensure the acquisition of exit competences	tests, final exam, and activity on the exercises				
2.14. Other (as the proposer wishes to add)					

Croatian Sign Language101 (130843)

1. GENERAL INFORMATION

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

2. COURSE DESCRIPTION

2.1. Course objectives	The aim of the course is to introduce students, theoretically and practically, with a sign language and other forms of manual communication of people with hearing impairments. The content and structure of the course develop basic communication skills and knowledge necessary to work with people with hearing impairments. The exercises in this course provide developing reception and expression skills, acquiring basic vocabulary and grammar of Croatian Sign Language (HZJ). Students will acquire basics for a conversation on HZJ. They will learn how to convey, receive and exchange information relating to family, time and daily activities, food and drink. They will acquire basic nonmanual grammatical features for expressing interrogative, negative, or declarative sentences. They will learn HZJ fingerspelled alphabets, as well as numbers.
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	Provide the professional support in an educational process (the role of teaching assistants). Apply effective communication model to involve parents, educators, teachers and professionals in an interdisciplinary team in speech and language therapy. Apply a form of manual communication and an appropriate behavior in according to communication situation and individual communicational, auditory and language-speech skills of people with hearing impairments. Understand and define the characteristics of the deaf culture.

Croatian Sign Language101 (130843)

2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	To develop a visual and visuospatial skills required for receptive and expressive skills in HZJ. To distinguish between manual forms of communication. To distinguish between facial grammar and expressing emotions and nonverbal communication. To distinguish and use different types of sentences (declarative, interrogative, negative). To use appropriate vocabulary, grammar and rules in communication and interaction with people with hearing impairments. To define the main features of the community and culture of the Deaf. To define communicational, language and cultural differences between the Deaf and Hearing communities. To develop a groundwork for further learning HZJ.
2.5. Course content broken down in detail by weekly class schedule (syllabus)	-

2.6. Format of instruction:			**2.7. Comments:**
	☒ lectures	☒ independent assignments	
	☐ seminars and workshops	☒ multimedia and the internet	
	☒ exercises	☐ laboratory	
	☐ online in entirety	☐ work with mentor	
	☐ partial e-learning	☐ (other)	
	☐ field work		

2.8. Student responsibilities	To attend the course regularly and encouraged to actively participate in class.

2.9. Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*					
	Class attendance	1	Research	Practical training	
	Experimental work		Report	Exercises	1
	Essay		Seminar essay	(other)	
	Tests	1	Oral exam	(other)	
	Written exam		Project	(other)	

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

2.11. Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**

Croatian Sign Language101 (130843)

	Alibašić, T., Šarac, N. i R. B. Wilbur (2004): Researching HZJ. In Bradarić-Jončić, S. i V. Ivasović (eds.): Sign Language, Deaf Culture & Bilingual Education, ERF, Zagreb, 39-46.
2.12. Optional literature (at the time of submission of study programme proposal)	Sachs, O. (1991): Seeing voices: a journey into the world of deaf. Picador, London. Kyle, J. G., Woll, B. (1985): Sign Language: The study of deaf people and their language; Cambridge University Press. Emmorey, K. (2002): Language, Cognition, and the Brain: Insights from Sign Language Research. Lawrence Erlbaum Associate, Publisher. Mahwan, New Jersey.
2.13. Quality assurance methods that ensure the acquisition of exit competences	assignments, activity in the exercises, final exam
2.14. Other (as the proposer wishes to add)	

Dysphagia and Feeding Disorders (39335)

1. GENERAL INFORMATION

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

2. COURSE DESCRIPTION

2.1. Course objectives			
2.2. Course enrolment requirements and entry competences required for the course			
2.3. Learning outcomes at the level of the programme to which the course contributes			
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)			
2.5. Course content broken down in detail by weekly class schedule (syllabus)			
2.6. Format of instruction:	☐ lectures ☐ seminars and workshops ☐ exercises	☐ independent assignments ☐ multimedia and the internet ☐ laboratory	**2.7. Comments:**

Dysphagia and Feeding Disorders (39335)

