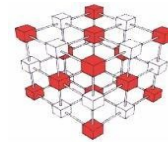




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**Prevention Science and Disability Studies  
Doctoral Degree Program**

**Zagreb, 2006**

# Doctoral Degree Program Proposal

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# 1. Introduction

## 1.1. Rationale<sup>1</sup>

- *Assessment of its rationale with regard to research requirements in the public and private sector, especially with regard to the research and technological development of the country and respective national strategic priorities*

The doctoral degree program *Prevention Science and Disability Studies* is the result of the doctoral degree program project (The National Foundation for Science, Higher Education and Technological Development of the Republic of Croatia – Higher Education Reform – Development of PhD Programs) *Development and Evaluation of Community-based Prevention and Rehabilitation*.

It consists of two specializations:

1. Prevention Science – Prevention of Mental and Behavioral Disorders and Promotion of Mental Health
2. Disability Studies.

Latest studies of children and youth and risks to their development usually begin with various observations about and judgments on the society's ability to produce responsible and highly educated young people who will be able to take on responsibilities as adults in the near future. Therefore, the family, the school, the local community and the entire society must be included in the "project of healthy development of the youth" (McWhirter et al., 1993).

Many western countries are starting to participate in various project which define actions to be taken in order to improve caring for children and children's welfare by the end of 2010 (Weissberg et al, 1997). This is also the case in Croatia, as seen in, for instance, the National Program of Action for Children in the Republic of Croatia (adopted in 1998), Priority Activities for the Welfare of Children 2003-2005 (2003), the National Strategy for Combating Narcotic Drugs Abuse (1996), the Action Plan on Drugs for 2004 and every year since then (The Office for Combating Narcotic Drugs Abuse of the Republic of Croatia), the National Family Policy (2003), the National Program of Action for Youth (2003) etc. Currently the National Strategy for the Prevention of Behavioral Disorders is being drawn up (see some approaches in Bašić, Žižal, Koller-Trbović, 2004).

A more comprehensive discussion of these issues requires several other questions to be answered, such as: What is the social context in which children and youth today live? Can they respond to all the challenges/risks in an adequate way? What types of behavior do children and youth today exhibit and what is the intensity of their behavior? What is the society not doing that it should be doing for children today? Is the society at risk?

There are several reasons why these questions are difficult to answer. The ways in which these phenomena (as well as some other, not related to children and youth) are seen by the public and the ways in which they are presented to the public does not do justice to all the "suffering" that children and youth are faced with when growing up. Although some statistical indicators are available in regular reports (such as, e.g. child and youth delinquency, child and youth substance abuse; cf. statistical reports in the Statistical Yearbook of the Croatian Bureau of Statistics), some others (such as dropping out of school, youth unemployment, mental disorders, problems of everyday family life and other youth problems)

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<sup>1</sup> The reasons for starting the program and other parts of the program proposal refer to both specializations, and are therefore presented in sequence.

are not described in a way that would make it professionally or scientifically possible to establish a prevention intervention or other types of interventions. In other words, this makes it nearly impossible to describe the strengths, positive foundations of a society and its basic protective factors, rather than describing only the society's risk factors for the development of children and youth risk behaviors/disorders and substance abuse.

Moreover, these figures cannot represent the actual state of affairs with respect to youth issues. Rather, epidemiological studies and longitudinal research<sup>2</sup> are required, which will make it possible to deal with the issues of growing up of today's children and youth (Bašić, 2003) in a better way. Furthermore, reports and statistics come from different sources/sectors (Uzelac, 2004), which begs the questions of consistency, terminological ambiguities, basic assumptions, etc.

Another important issue is which of the existing assessments accurately reflects reality, and which indicators are used as the basis of strategy development. Unfortunately there is little focused research into the phenomenon of childhood and youth and children and youth in our society (one of them has been presented in the book – Ilišin and Radin, 2002).

Worldwide, strategic thinking, strategies and particular preventive activities regarding children and youth issues are usually developed by practitioners and increasingly by scientists. It is inconceivable for strategic decisions to be made without very clear indicators of the problem and best possible solutions, i.e. without described and evaluated positive results including direct and indirect benefits for users and the entire society. These activities are carried out by state institutions, usually ministries or particular offices (e.g. the Office of Juvenile Justice and Delinquency Prevention (OJJDP), which is part of the Ministry of Justice of the USA, the National Institute of Mental Health (NIMH), the National Institute on Drug Abuse (NIDA) and many others). These organizations employ or collaborate with experts in particular fields, as well as with scientific institutes and centers (e.g. Prevention Research Center for the Promotion of Human Development, Pennsylvania State University, USA ([www.prevention.psu.edu](http://www.prevention.psu.edu)), Prevention Research Center for Mental Health Promotion & Mental Disorder Prevention, Radboud University Nijmegen, The Netherlands ([www.preventioncenter.net](http://www.preventioncenter.net))), with scientific associations at various European and American universities, and with non-governmental scientist organizations (e.g. Society for Prevention Research for the advancement of prevention science worldwide ([www.preventionresearch.org](http://www.preventionresearch.org)), which the Faculty of Education and Rehabilitation Sciences is a member of). Based on this model, the Center for Prevention Research (led by Professor Josipa Bašić) has been founded at the University of Zagreb Faculty of Education and Rehabilitation Sciences. The aim of the Center is to contribute to the promotion of prevention science in Croatia. The Center will act as a training site for scientists, making it possible to develop applied knowledge within this doctoral study program, and will in the end become a national reference center for the promotion of prevention research and its conversion into everyday evidence-based practice. The function of all these bodies, offices, institutes, centers and associations is to stimulate as well as perform epidemiological and etiological research, develop policies and prevention programs directed at the identified risk and protective factors, set up and implement a scientific evaluation of identified strategies and prevention programs and prove the efficiency of prevention in the areas of human health and behavior.

In Europe these efforts (although somewhat less pronounced and relatively recent; one of the advocates of this approach is Professor C. Hosman from Radboud University Nijmegen) are reflected, among other things, in the implementation of the Implementing Mental Health Promotion into Action (IMHPA) project, funded by the European Commission (and supported

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<sup>2</sup> One such study (ESPAD, 2003 conducted on over 100 000 students) about smoking, drinking and using drugs has been conducted in many European countries including Croatia in three periods: 1995, 1999 and 2003, Croatian National Institute of Public Health.

by the ministries of several European countries). This project is significant because it includes consultations on the process of drawing up a strategy of promoting mental health in the EU (Green paper – Improving the mental health of the population: Towards a strategy on mental health for the European Union, 2005). The coordinator of the present doctoral degree program proposal is a member of the scientific team of this project and a member of the first such network in Europe.<sup>3</sup>

Today disability is considered to be the result of exclusion of persons from the society (World Health Organization, 2001). There are a number of UN documents connected with this, including the Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993, Resolution 48/96 and UNHCR Resolution 31/1998) which treat inequality in the society and discrimination as a result of disability as a violation of human rights. In 2000 a new resolution was adopted, which requires strengthening the measures for the protection of people with disabilities and monitoring their human rights. This doctoral degree program is also based on the following basic documents: Universal Declaration of Human Rights, 1948; the Convention on the Rights of the Child, 1989; The Charter for the Rights of Children and Young People in Care, 1993, FICE – International bulletin. The European Commission (Compendium on Member States' Policies on Equality of Opportunity for People with Disabilities, 1998) and the Council of Europe (Legislation to Counter Discrimination against Persons with Disabilities, 1992; A Coherent Policy for the Rehabilitation of People with Disabilities, 1992) have also adopted a number of documents advocating equality of opportunities for persons with disabilities, and their influence is becoming more and more apparent in the European Union countries. In many countries, the Constitution guarantees the right to equality of persons with disabilities, and in some of them anti-discrimination laws prohibiting discrimination as a result of disability have been enacted. Although Croatia has adopted a number of measures for children, youth and persons with disabilities, it is difficult to monitor their effects because there are no reliable data concerning the population these relate to. In 2004, the UN Commission for the Rights of the Child, in its discussion of the Second Periodical Report of the Government of the Republic of Croatia about the implementation of the Convention on the Rights of the Child, recommended setting up a system of recording and monitoring which would make it possible to have reliable data, thus allowing easier monitoring of program realization and ensuring more realistic goals of programs and strategies.

There are numerous psychological, social and economic stressors which present a great burden on children, youth and their families, and which are reflected in an increase in child neglect and abuse, underage pregnancies, violence among youth and towards youth, child and youth crime and crime towards children, substance abuse, homelessness of children, poverty, insufficient care for children etc. Many of the risk factors are reasons for a lack of stability in the family and for emotional risks for children development. This is why there is a growing (public and professional) perception that the problems of children and youth are becoming aggravated. These problems require urgent interventions.