	☐ online in entirety ☐ partial e-learning ☐ field work	☐ work with mentor ☐ (other)	
2.8. Student responsibilities	To attend the course regularly and encouraged to actively participate in class.		
2.9. Screening student work ***(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)***	Class attendance	Research	Practical training
	Experimental work	Report	Exercises
	Essay	Seminar essay	(other)
	Tests	Oral exam	(other)
	Written exam	Project	(other)
2.10. Grading and evaluating student work in class and at the final exam			

2.11. Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
2.12. Optional literature (at the time of submission of study programme proposal)			
2.13. Quality assurance methods that ensure the acquisition of exit competences			

Dysphagia and Feeding Disorders (39335)

2.14. Other (as the proposer wishes to add)

Course description for graduate study programme Speech and Language Pathology

Child Language Corpora (175138)

1. GENERAL INFORMATION

1.1. Course teacher	Assoc. Prof. Gordana Hržica, PhD	**1.6. Year of the study programme/ semester (summer, winter)**	1st / 1st (winter)
1.2. Name of the course	Child Language Corpora	**1.7. Credits (ECTS)**	3
1.3. Associate teachers		**1.8. Type of instruction (number of hours L + E + S + e-learning)**	0+15+15+ e-learnig activities
1.4. Study programme (undergraduate, graduate, integrated)	Graduate Speech and Language Pathology	**1.9. Expected enrolment in the course**	8 - 30
1.5. Status of the course	Optional	**1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)**	Level 2

2. COURSE DESCRIPTION

2.1. Course objectives	This course is designed to provide students with a basic knowledge of the usage of language corpora in linguistic research. Specific emphasis will be given to the role of longitudinal child language corpora. Students will be trained to use the software package CLAN and coding system CHAT, all part of the CHILDES international child language database. Students will be required to engage with the readings, database studies and exercises concerning types of corpora. They will collect language samples and engage in coding of spoken language and analysing language samples.
2.2. Course enrolment requirements and entry competences required for the course	Required competences: basic knowledge of linguistics, psycholinguistics (language acquisition), basic computer skills.

Child Language Corpora (175138)

2.3. Learning outcomes at the level of the programme to which the course contributes

The course will contribute to the study program of speech and language pathology by providing the basic framework for understanding the role of corpora in language research, by training student to use language-sampling tools and to apply relevant analyses.

2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)

The course framework will provide students with the basis to negotiate issues of

1. Language corpora;
2. Language sampling;
3. Course activities will provide students with the ability to apply;
4. Adequate language sampling;
5. Coding of spoken-language samples;
6. Analyses of spoken-language samples.

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

Week 1: Spoken and written language corpora
Week 2: Language sampling
Week 3: Language sampling in speech and language pathology
Week 4: Morphological analysis of language samples 1
Week 5: Morphological analysis of language samples 2
Week 6: Coding in CHAT
Week 7: Error coding
Week 8: Language samples final checking with CHECK programme
Week 9: Child language corpora-based research 1
Week 10: Child language corpora-based research 2
Week 11: Student work on language samples
Week 12: Student work on language samples
Week 13: Limitations of corpus method in language research
Week 14: Student presentations

2.6. Format of instruction:

- ☒ lectures
- ☐ seminars and workshops
- ☒ exercises
- ☒ independent assignments
- ☐ multimedia and the internet
- ☐ laboratory

2.7. Comments:

Child Language Corpora (175138)

2.8. Student responsibilities	☐ online in entirety ☒ work with mentor ☒ partial e-learning ☐ (other) ☒ field work 1. two written tests 2. one oral presentation (report) 3. one written assignment (essay)

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

Class attendance		Research	1	Practical training	
Experimental work		Report	1	Exercises	
Essay		Seminar essay		(other)	
Tests	1	Oral exam		(other)	
Written exam		Project		(other)	

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

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

Title	Number of copies in the library	Availability via other media
Kuvač, J., Palmović, M. (2007) Metodologija istraživanja djecjega jezika. Naklada Slap. Jastrebarsko.	5	
Behrens, H (ur.) (2008). Corpora in Language Acquisition Research: Finding Structure in Data Benjamins. Amsterdam: Benjamins.)	5	e-learning platform
Heilmann, J. (2010). Myths and Realities of Language Sample Analysis, Perspectives on Language Learning and Education, 17(1), 4 – 8. (http://www4.uwm.edu/chs/faculty_staff/upload/Heilmann-Perspectives-2010.pdf)		online

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

Child Language Corpora (175138)

2.13. Quality assurance methods that ensure the acquisition of exit competences	Exit competences will be ensured if student passes all the requirements of this course.
2.14. Other (as the proposer wishes to add)	

Narrative Assessment in Speech and Language Pathology (39282)

1. GENERAL INFORMATION

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

2. COURSE DESCRIPTION

2.1. Course objectives

The goals of this course are: (1) to enable students to comprehend the importance of narrative abilities in language development, (2) to learn how to independently perform assessment of narrative abilities as a part of speech and language assessment, (2) to learn how to foster narrative abilities.

2.2. Course enrolment requirements and entry competences required for the course

NA

2.3. Learning outcomes at the level of the programme to which the course contributes

2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)

After this course the student will be able to:

- List and describe the types of materials for narrative assessment
- List and describe levels of narrative assessment
- List, describe and apply assessment of the story macrostructure
- List, describe and apply assessment of the story microstructure

Narrative Assessment in Speech and Language Pathology (39282)

– Describe and recognise the elements of the cohesion and coherence in the story
– List and describe referential devices in the story
– Recognise elements of the evaluative function in narratives
– List basic devices for the fostering of narrative abilities

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

Week 1: Narratives and language development
Week 2: Narratives and reading
Week 3: Development of narrative abilities
Week 4: Genres and techniques of narration
Week 5: Story macrostructure: Story grammar
Week 6: Story macrostructure: Structural complexity
Week 7: Story macrostructure: Internal state terms
Week 8: Summing up: Story macrostructure
Week 9: Story microstructure: productivity
Week 10: Story microstructure: lexical diversity
Week 11: Story microstructure: syntactic complexity
Week 12: Summing up: Story microstructure
Week 13: Pragmatics of the story: Evaluative function
Week 14: Pragmatics of the story: Referential devices
Week 15: Fostering narrative abilities

2.6. Format of instruction:

- ☒ lectures
- ☒ seminars and workshops
- ☒ exercises
- ☐ online in entirety
- ☐ partial e-learning
- ☐ field work
- ☒ independent assignments
- ☐ multimedia and the internet
- ☐ laboratory
- ☐ work with mentor
- ☐ (other)

2.7. Comments:

2.8. Student responsibilities

Class attendance
Research
Practical training

Narrative Assessment in Speech and Language Pathology (39282)

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)

Experimental work		Report	Exercises
Essay		Seminar essay	(other)
Tests	x	Oral exam	(other)
Written exam		Project	(other)

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

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

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

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

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

2.14. Other (as the proposer wishes to add)

Course description for undergraduate study programme Social Pedagogy

Theories of Prevention I (93883)

1. GENERAL INFORMATION			
1.1. Course teacher	Assoc. Prof. Miranda Novak, PhD	**1.6. Year of the study programme/ semester (summer, winter)**	3rd / 5th (winter)
1.2. Name of the course	**Theories of Prevention I**	**1.7. Credits (ECTS)**	2
1.3. Associate teachers		**1.8. Type of instruction (number of hours L + E + S + e-learning)**	30+0+0+0
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate study Social Pedagogy	**1.9. Expected enrolment in the course**	-
1.5. Status of the course	Obligatory	**1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)**	-

2. COURSE DESCRIPTION	
2.1. Course objectives	Course Theories of Prevention 1 is an introductory course in prevention science covering themes about the historical development of prevention, definitions of prevention, terms of mental health promotion and prevention of mental and behavioural disorders as well as levels of prevention interventions and theoretical background of preventive concepts. Objective is to familiarize students with the theoretical basics of preventing behavioural problems and risk behaviour of children and youth.
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	Understanding and use of relevant theoretical approaches to the prevention of behaviour disorders and risky behaviour of children and youth.