World indicators show that the number of persons with disability is growing; currently their number is estimated between 10 and 15% of the general population. The shift towards defining disability as a social justice issue leads to recognizing complete inclusion of persons

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<sup>3</sup> So far, this project has resulted in some strategic documents and manuals: Mental Health Promotion and Mental Disorders Prevention – A Policy for Europe; A Training Manual for Prevention of Mental Illness: Managing Emotional Symptoms and Problems in Primary Care; Mental Health Promotion and Mental Disorder Prevention across European Member States: a collection of country stories (which includes the Croatian profile).

with disabilities in the society and their legal and social rights as health and wellbeing factors in a country.

Children and youth, persons with disabilities, persons with behavioral disorders and risk behaviors are a constant concern of the society. The level and the quality of prevention, support and their position in the society can be used to measure the development level of a particular society/country.

Theoretical insights, developmental and applied research in this area are developing fast, new research centers are being established in the whole world (see partners/letters of support for the realization of this doctoral degree program), which means increased development of practical application of this knowledge.

As mentioned above, there are several strategies and action programs in Croatia which are directed at persons with disabilities and/or action programs for children, including those who are at risk for development of behavioral disorders or exhibit various types of risk behaviors. Thus, Croatia needs to train highly professional researchers with doctoral degrees to draw up strategies and research the most efficient ways of promoting and advocating the rights of persons with disabilities and behavioral disorders. More specifically, these researchers would have to focus on satisfying the needs of these persons, by scientifically elaborating the existing problems and epidemiological indicators, doing longitudinal studies and drawing up comprehensive scientifically-based strategies of promoting mental health and preventing mental and behavioral disorders of children, youth and adults. Scientists trained in this way would be the chief propellants and promoters of the rights and needs of persons with disabilities and behavioral disorders on the level of national and local authorities, and would work with special national or county offices where national or local action strategies (unified and not dispersed through various systems) would be drawn up and its effects constantly evaluated.

The realization of such a doctoral program requires support from Croatian scientists and scientists from abroad (see the appendix with partners in the realization of this doctoral degree program proposal).

This proposal is based on the latest interdisciplinary trends in health promotion, prevention of mental and behavioral disorders, prevention of crime and other risk behaviors of children and youth and on a multidisciplinary approach to disability and a new view of disability.

The aim of this doctoral degree program is to train scientists to do research, develop and implement particular promotion, prevention, rehabilitation and support strategies; advocate and satisfy the needs of persons with disabilities on the basis of inclusion, rights of citizenship, social justice and international human rights standards. In order for this aim to be fully accomplished, they need to take up posts not only at universities and research centers but also in the national and local administration (county and local communities). Their responsibilities should be set up so as to enable them to do the following:

- to scientifically examine and describe problems and needs of children, youth and persons with disabilities and behavioral disorders (**epidemiological studies** which have not been done in Croatia so far; Bašić, 2003),
- **to research disability** in its full complexity and **develop support services** which promote full participation of persons with disabilities, their self-determination and equality in society,
- to scientifically describe and observe phenomena and problems through long-term research (**longitudinal studies**, practically nonexistent in Croatia),

- to scientifically evaluate and constantly modernize the existing types of prevention interventions (**evaluation studies and feasibility studies**, also nonexistent in our scientific practice),
- to scientifically **elaborate and implement comprehensive strategies** of promoting health and quality of life of children, youth and adults (comprehensive strategies of universal prevention; Bašić, Koller-Trbović, Žižak, 2004),
- to scientifically elaborate and implement **comprehensive strategies of primary prevention and early intervention in the area of mental and behavioral disorders of children and youth** (Bašić, Koller-Trbović, Uzelac (eds), 2004),
- to scientifically elaborate and implement **comprehensive support strategies for persons with disabilities**.

Therefore, the mission of this degree program is to train scientists and professionals who will be able to create scientifically-based expert policies towards persons with disabilities and children and youth at risk of developing mental and behavioral disorders and crime. These policies would be implemented on the national and local level in administrative bodies in all the sectors – healthcare, education, social welfare, justice, internal affairs as well as in science and scientific research (see appendix for official notes about the doctoral degree program proposal from various ministries). The program has been drawn up to train scientists who would play a leading role in improving knowledge and drawing together facts about prevention science and disability from various scientific fields, on the theoretical, research and practical levels.

- *The basis of the program on current research and competencies necessary for the development of a knowledge-based society*

This program is based on current research and competencies necessary for the development of a knowledge-based society. This is evident from the following:

In the field of prevention science new journals are being established (such as Prevention Science, The Journal of Primary Prevention, etc.), whose aim is to promote prevention science and its practical application. Moreover, there is an increasing number of publications in Europe and the United States, such as Promoting Mental Health-Concepts-Emerging Evidence-Practice (WHO, Geneva, 2004); Prevention of Mental Disorders – Effective Interventions and Policy Option (WHO, Geneva, 2004); Preventing Drug Use among Children and Adolescents: A Research-Based Guide for Parents, Educators and Community Leaders (US Department of Health and Human Services, NIDA, 2003), Community-Monitoring Systems: Tracking and Improving the Well-being of Americas Children and Adolescents (Society for Prevention Research, 2004), Standards of Evidence. Criteria for Efficacy, Effectiveness and Dissemination (Society for Prevention Research, 2004), Toward a Strategy for Worldwide Action to Promote Mental Health and Prevent Mental and Behavioral Disorders (Inaugural World Conference on the Promotion of Mental Health and Prevention of Mental and Behavioral Disorders, Atlanta, 2000). The aim of all of these publications is to stimulate scientific research, and use its results in more effective and responsible practice. All these publications have been prepared by scientists on the bases of their research – and these scientists are assembled into scientific networks and promote their insights as the basis of advancement of their field.

Scientific research carried out by the instructors lecturing at this doctoral degree program (see the list of their work), both Croatian and from abroad, is one of the foundations of improving the current state of affairs in Croatia, and enabling the development of Croatia as a knowledge-based society in these areas which are still underdeveloped.



Multidisciplinary approaches to studying disability include re-conceptualizing the socio-ethical position and societal interventions so as to enable persons with disabilities to lead a satisfying life which is socially useful, economically sustainable and in accordance with national and international standards of social wellbeing and human and civil rights. This approach to disability research and theory is based on the need of redirecting or changing current opinions about disability. Social policy and programs for persons with disabilities appear in a new critical context. Such a framework shifts the focus from personal pathology to systems and situations. Thus, from this point of view, persons with disabilities are considered an integral part of the population and not a deviant group.

This perspective is the basis of research and action based on inclusion, civil rights, social justice and international human rights standards.

In Croatia, the knowledge base which is to be the starting point for the development of progressive nation-wide policies towards persons with disabilities is still rather limited. Without systematic development of theory and practice and without systematic training of researchers who would be able to do applied longitudinal research and develop a theoretical framework, Croatian capacities to implement modern educational and social policy standards will remain limited.

Gradual change of conventional methods in the area of disability is by no means the right approach, because it is an expensive and inadequate way of developing theory, applied research, and policy mechanisms for the realization of programs.

There is an increasing number of research projects in the area of prevention science in Croatia (see the list for the doctoral degree program) and these projects are being increasingly supported by state, county and local institutions. Collaborative research projects (with international partners) are being carried out not only with the aim of gaining new scientific insights, but also as action research, which means involving local assets and implementing theory in prevention practice. One recent examples is the scientific project *Communities that Care – Development, Implementation and Evaluation of Community Prevention Models* (supported by the Ministry of Science, Education and Sports), and the earlier project *Communities that Care as a Prevention Model of Behavioral Disorders*. For the latter Professor Josipa Bašić and her research assistants were awarded the annual National Science Award (2003). Studies such as these had not been done earlier. Our current knowledge (which we are constantly working to improve) has resulted in significant advancements in this field of study, which is also reflected in this doctoral degree program proposal.

Disability can be seen as a complex of interactions of its various determinants, including biomedical aspects (genetics, impairments, individual pathology, etc.), social aspects (attitudes, poor education, unemployment, etc.) and the position that all citizens are equally entitled to benefits and human rights. Therefore, research needs to be done in order to understand the complexity of disability, its nature and reactions to it. Parameters of such research include various significant basic insights, including an interdisciplinary understanding of the field through the interaction of the law, history, anthropology, literature, sociology, rehabilitation, medicine and philosophy.

The importance of the development of human rights in the field of disability is not only limited to persons with disability, but is also related to social institutions in general.

In order for Croatian universities to be competitive, they must train professionals and scientists in this field. In the past 20 years the number of scientific studies published in leading international journals and monographs published by leading publishers in various disciplines has been growing constantly. Croatian scientists must be able to contribute to this

development of science in the field of disability, ensuring the development of a Croatian perspective and a Croatian pool of knowledge.

- *Setting up collaborative projects between universities, scientific institutes, the private and the public sector, and basic training on project results*

There are a number of fields of research in which collaborative projects between various institutions can be set up. This research could include intra- and inter- university research and development, scientific institutions and departments from one or several universities; private and public universities and other entities. One such project could be, for instance, research into unemployment, including a program of positive action, employment equality and creating a flexible position so as to include persons with disability into the labor market. Such a project would be done in collaboration between the private sector and scientific research set up within this doctoral study program. A similar collaboration may be set up between the program and the private sector wishing to invest in the development of innovative technology (assistive devices, computers, communication systems, etc.) and universal design.

The doctoral degree program as well as scientific institutions would benefit from the creative synergy of developmental research, because it would mean integrating disability-related insights in actual research performed in these scientific institutions. One possible example of this would be, for instance, collaborative research between the Faculty of Economics and Business or the Institute of Economics and the Faculty of Education and Rehabilitation Sciences in this doctoral degree program in examining the cost-effectiveness of training and employing persons with disability and analyzing differences in their dependence on the state – a comparative analysis of the cost of exclusion in comparison with the cost of inclusion.

The interdisciplinary nature of the doctoral degree program will stimulate interdisciplinary research involving several Croatian and foreign universities, institutes and research centers. The abovementioned research within this doctoral program in the area of promotion and prevention (*Communities that Care as a Prevention Model of Behavioral Disorders, Communities that Care – Development, Implementation and Evaluation of Community Prevention Models, Social Inclusion and Living Strategies of Unemployed Youth in Croatia and Slovenia in the European Context, Promoting Alternative Thinking Strategies, Children at risk: Preventing Transgenerational Transfer of Psychiatric Problems, Supporting Children of Parental Mental Illness, Implementing Mental Health Promotion into Countries' Policies, Practice and Healthcare Services*) clearly shows that there already are collaborative research projects which can significantly raise the existing level of knowledge and training level in this area by involving several Croatian and foreign universities, scientific institutes, state, county and local institutions. The private sector has not yet been involved, which is the next step.

We are currently working on being included in the international project Disability Rights Promotion International (DRPI) supported by the Office of the United Nations High Commissioner for Human Rights (OHCHR) and Disability and Rehabilitation Team (DAR) of the World Health Organization, with the aim of developing instruments to monitor the realization of human rights of persons with disabilities. Contacts have also been established with the following universities: York University, Canada (contact person: Marcia Rioux) and University of Illinois (contact person: Tamar Heller).

- *Comparability with programs of leading universities from abroad, especially from the European Union*

Similar although not identical doctoral degree programs comparable with this proposal (for both specializations) are offered at various leading universities. In Europe there are still no doctoral degree programs within this field which would be completely in accordance with the Bologna declaration. Moreover, the existing doctoral programs are very wide in scope, and no identical and completely comparable programs exist.

In the Prevention Science specialization, the closest program is the PhD Study offered at the Behavioral Science Institute, Faculty of Social Sciences, Radboud University Nijmegen in the Netherlands [www.ru.nl/socialewetenschappen/bsi/research\\_school/phd-programme\\_in/](http://www.ru.nl/socialewetenschappen/bsi/research_school/phd-programme_in/) (especially the topic/module: Mental Health and Addiction). Based on this, we are collaborating with the University of Nijmegen, especially with Professor C. Hosman, whose expertise in prevention and leadership of the Prevention Research Center for Mental Health Promotion & Mental Disorder Prevention, Radboud University Nijmegen, The Netherlands ([www.preventioncenter.net](http://www.preventioncenter.net)) has been very important for us.

There are numerous programs in the USA which are similar to this part of the doctoral program. We have decided to work together with the scientists from the Pennsylvania State University, The College of Health and Human Development, Human Development and Family Studies ([www.hhdev.psu.edu/hdfs/grad/deg\\_req.html](http://www.hhdev.psu.edu/hdfs/grad/deg_req.html)). Our collaboration is evident on several levels: meeting at international conferences, research collaboration, similar courses offered at their PhD program, and future cooperation between the newly established Center for Prevention Research at the Faculty of Education and Rehabilitation Science of the University of Zagreb and the Prevention Research Center of the Penn State University ([www.prevention.psu.edu](http://www.prevention.psu.edu)).

There are similar doctoral degree programs (in the Disability Studies specialization), especially in the United States.<sup>4</sup> They are offered by particular university departments (e.g. the Department of Disability and Human Development, University of Illinois, Chicago, the Department of Special Education, University of Kansas, etc.).

Their basic goal is to train scientists/professionals who would be able to take leading positions in the society and in this way influence the change of attitudes and enable the creation of a healthy society and a healthy way of life. These scientists will be able to apply their knowledge in advancing and supplementing existing scientific and cultural approaches. Moreover, their skills will enable them to critically analyze social, biological and cultural determinants of disability. The doctoral degree program in disability closest to this proposal is the program offered at the York University Toronto, and the one offered at the University of Illinois, Chicago (based on the analysis of their web pages and conversations with Professor M. Rioux).

## **1.2. Proposer's experience in conducting doctoral degree programs and other postgraduate degree programs**

In **1972** the Scientific Council of the University of Zagreb determined that all legal preconditions for the foundation of a **postgraduate degree program in the area of**

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<sup>4</sup> <http://www.ahs.uic.edu/ahs/php/index.php?sitename=dis>; <http://www.uic.edu/orgs/idhd/academic.htm>  
<http://www.yorku.ca/web/index.htm>  
<http://www.soe.ku.edu/depts/sped/doctorate/>;  
<http://www.flinders.edu.au/courses/postgrad/>; [http://www.flinders.edu.au/courses/postgrad/dr\\_educ.htm](http://www.flinders.edu.au/courses/postgrad/dr_educ.htm)  
<http://www.leeds.ac.uk/students/postgraduates.htm> ;  
<http://www.shef.ac.uk/education/courses/phd/>; <http://www.shef.ac.uk/education/courses/phd/studentships.html>;

**defectology** (currently referred to as education and rehabilitation sciences) had been fulfilled by the Center of Postgraduate Programs of the University of Zagreb.

In **1980** postgraduate degree programs came within the competence of particular Faculties, and this when the postgraduate degree program was started at the Faculty of Defectology (today the Faculty of Education and Rehabilitation Sciences).

Since 1980 the Faculty of Education and Rehabilitation Sciences has been enrolling postgraduate students in the program in regular two-year intervals. This was the first scientific postgraduate degree program conferring the Master's Degree in the field of Social Sciences, the area of Defectology (including the fields of rehabilitation and behavioral disorders). In **1996** the Senate of the University of Zagreb approved a revised postgraduate degree program, which was offered until **2003**.

In the academic year **2003/2004** a new postgraduate degree program was established. It was set up as a postgraduate degree program conferring the title of Master's of Science and a doctoral degree program conferring the title of PhD (the third year – doctoral degree program). This program was harmonized with the European Credit Transfer System in order to ensure student and teacher mobility, comparability of student load, comparability of program quality and recognition of the program in other European countries.

These postgraduate programs have been attended by defectologists (rehabilitation scientists, speech pathologists and social pedagogues) as well as by professionals from various areas of social sciences (social workers, lawyers, psychologists, criminologists, etc.).

Instructors lecturing at postgraduate degree programs have included full-time and guest lecturers from abroad (USA, Great Britain and Slovenia), especially since 1996.

By the end of 2005 there were a total of **138 students of postgraduate degree programs** who were awarded their Master's Degrees from the Faculty of Education and Rehabilitation Sciences of the University of Zagreb.

Josipa Bašić, the coordinator of this doctoral degree program proposal, coordinated the postgraduate degree programs offered at the Faculty of Education and Rehabilitation Sciences in 1990/91, 1991/92, 1992/93, 1995/96, 2003/04, 2004/05 and 2005/06.

The University of Zagreb Faculty of Education and Rehabilitation Sciences has been awarding doctoral degrees since December **1973**. By the end of 2005 were a total of **63 students** who were awarded their doctoral degrees outside the doctoral degree program.

The Faculty of Education and Rehabilitation Sciences is the publisher of the internationally cited journal *Hrvatska revija za rehabilitacijska istraživanja* (*Croatian Review of Rehabilitation Research*; category a1 in the official Croatian ranking), and two journals categorized as a2 in the official Croatian ranking: *Kriminologija i socijalna integracija* (*Journal of Criminology and Social Integration*) and *Logopedija* (*Logopedics*).

The proposed doctoral degree program – **Prevention Science and Disability Studies** – continues the tradition of the previous postgraduate degree programs offered at the Faculty of Education and Rehabilitation Sciences, with the significant improvement introduced by the Bologna declaration, i.e. international student and teacher mobility, comparability of student load, comparability of program quality and recognition of the curriculum in other European countries. Both specialization vice-coordinators (Professor Josipa Bašić and Professor Ljiljana Igrić) have previous experience in coordinating postgraduate degree programs, advising Masters' theses and doctoral dissertation and coordinating and collaborating in many research project in Croatia and abroad.