Theories of Prevention I (93883)

2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	By the end of the course/module the student will be able to: - Use a recent terminology and conceptual definitions of prevention science - Critically judge historical facts and context of prevention - Select and defend arguments to advocate preventive practices and prevention research - Demonstrate knowledge and understanding of different models of prevention - Connect levels and a continuum of risk with outcomes in child and youth behavior - Integrate lessons learned in the selection of prevention strategies, the level of prevention, models and prevention programs for children and youth in practice - Critically assess the level to which individual prevention programs belong - Integrate the various theoretical approaches underlying the understanding of the development of children and youth
2.5. Course content broken down in detail by weekly class schedule (syllabus)	1. Introductory lecture / Definition of prevention and historical overview of the development of prevention 2. The terms of the risk and risk behavior 3. The terms mental health, positive mental health, the promotion of mental health 4. Levels of preventive intervention and intervention models of prevention 5. Levels of prevention interventions and environmental approach 6. Preventive approaches to internalized behavioural problems and effective programs 7. Preventive approaches to externalized behavioural problems and effective programs 8. Theoretical foundations of prevention: the concept of risk and protective factors 9. Theoretical foundations of prevention: the concept of development assets and the concept of positive developments 10. Theoretical foundations of prevention: resilience 11. Theoretical foundations of prevention: social and emotional learning 12. Independent work on prepared materials 13. Theoretical foundations of prevention: development psychopathology 14. Theoretical foundations of prevention: the concept of mental health promotion
2.6. Format of instruction:	☒ lectures ☒ independent assignments
2.7. Comments:	

Theories of Prevention I (93883)

	☐ seminars and workshops		☐ multimedia and the internet	
	☐ exercises		☐ laboratory	
	☐ online in entirety		☐ work with mentor	
	☐ partial e-learning		☐ (other)	
	☐ field work			
2.8. Student responsibilities	Classes attending is required (attendance at a minimum of 13 class schedule), as well as active participation in class.			
2.9. Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1	Research	Practical training
	Experimental work		Report	Exercises
	Essay		Seminar essay	(other)
	Tests	1	Oral exam	(other)
	Written exam		Project	(other)
2.10. Grading and evaluating student work in class and at the final exam	Examination: Through two colloquium and written exams. The condition for taking the examination is classes attendance (can be absent from a maximum of two terms, with or without a note). The final exam is possible to pass through colloquium. If the exam is taken by colloquium, both colloquiums should be positively scored. Overall score is the average score on each colloquium. Final, written, exam access all the students who did not go to one of colloquiums and / or have not received a positive grade on both colloquiums.			
2.11. Required literature (available in the library and via other media)	**Title**		**Number of copies in the library**	**Availability via other media**
	For literature on English contact the course teacher.			
	1. Barry, Margaret M. (2001). Promoting Positive Mental Health: Theoretical Frameworks for Practice. International Journal of Mental Health Promotion, 3 (1), 25-34. 2. Barry, Margaret M. (2007). Building capacity for effective implementation of mental health promotion. Australian e-Journal for the Advancement of Mental Health 6(2): 1-9.			

Theories of Prevention I (93883)

	3. Catalano, R.F., Berglund, M.L., Ryan, J.A.M:, Lonczak, H.S., Hawkins, D.J. (2002). Positive Youth Development: Research Findings in Positive Youth Development Programs. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation, and the National Institute for Child Health and Human Development, 1-24 str. 4. Coie, J.D., Watt, N.F., West, S.G., Hawkins, J.D., Asarnow, J.R., Markman, H.I., Ramey, S.L., Shure, M.B., Long, B. (1993). The Science of Prevention: A Conceptual Framework and Some Direction for National Research Program. American Psychologist, 48, 10, 1013-1021. 5. Herrman, H., Jané-Llopis, E. (2012). Status of Mental Health Promotion. Public Health Reviews 34 (2), 1-21.
	Student survey conducted by the University (online survey) Oral evaluation at the end of teaching and passing objects.
2.12. Optional literature (at the time of submission of study programme proposal)	
2.13. Quality assurance methods that ensure the acquisition of exit competences	
2.14. Other (as the proposer wishes to add)	

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 2026/2027

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.