### **1.3. Provisions for student mobility**

This doctoral degree program is based on the principle of student and teacher mobility. Students will be able to create their own individual curricula by electing courses offered at this doctoral degree program, other similar degree programs offered at the University in Zagreb (some courses will most certainly be of interest to our future students) and universities in Europe, USA and Canada (with which collaboration has been set up). Student mobility is a prerequisite for a modern interdisciplinary doctoral degree program, enabling inter-university collaboration and increasing the number of possible course combinations. Our international faculty will be one of the crucial factors facilitating student mobility.

With regard to student research, it is completely clear that in their independent and supervised research, students will be using the resources from Croatian and international research and collaborative research projects. Therefore, they will be able to employ research methods and other special features of research which may be relatively unfamiliar in Croatia, and which they will have the opportunity to master at one of the universities they visit. All of this will be made possible by teacher mobility (i.e. by the willingness of foreign professors-researchers to advise and co-advise at the doctoral degree program) and by collaboration with other research centers (e.g. centers for prevention research, methodology centers, etc.).

### **1.4. Provisions for including the program or its part into a joint study program in cooperation with other Universities**

The proposer of this doctoral degree program is currently looking into the possibilities of including this doctoral degree program into a joint study program with other universities abroad.

Talks with international partners which are under way are aimed at signing cooperation contracts between the Faculty of Education and Rehabilitation Sciences of the University of Zagreb with York University in Toronto. Professor Clemens Hosman (see appendix) is especially interested in this degree program (specialization in Prevention Science) because he considers it a pilot project not only for Croatia but also for Europe and the world. As a leading expert in the area of mental health promotion and prevention of behavioral and mental disorders, he has worked hard to make this degree program a good one, so as to enable its high quality implementation. In this way the Croatian degree program can serve as a joint platform to bring together European experts in setting up and implementing a common European program, and this program, as the first one of its kind, would be able to participate in a common European program. Therefore, discussions are under way regarding the inclusion of some foreign students in the program, if not as students in Croatia, then at least as exchange students attending some of the courses and/or cooperating in some research projects. There are good prospects of cooperation with Penn State University, Prevention Research Center, USA, because of the implementation of the research project *Communities that Care – Development, Implementation and Evaluation of Community Prevention Models* (which includes the PATHS' author and coordinator Professor Mark Greenberg, see Appendix) funded by the Ministry of Science, Education and Sports in 2006. The Croatian team visited the USA (Harrisburg, May 2-12, 2006) for the international conference on PATHS (the American project will be implemented in Croatia as part of the Croatian project), and during this visit discussions were continued concerning the cooperation agreement and other types of cooperation (started earlier during the drawing up of the doctoral degree program proposal).

As far as the Disability Studies specialization of this doctoral degree program is concerned, initial talks were held with professor Marcia Rioux, the Coordinator of the Disability Program of the York University, Canada . The talks covered student exchange and the possibility of offering some common courses for students of both doctoral degree programs. In April and May 2006 a meeting was held in Toronto to discuss joint research projects, and preparations were made to sign a cooperation agreement between the University of Toronto and the University of Zagreb (the Faculty of Education and Rehabilitation Sciences).

### **1.5. Additional remarks**

This doctoral degree program proposal is the first of its kind in the more recent history of postgraduate degree programs in Croatia. Its interdisciplinary nature, a considerable number of instructors (40) and researchers from Croatia and abroad, specialists in various scientific fields and disciplines, are its great advantage. The interdisciplinary nature of the doctoral degree program may eventually lead to establishing a new interdisciplinary field (e.g. prevention science and/or behavioral science). At the same time, the interdisciplinary nature of the program requires a lot of coordination, expert leadership and mutual assistance, both with regard to advising students and with regard to the cooperation of the team of instructors. Students from various backgrounds will be able to create their own curricula, which is one step towards establishing a new scientific discipline on the basis of this doctoral degree program (especially within the field of prevention science, which is an established discipline, as seen in various journals, e.g. *Journal of Primary Prevention* and *Prevention Sciences*, and in research and practical work of various prevention centers and associations, e.g. Society for Prevention Research, USA; Social Development Research Group, USA).

## **2. General information**

### **2.1. Name of program and field of study**

*Name of program:* **Prevention Science and Disability Studies**

*Fields:*

- social sciences
- biomedicine and healthcare
- humanities
- interdisciplinary field (in accordance with Article 5 of the Rules concerning scientific and artistic fields, subfields and areas, the Official Gazette of the Republic of Croatia, no. 123/03)

*Subfields:* education and rehabilitation sciences

### **2.2. Institution conducting the program and cooperating institutions**

*Institution conducting the program:* **University of Zagreb, Faculty of Education and Rehabilitation Sciences**

*Cooperating institutions* (instructors lecturing at the doctoral degree program are members of the cooperating institutions from Croatia and abroad listed below)

#### **1. University of Zagreb and public institutes:**

- Medical School, Zagreb Andrija Štampar School of Public Health, [www.snz.hr](http://www.snz.hr)
- Faculty of Law and Social Work Study Center, [www.pravo.hr](http://www.pravo.hr)
- Faculty of Humanities and Social Sciences, Department of Pedagogy, Department of Comparative Literature, [www.ffzg.hr](http://www.ffzg.hr)
- Faculty of Economics and Business, [www.efzg.hr](http://www.efzg.hr)
- Faculty of Political Science, [www.fakultet.fpzg.hr](http://www.fakultet.fpzg.hr)
- Institute for Social Research, Zagreb, [www.idi.hr](http://www.idi.hr)
- Croatian National Institute of Public Health, Zagreb, [www.hzjz.hr](http://www.hzjz.hr)

#### **2. University of Rijeka**

- School of Medicine, [www.medri.hr](http://www.medri.hr)

#### **3. Universities and Centers in Europe, USA and Canada:**

- Radboud University Nijmegen, The Netherlands, Department of Clinical Psychology & Academic Center of Social Sciences, The Netherlands, [www.socsci.ru.nl/psy/clinical](http://www.socsci.ru.nl/psy/clinical)
- Prevention Research Center for Mental Health Promotion & Mental Disorder Prevention, Radboud University Nijmegen, The Netherlands, [www.preventioncenter.net](http://www.preventioncenter.net)

- University of Maastricht, Faculty of Health Sciences, Department of Health Education and Promotion, The Netherlands, [www.unimaas.nl](http://www.unimaas.nl)
- Pennsylvania State University, College of Health and Human Development, Department of Human Development and Family Studies, SAD, [www.hhdev.psu.edu/hdfs](http://www.hhdev.psu.edu/hdfs)
- Prevention Research Center for the Promotion of Human Development, Pennsylvania State University, SAD, [www.prevention.psu.edu](http://www.prevention.psu.edu)
- Faculty of Education, University of Ljubljana, Slovenia, Ljubljana, <http://www.pef.uni-lj.si>
- Faculty of Social Work, University of Ljubljana, Slovenia, Ljubljana, [www.fsd.si](http://www.fsd.si)
- Atkinson Faculty of Liberal and Professional Studies, School of Health Policy and Management, York University, Toronto, Canada <http://www.yorku.ca/web/index.htm>
- Department of Disability and Human Development, University of Illinois, Chicago, SAD <http://www.ahs.uic.edu>

### 2.3. Institutional strategy for the development of doctoral programs

The Faculty of Education and Rehabilitation Sciences has a long tradition of organizing postgraduate degree programs (cf. 1.2. **Proposer's experience in conducting doctoral degree programs and other postgraduate programs**). The latest postgraduate degree program, which was completely in harmony with the Bologna process, was based on Rules concerning scientific postgraduate degree programs (enacted in 2003). These rules provide for a three-year doctoral degree program, which is offered as an additional one-year follow up to a two-year Master's degree program.

This doctoral degree program proposal is completely harmonized with the stipulations of the Bologna process, and will be implemented as a full postgraduate doctoral degree program. The strategy of development of doctoral degree programs at the University of Zagreb Faculty of Education and Rehabilitation Sciences aims towards postgraduate degree programs organized as lifelong learning programs, which includes postgraduate specialist programs currently under review at the University of Zagreb (*Early Intervention in Educational Rehabilitation*, which obtained positive reviews and has authorization to admit students, and *Deaf Education*) and other doctoral degree programs which are being developed. One of them is this doctoral degree proposal – Prevention Science and Disability Studies.

Doctoral degree programs have a very important role in higher education (including undergraduate, graduate and postgraduate degree programs) because they are the training ground for young researchers, who are to be leaders of the knowledge-based society, and the foundation of future Croatian research potentials. These degree programs are not only important for the development of the academic community, academic research and teaching, but are also a considerable impetus in training young scientists to draw up strategic documents, set up priorities, and implement and evaluate programs on the local, county and national level. Thus, these doctoral degree programs will train researchers who will be able to make scientifically-based expert decisions, will be able to implement them, monitor and evaluate their implementation and re-implement them. In other words, they will be in charge of strategic and other types of planning of public needs of the population and in charge of activities of interest to the state and important for the welfare of its citizens.

The proposed doctoral degree program *Prevention Science and Disability Studies* is an interdisciplinary degree program developed at the University of Zagreb Faculty of Education and Rehabilitation Sciences. This program encompasses a number of scientific fields and subfields, and is thus broader than any single field or area. In this way it sets up a new



interdisciplinary benchmark, which can be reached only by further scientific integration within the University of Zagreb and the entire Croatian scientific community. The program combines teaching and research, and thus enables the creation of university centers which, because of their human and research potentials, are the best way of fulfilling the needs of the society for knowledge and its implementation. This is the only way to achieve results which can be comparable to European and American standards in higher education and science.

#### **2.4. Program innovations**

This doctoral degree program is the first of its kind in Croatia and one of the few such programs in Europe and in the world (see appendix).

The proposal of the doctoral degree program *Prevention Science and Disability Studies* is the result of the belief that it is necessary to go beyond the existing framework of creating doctoral degree programs within one scientific field towards an **interdisciplinary** network connecting several scientific fields and subfields. It is common knowledge that the explanation of some phenomena (especially those relating to humans) is impossible without connecting several scientific fields or subfields. Keeping this in mind, this doctoral program will integrate existing fields and (possibly) create new scientific disciplines within the areas of education and rehabilitation, medicine (mental health, epidemiology), psychology, pedagogy, social sciences, economy, political sciences etc.

Furthermore, this doctoral degree program is **collaborative** in character, which is another of its innovative characteristics. It will be realized in collaboration with instructors and researchers from Croatia and abroad who specialize in various research areas. Preparations are under way to sign agreements with particular universities and centers. Collaboration will be realized through teaching and through research projects (in which the doctoral students will be able to take part; cf. 4.3. listing research projects on which this doctoral degree program is based).

This doctoral degree program provides for scientific projects of local, county or state interest to be commissioned by ministries and other public institutions. Various ministries and other government bodies have expressed clear interest for this type of collaboration (for instance the Ministry of Justice, the Ministry of Internal Affairs, the Healthcare and Social Welfare Department of the Istria County; see Appendix for Letters of Support from some ministries or collaborative projects).

There have been various types of **partnerships** with the public sector in the implementation of different research projects. One of the aims of this program is to continue and develop the existing partnerships (cf. the support of the Healthcare and Social Welfare Department of the Istria County, the Town Council of the Town of Šibenik, The Croatian Employment Service for the scientific projects which are the basis of this doctoral degree program – see appendices).

One type of innovation, which is not directly connected with the doctoral program but supports its realization, is the possibility of **funding excellent candidates** by some of the ministries, which confirms the significance of this doctoral degree program and its results for the state and its strategic actions.

Some non-governmental organizations have exhibited interest in the degree program, for instance by including **persons with disabilities as its candidates**.

Finally, in order to realize student and teacher mobility, talks are under way for the program to enroll foreign students. The University of Zagreb Faculty of Education and Rehabilitation Sciences has a long tradition of collaborating on the graduate and postgraduate level with the University of Tuzla, Bosnia and Herzegovina. First contacts are being made with the University of Zenica, Bosnia and Herzegovina. Talks with doctoral degree program instructors from abroad have made it possible to enroll exchange students in some of our courses (which are not offered at the existing doctoral degree programs in Europe).

## **2.5. Admission requirements, including admission requirements for students who have obtained their degrees in accordance with degree programs before the academic year 2005**

The doctoral degree program *Prevention Science and Disability Studies* will admit students who have completed a degree program closest to the field of the doctoral degree program and/or its interdisciplinary field. These include graduate degree programs such as: educational rehabilitation, social pedagogy, medicine, psychology, social work, sociology, pedagogy, law, economy, political science.

The doctoral degree program will admit graduates from Croatian or foreign universities. Prospective applicants may be graduates of various degree programs, e.g.:

- (1) graduates of the old undergraduate degree program (four of five year program)
- (2) graduates of the old postgraduate degree program (holders of Croatian Masters' degrees)
- (3) graduates of the new Bologna program (holders of new Master's degrees)

Once they satisfy admission requirements, all applicants shall have the same rights and obligations regardless of their previous education.

In order to be admitted, applicants are required to enclose:

- the Application Form (see Appendix C1 Application Form) – to be filled in by the applicant
- the Graduation Diploma, a transcript of grades from the graduate degree program including the grade point average
- their Curriculum Vitae, including a description of their professional and research activities (including any published papers)
- two Letters of Recommendation from university professors teaching at the graduate degree program (see Appendix C2 Letter of Recommendation Form)
- a Letter of Motivation explaining why they want to enroll in the doctoral degree program, a total of 2-4 pages including: (1) a description of research interests, their research ideas and any questions concerning the doctoral degree program, (2) explanations detailing how their professional experience has influenced the choice of the doctoral degree program, (3) reasons for choosing this particular doctoral degree program (see Application Form)
- A certificate of their knowledge of English
- A signed statement confirming the acceptance of the terms of study, as stipulated in the Rules concerning the structure of the degree program and terms of study (see Appendix C3 for a draft of the Education Contract concerning studying at the doctoral degree program).

## **2.6. Enrollment criteria and applicant selection procedures**

Applicants for the doctoral degree program *Prevention Science and Disability Studies* are subject to a selection procedure. In order to ensure academic excellence of applicants and timely completion of the degree program, applicants are required satisfy the following criteria:

- (1) applicants are required to be holders of a degree in one of the fields listed in 2.5
- (2) applicants are required to have a grade point average of at least 4 (on a scale of 1-5)
- (3) applicants are required to present two Letters of Recommendation from university professors
- (4) applicants are required to have a working knowledge of English (in order to be able to complete courses and other activities in English). Knowledge of other foreign languages is considered to be an advantage
- (5) applicants are required to exhibit interest for research (in their Letter of Motivation, application interview and presentation of scientific work). If an applicant has published papers, this will be considered an advantage.

In the *first phase* of the application selection procedure applicants will be short listed according to the formal criteria (1) – (4) above. In the *second phase* applicants' Letters of Motivation will reviewed and interviews will be held. Applicants shall give short presentations of a topic connected with their graduation thesis or some other research they have done. At least two scientists and/or instructors from the degree program must attend these presentations.

The applicant's interview and presentation will be graded by scientists and/or instructors (in accordance with a specified scoring system).

Based on all of the above elements the *Applicant Selection Board* will assess the applicant's suitability for the doctoral degree program.

The final list of applicants admitted to the program will be made by the *Executive Council of the Postgraduate Degree Program*.

In order to ensure objectivity in the applicant selection procedure, a scoring system will be devised.

## **2.7. Competences to be acquired in the program, prospects for further research, post-doctoral research, and employment in the public and private sectors**

Upon completion of the *Prevention Science and Disability Studies* doctoral degree program, i.e. upon being awarded the title of PhD in the field, students will have all the competences as described in each course they have taken, and additional skills in independently planning, carrying out and evaluating research projects.

Students will primarily acquire research competences in the areas of mental health promotion, prevention of mental and behavioral disorders, child and youth delinquency, and disability and human rights. During the program they will develop skills in using quantitative and qualitative research methodology, assessing needs (especially in the community), doing action and evaluation research, cost-benefit and cost-effectiveness analyses and meta analyses, longitudinal research, experimental and quasi-experimental research and in using other scientific methods. The degree program also allows for students to take courses taught by best experts from abroad, which will make it possible to acquire additional competences.

In the area of prevention science (mental health promotion, prevention of mental and behavioral disorders and prevention of delinquency) various internationally recognized competences (which have not yet been included in any Croatian postgraduate degree programs or in determining state, county or local needs) will be brought together for the first

time in a single program. This will be reflected in the competences that the future scientists will acquire in the program: setting up research problems and determining needs of children, youth and significant adults (who are called upon to make prevention interventions), determining and preparing most suitable and efficient strategies and programs (evaluation, evidence-based programs/practice) to reach quality and effective results, community monitoring, intervention evaluation. Their work will be science based, and will be aimed at developing prevention science. As a result, future scientists will develop guidelines to be proposed for application on the national and other levels and in everyday practice. Establishing prevention science and applying its insights will be the beginning of a new age in the prevention of mental and behavioral disorders, behavioral disorders and risk behaviors of children and youth, substance abuse problems and crime and in many other harmful behaviors in a risk society, where protective factors, mental health promotion and investment into positive development of children are youth are undervalued.

In the area of disability studies, future researchers will acquire a deep understanding of various approaches to disability; they will be able to critically analyze existing models; they will have a complete insight into the methodological approaches to disability research; they will understand and be able to lead an interdisciplinary team; they will be able to create policies in the area of disability, to draw up strategies and programs and introduce initiatives; they will be able to evaluate programs, monitor the rights of persons with disabilities, evaluate social policy programs in order to recognize discrimination against persons with disabilities, etc. The competences acquired in this program and their application in research and disability policies will make it possible for program graduates to conduct applied research and draw up national and regional measures aimed at systematically improving the life quality of persons with disabilities and realizing their human rights.

Based on all these competences, PhD graduates will be able to continue their academic career in Croatia and abroad, and take up positions in higher education institutions, research centers and in the public and private sectors.

PhD graduates will also be able to continue their training in postdoctoral research programs, especially abroad, since there are no such programs in Croatia. This will result in increased mobility of young scientists and in the development of their academic and research careers, and will enable them to apply their expertise in the areas of special national interest in the public sector, by taking up posts in local, county and state levels as policy makers whose task is to select, create and evaluate strategies and programs.

### 3. Program description

#### 3.1. Program structure and organization. Full-time and part-time study

The doctoral degree program *Prevention Science and Disability Studies* consists of two specializations:

- (1) Prevention Science – Prevention of Mental and Behavioral Disorders and Promotion of Mental Health, and
- (2) Disability Studies.

The program is organized in three modules: the prevention science module (PZ), the disability studies module (SI) and the module of methodological and statistical courses (MSZP), which are largely common to both specialization and which include practical exercises. Some courses will be common to both specializations (ZP).

*Full-time doctoral program* is set up as a three year program, and its completion, i.e. the defense of the doctoral thesis, typically takes four (3+1), and exceptionally five years. Students have no additional requirements to fulfill in the fourth (/fifth) year of study.

*Part-time doctoral program* takes five years to complete (3+2). The completion of the program, i.e. the defense of the doctoral thesis is expected in maximally six (5+1) and exceptionally seven years. Part-time students shall take courses along with full-time students during the initial three-year period, because the doctoral degree program will not admit new students until the previous generation has completed all direct instruction (i.e. every three years). Part-time students shall complete the research segment of the program during a period of five years, and in the sixth year part-time students shall complete their dissertation. Given that direct instruction is one third of the total student requirements in the program (60 ECTS credits), part-time students will have a period of five years to complete the remaining two thirds of their requirements (120 ECTS credits), in somewhat relaxed conditions, but within the prescribed time frame.

**Figure 1.**

The structure of the program. Specialization *Prevention Science – Prevention of Mental and Behavioral Disorders and Promotion of Mental Health*

First year	25 ECTS credits	direct instruction
	20 ECTS credits	practical exercises
	15 ECTS credits	other activities
Second year	21 ECTS credits	direct instruction
	20-30 ECTS credits	supervised research
	09-19 ECTS credits	other activities
Third year	14 ECTS credits	direct instruction
	10-20 ECTS credits	supervised research
	30-40 ECTS credits	independent research
	01-05 ECTS credits	student teaching
	05-20 ECTS credits	other activities

**Figure 1a.**

The structure of the program. Specialization *Disability Studies*

First year	21 ECTS	direct instruction
	20 ECTS	practical exercises
	15 ECTS	other activities
Second year	21 ECTS	direct instruction
	20-30 ECTS	supervised research
	07-17 ECTS	other activities
Third year	18 ECTS	direct instruction
	10-20 ECTS	supervised research
	30-40 ECTS	independent research
	01-05 ECTS	student teaching
	04-20 ECTS	other activities

Color code:

Organized direct instruction; Research; Other activities

Each academic year shall carry 60 ECTS credits; i.e. there shall be a total of 180 ECTS credits in the three years of study (five years for part-time students). Students can choose the type of activity they wish to do, and shall collect credits within the given framework (minimal number of ECTS credits – maximal number of ECTS credits).

#### *Organized direct instruction*

Organized direct instruction takes up about 30% of total time of study, which amounts to 60 ECTS credits. The number of hours of organized direct instruction is different for each year of study. Although it was originally proposed that direct instruction should amount to 20 ECTS every year, in this proposal more than 20 ECTS credits are required in the first and second year of study and considerably less ECTS credits in the third year (see Figures 1 and 1a). The set up is different for each specialization, but follows the same logic. Since this is a maximally interdisciplinary program offering new insights crucial in the students' choice of research and research design, this was considered the best solution.

Courses in the program are arranged to follow the sequence in setting up prevention strategies in the Prevention Science specialization, and to follow the sequence of designing support policies for persons with disabilities in the Disability Studies specialization (see Appendix E1 which is the basis of this proposal; Bašić, Ferić, Hosman, 2005).

There are a total of 17 compulsory courses for the *Prevention Science – Prevention of Mental and Behavioral Disorders and Promotion of Mental Health* specialization and a total of 16 compulsory courses for the *Disability Studies* specialization (see Tables 1, 1a, 2 and 2a), and they are offered in all three years of the program.

Elective courses can also be taken in all three years of the program. We have listed only those courses which are offered in the existing programs, by permission of instructors and their institutions. Some of the courses are offered in other doctoral degree programs. We expect additional courses to be offered by other new doctoral degree programs. The number of elective courses ranges from 5 to 8 in the two specializations.

#### *Research*

The total number of ECTS credits that can be collected through research during the three years of the program shall be 120. Research consists of practical exercises, supervised research and independent research, setting up and doing research and other activities.

In the first year of the program the students will be able to collect a maximum of 35 ECTS credits in practical exercises and other activities (see Figures 1 and 1a).

In the second year of the program the students will be able to collect a total of 29 ECTS credits in supervised research, independent research and other activities.

In the third year of the program the students will be able to collect a total of 45 points in research activities, including supervised research, independent research, teaching (presenting their research to students), and other activities such as participating in conferences, publishing research etc.

These credits will be allocated on the basis of a specified system of allocation for each type of activity.

### 3.2. List of compulsory and elective courses and/or modules with the number of contact hours and ECTS credits

Table 1. List of courses, the number of contact hours and ECTS credits, for the *Prevention science – prevention of mental and behavioral disorders and promotion of mental health* specialization

Year of study	Code	Course	Coordinator and lecturers	No. of hours	ECTS credits
first year	<b>PZ1</b>	Introduction to Prevention of Mental and Behavioral Disorders and Mental Health Promotion	J. Bašić	20	3
	<b>PZ2</b>	Epidemiology of Mental and Behavioral Disorders	M. Strnad G. Pavleković	20	3
	<b>PZ3</b>	Analysing Mental Health Problems for Prevention Planning	C. Hosman M. Ferić Šlehan	25	4
	<b>PZ4</b>	Developmental Psychopathology and Prevention	C. Hosman	25	4
	<b>PZ5</b>	Program Development and Program Planning	D. Coatsworth M. Greenberg	20	3
	<b>MSZP1</b>	Research Methodology	M. Mejovšek	25	4
	<b>MSZP2</b>	Searching through Relevant Resources of Scientific Information	M. Jokić	6	1
	<b>ZP1</b>	Public Policies	Z. Petak	12	2
	<b>PZ13</b>	Social Exclusion (of Youth) in Postmodernity	Š. Razpotnik	20	3
second year	<b>PZ6</b>	Theories and Principles of Change and Effect Management	C. Hosman	25	4
	<b>PZ7</b>	Dissemination and Implementation of Prevention Programs	E. Smith C. Domitrovich	20	3
	<b>PZ8</b>	Needs Assessment and Community Monitoring	J. Bašić M. Ferić Šlehan V. Kranželić Tavra	20	3
	<b>PZ9</b>	Evidence-Based Prevention Programmes and Outcomes	C. Hosman V. Kranželić Tavra	25	4
	<b>PZ10</b>	The Law and Prevention of Behavioral Disorders in Children	D. Hrabar A. Korač	12	2
	<b>MSZP3</b>	Multivariate Data Analysis	B. Nikolić	25	4
	<b>PZ11</b>	Non-Institutional Interventions and Prevention	S. Uzelac D. Bouillet	12	2
	<b>PZ14</b>	Preventive Strategies in the Family and the School Environment	J. Bašić M. Ferić Šlehan V. Kranželić Tavra	20	3
third year	<b>ZP2</b>	Research Ethics	I. Šegota I. Sorta Bilajac	12	2
	<b>MSZP4</b>	Qualitative Research Methodology in Social Pedagogy	B. Dekleva U. Kordeš H. Jeriček	20	3
	<b>PZ12</b>	Mental Health Promotion: From Principles to Practice, from Practice to Policy	G. Pavleković	20	3
	<b>ZP3</b>	Public Relations, the Media and Public Campaigns	S. Leinert Novosel M. Grbeša B. Skoko I. Kanižaj	12	2
	<b>MSZP5</b>	Cost-Effectiveness Studies	S. Orsag Lj. Didi	12	2
	<b>ZP4</b>	Project Writing	Lj. Igrić	12	2
	<b>MSZP6</b>	Organizing and Analyzing Data in the Doctoral Dissertation	J. Božikov	6	1
	<b>MSZP7</b>	Preparing a Paper for Publication	A. Marušić	6	1



Table 1.a List of courses, the number of contact hours and ECTS credits, for the *Disability Studies* specialization

Year of study	Code	Course	Coordinator and lecturers	No. of hours	ECTS credits
first year	<b>SI1</b>	Interdisciplinary Disability Studies I	M.Rioux	20	3
	<b>ZP1</b>	Public Policies	Z. Petak	20	3
	<b>SI2</b>	Epidemiology of Disability	M. Strnad	20	3
	<b>SI3</b>	Social Policy and Disability	D. Bratković N.Žganec	25	4
	<b>SI4</b>	Legislation and Disability	J. Kregar L.Kiš-Glavaš	20	3
	<b>MSZP1</b>	Research Methodology	M. Mejovšek	25	4
	<b>MSZP2</b>	Searching through Relevant Resources of Scientific Information	M. Jokić	6	1
second year	<b>SI5</b>	Interdisciplinary Disability Studies II	M.Rioux	20	3
	<b>SI6</b>	Education and Empowerment	Lj.Igrić D.Maleš	25	4
	<b>SI7</b>	Disability in Cultural Context and Multiple Identities	D.Zaviršek	20	3
	<b>SI8</b>	Strategies, Programs and Monitoring	M.Rioux K.Underwood	25	4
	<b>MSZP3</b>	Multivariate Data Analysis	B. Nikolić	25	4
	<b>PZ14</b>	Prevention Strategies in the School and in the Family	J. Bašić M. Ferić Šlehan V. Kranželić Tavra	20	3
third year	<b>ZP2</b>	Research Ethics	I. Šegota I. Sorta Bilajac	12	2
	<b>ZP3</b>	Public Relations, the Media and Public Campaigns	S. Leinert Novosel M. Grbeša B. Skoko I. Kanižaj	12	2
	<b>MSZP4</b>	Qualitative Research Methodology in Social Pedagogy	B. Dekleva U. Kordeš H. Jeriček	20	3
	<b>SI9</b>	Language, Literature and Disability	Z. Stančić	20	3
	<b>MSZP5</b>	Cost-Effectiveness Studies	S. Orsag Lj. Didi	12	2
	<b>ZP4</b>	Project Writing	Lj. Igrić	12	2
	<b>MSZP6</b>	Organizing and Analyzing Data in the Doctoral Dissertation	J. Božikov	6	1
	<b>MSZP7</b>	Preparing a Paper for Publication	A. Marušić	6	1

Table 2. Compulsory and elective courses for the *Prevention science – prevention of mental and behavioral disorders and promotion of mental health* specialization

	Code	Course	Coordinator and lecturers	No. of hours	ECTS credits
compulsory	<b>PZ1</b>	Introduction to Prevention of Behavioral Disorders and Health Promotion	J. Bašić	20	3
	<b>PZ2</b>	Epidemiology of Mental and Behavioral Disorders	M. Strnad G. Pavleković	20	3
	<b>PZ3</b>	Analysing Mental Health Problems for Prevention Planning	C. Hosman M. Ferić Šlehan	25	4
	<b>PZ4</b>	Developmental Psychopathology and Prevention	C. Hosman	25	4
	<b>PZ5</b>	Program Development and Program Planning	D. Coatsworth M. Greenberg	20	3
	<b>MSZP1</b>	Research Methodology	M. Mejovšek	25	4
	<b>PZ6</b>	Theories and Principles of Change and Effect Management	C. Hosman	25	4
	<b>PZ7</b>	Dissemination and Implementation of Prevention Programs	E. Smith C. Domitrovich	20	3
	<b>PZ8</b>	Needs Assessment and Community Monitoring	J. Bašić M. Ferić Šlehan V. Kranželić Tavra	20	3
	<b>PZ9</b>	Evidence-Based Prevention Programmes and Outcomes	C. Hosman V. Kranželić Tavra	25	4
	<b>PZ10</b>	The Law and Prevention of Behavioral Disorders in Children	D. Hrabar A. Korač	12	2
	<b>MSZP3</b>	Multivariate Data Analysis	B. Nikolić	25	4
	<b>ZP2</b>	Research Ethics	I. Šegota I. Sotić Bilajac	12	2
	<b>MSZP4</b>	Qualitative Research Methodology in Social Pedagogy	B. Dekleva U. Kordeš H. Jeriček	20	3
	<b>PZ12</b>	Mental Health Promotion: From Principles to Practice, From Practice to Policy	G. Pavleković	20	3
	<b>ZP3</b>	Public Relations, the Media and Public Campaigns	S. Leinert Novosel M. Grbeša B. Skoko I. Kanižaj	12	2
<b>MSZP5</b>	Cost-Effectiveness Studies	S. Orsag Lj. Didi	12	2	
elective	<b>MSZP2</b>	Searching Through Relevant Resources of Scientific Information	M. Jokić	6	1
	<b>ZP1</b>	Public Policies	Z. Petak	12	2
	<b>PZ13</b>	Social Exclusion (of Youth) in Postmodernity	Š. Razpotnik	20	3
	<b>PZ11</b>	Extra-Institutional Interventions and Prevention	S. Uzelac D. Bouillet	12	2
	<b>PZ14</b>	Prevention Strategies in the School and in the Family	J. Bašić M. Ferić Šlehan V. Kranželić Tavra	20	3
	<b>ZP4</b>	Project Writing	Lj. Igrić	12	2
elective (from other faculties)	<b>MSZP6</b>	Organizing And Analyzing Data in the Doctoral Dissertation	J. Božikov	6	1
	<b>MSZP7</b>	Preparing a Paper for Publication	A. Marušić	6	1

Table 2.a Compulsory and elective courses for the *Disability Studies* specialization

		Course	Coordinator and lecturers	No. of hours	ECTS credits
<b>compulsory</b>	<b>SI1</b>	Interdisciplinary Disability Studies I	M. Rioux	20	3
	<b>ZP1</b>	Public Policies	Z. Petak	20	3
	<b>SI2</b>	Epidemiology of Disability	M. Strnad	20	3
	<b>SI3</b>	Social Policy and Disability	D. Bratković N. Žganec	25	4
	<b>SI4</b>	Legislation and Disability	J. Kregar L. Kiš-Glavaš	20	3
	<b>MSZP1</b>	Research Methodology	M. Mejovšek	25	4
	<b>SI5</b>	Interdisciplinary Disability Studies II	M. Rioux	20	3
	<b>SI6</b>	Education and Empowerment	Lj. Igrić D. Maleš	25	4
	<b>SI7</b>	Disability in Cultural Context and Multiple Identity	D. Zavišek	20	3
	<b>SI8</b>	Strategies, Programs and Monitoring	M. Rioux K. Underwood	25	4
	<b>ZP3</b>	Public Relations, the Media and Public Campaigns	S. Leinert Novosel M. Grbeša B. Skoko I. Kanižaj	20	3
	<b>MSZP3</b>	Multivariate Data Analysis	B. Nikolić	25	4
	<b>ZP2</b>	Research Ethics	I. Šegota I. Sorta Bilajac	12	2
	<b>MSZP4</b>	Qualitative Research Methodology in Social Pedagogy	B. Dekleva U. Kordeš H. Jeriček	20	3
	<b>SI9</b>	Language, Literature, Disability	Z. Stančić	20	3
<b>MSZP5</b>	Cost-Effectiveness Studies	S. Orsag Lj. Didi	12	2	
<b>elective</b>	<b>MSZP2</b>	Searching Through Relevant Resources of Scientific Information	M. Jokić	6	1
	<b>PZZP2</b>	Prevention Strategies in the School and in the Family	J. Bašić M. Ferić Šlehan V. Kranželić Tavra	20	3
	<b>ZP4</b>	Project Writing	Lj. Igrić	12	2
<b>electives from other faculties</b>	<b>MSZP6</b>	Organizing and Analyzing Data in the Doctoral Dissertation	J. Božikov	6	1
	<b>MSZP7</b>	Preparing a Paper for Publication	A. Marušić	6	1

### **3.3. Compulsory and elective activities (participation in seminars, conferences, round tables etc.) and criteria of their transfer into ECTS credits**

Figures 1 and 1a show student requirements with regard to direct instruction, research and other activities. Credits for *direct teaching* (A credits) can be collected by taking compulsory and elective courses. Some elective courses offered at other doctoral degree programs at the University of Zagreb and at other universities may be taken; i.e. ECTS credits accumulated as a result of student mobility in and outside Croatia will be recognized. This part of elective courses is individual (for each student) and is based on the student's individual curriculum (including educational aims and student's needs). The individual curriculum shall be drawn up by the student's advisor and the student, and is subject to approval by the Executive Council of the Postgraduate Degree Program. At least 50% of elective courses shall be chosen from the group of elective courses offered for each specialization.

The total number of credits accumulated for direct instruction in the three years of the program shall be 60.

Credits for *research* shall be collected in two ways: by doing independent or supervised research (B credits) and through other activities (C credits). B credits may be accumulated through: writing and publishing research in Croatian and foreign journals (cited in CC or equivalent), publishing reviews (articles, journal volumes, conferences, round tables, etc.), presenting papers and posters at Croatian and international conferences (with proof of participation). C credits may be accumulated through participating in various conferences, summer schools, workshops, lectures etc. during the whole period of the degree program. All activities must be documented.

The ECTS credits for these activities shall be allocated on the basis of a specified system of allocation for each type of activity.

### **3.4. Description of courses and/or modules**

Descriptions of courses (by code, see codes in Tables 1 and 1a) are given in Appendix A1, and are given in the order of courses/modules regardless of the specialization.

### **3.5. Pace of study and student's duties**

The pace of study partly depends on whether the student is a full-time or a part-time student. Students shall be admitted into the following year of study upon accumulation of a total of 60 ECTS credits from all types of activities (organized direct teaching, research and other activities). Out of the total number of 60 ECTS credits, both full-time and part-time students shall accumulate 20 ECTS credits from organized direct instruction (the number of credits per year per specialization varies, but totals 60 ECTS credits in all three years; cf. Figure 1 and 1a). There are compulsory examinations to be taken each year; these are especially important in order to continue the studies. Credits accumulated through research are distributed in the three years of study as shown in Figures 1 and 1a.

Full-time students shall submit their doctoral dissertation proposals and publicly defend them at the latest by the time of enrollment into the third year of study.

With regard to direct instruction, part-time students are subject to the same requirements as full-time students (i.e. they shall take all the required examinations in the specified time frame, as stated above). Part-time students may accumulate the remaining 120 ECTS credits according to their own schedule within the five years. Part-time students shall accumulate a minimum of 150 ECTS credits (60 ECTS credits accumulated through direct instruction and

examinations and 90 credits accumulated through research) by the end of the fourth year. Part-time students shall submit their doctoral dissertation proposals and publicly defend them at the latest by the end of the fourth year of study.

### **3.6. Academic guidance, selection of applicants, responsibilities of counselors, dissertation advisors, and doctoral candidates**

The quality of this doctoral program greatly depends on academic guidance; i.e. assistance to students in fully individualizing their curricula and doing research.

Each student will be appointed two advisors. The role of the *teaching advisor* is to advise the student in drawing up his/her individualized curriculum. The role of the *research advisor* is to advise the student in his/her research, drawing up and completing his/her doctoral dissertation. Both advisors shall be active researchers, which includes coordinators of ongoing research projects. In case of interdisciplinary doctoral dissertation topics, students may be co-advised by several advisors. Researchers from abroad and researchers/instructors who do not teach at this doctoral degree program may also act as co-advisors if this is in the student's best interest, but at least one of the co-advisors shall be a researcher/instructor teaching at the doctoral degree program.

Both the teaching and the research advisors are responsible for the academic growth of their advisees. Details concerning academic guidance will be prescribed in a separate document. This system will ensure the quality of the program, and completion of the program by all enrolled students. In order to achieve this and to ensure quality of advising, the number of students per advisor shall be limited to two.

Students will be informed about program details including academic guidance in a brochure given at the beginning of their studies, which will enable them to take be proactive in planning their pace of study.

### **3.7. List of courses and/or modules from other doctoral degree programs and specialist study programs**

Given that the program is based on individualized curricula and credit accumulation, students are encouraged to take courses from other degree programs in Croatia and abroad.

Many doctoral degree programs are currently under review on the University level or the National Council for Higher Education. When this process is completed, it will be possible to provide students with information concerning programs and courses they can choose as their electives (some of these elective and compulsory courses have already been included in this program). The harmonization of doctoral degree programs in the field of biomedicine and healthcare and of all other doctoral degree programs will make it clear which courses can be elected; but will also make it possible to list all courses, make networks and expert bases for entire Croatia, regardless of the University which offers them.

Doctoral degree programs currently undergoing review that will be of interest to our prospective students include postgraduate degree programs in Social Work: Faculty of Law – Study Center of Social Work; Biomedicine and Healthcare, Medical School.

### **3.8. List of courses and/or modules that can be taught in a foreign language (specifying the language)**

Both specializations of the study program will be taught in Croatian and English. Most Croatian lecturers, if necessary, can teach their courses in English.

Here is a list of courses that will be taught in English, or can be taught in English.

Courses that will be taught in English:

<b>PZ3</b>	Analysing Mental Health Problems for Prevention Planning
<b>PZ4</b>	Developmental Psychopathology and Prevention
<b>PZ5</b>	Program Development and Program Planning
<b>PZ6</b>	Theories and Principles of Change and Effect Management
<b>PZ7</b>	Dissemination and Implementation of Prevention Programs
<b>PZ9</b>	Evidence-Based Prevention Programmes and Outcomes
<b>PZ13</b>	Social Exclusion (of Youth) in Postmodernity
<b>MSZP4</b>	Qualitative Research Methodology in Social Pedagogy
<b>SI1</b>	Interdisciplinary Disability Studies I
<b>SI5</b>	Interdisciplinary Disability Studies II
<b>SI7</b>	Disability in Cultural Context and Multiple Identity
<b>SI8</b>	Strategies, Programs and Monitoring

Courses that can be taught in English:

<b>PZ2</b>	Epidemiology of Mental and Behavioral Disorders
<b>SI2</b>	Epidemiology of Disability
<b>MSZP1</b>	Research Methodology
<b>MSZP2</b>	Searching through Relevant Resources of Scientific Information
<b>MSZP6</b>	Organizing and Analyzing Data in the Doctoral Dissertation
<b>MSZP7</b>	Preparing a Paper for Publication

### **3.9. Criteria and conditions of transfer of ECTS credits – allocating credits to courses that can be taken at other degree programs at the proposer’s university or other universities**

*The criteria and conditions of transfer of ECTS credits shall be prescribed separately.*

Generally speaking, students shall choose courses outside the program upon consultation with their teaching and research advisors, in accordance with their individual curriculum, and in accordance with the relevance of contents and competences acquired in the particular course for the student’s research. When students choose and complete particular courses or other activities, ECTS credit transfer and allocation shall be done according with the regulations of the Bologna process. ECTS credit transfer and allocation shall be prescribed through a separate ordinance.

Finally, it should be reiterated that student mobility and recognizing ECTS credits for student activities outside the program are the policy of this doctoral degree program.

### **3.10. Degree program completion and prerequisites for the submission of the dissertation proposal.**

The degree program concludes with the defense of the doctoral dissertation. A student may defend his/her doctoral dissertation only if s/he has collected all the required ECTS credits, passed all the required examinations and has published at least one article in a CC cited or equivalent journal.

The procedure of submitting the doctoral dissertation proposal and its completion is as follows: the student shall submit a doctoral degree topic and his/her choice of advisor, which is subject to approval by the Executive Council of the Postgraduate Degree Program; the Council shall elect a three-member Board of Referees to evaluate the topic and the public defense; the public defense shall be held; the decision shall be made on the acceptability of the topic and whether the student may start working on his/her doctoral dissertation. This

procedure shall be described in detail in *Guidelines for the Completion of Doctoral Dissertations*, which will consist of procedural instructions as well as ethical principles in setting up and doing doctoral research.

Rules of the submission procedure, time limits, evaluation and defense of the doctoral dissertation shall be prescribed in an ordinance.

**3.11. Conditions under which students who have suspended their studies or ceased to be eligible to continue their studies in a particular postgraduate program can resume their studies**

Conditions under which students who have suspended their studies or ceased to be eligible to continue their studies in a particular postgraduate program can resume their studies shall be prescribed in an ordinance. These conditions will primarily depend on the enrollment of new students into the program. As has been mentioned, it will be possible to enroll a new generation of students in this degree program every three years, i.e. after one generation has completed the compulsory part of the program. This is based on the instructor/researcher teaching and advising load, and ensures program quality and full completion of the program within the given time frame by all students. This is why it will be difficult for students who have ceased to study to continue their studies at this doctoral degree program. If a student has suspended his/her studies for objective reasons, the decision about their status and conditions under which they can resume their studies will be made on a case-by-case basis.

**3.12. Conditions under which students are entitled to a certificate of completion of part of the doctoral degree program, as part of lifelong education**

In accordance with the principles of the Bologna Process and the Lisbon Declaration, students are entitled to a certificate of completion of part of the doctoral degree program. The certificate shall list competences they have acquired, activities in which they participated and the number of ECTS credits they have accumulated. Certificates shall be issued at the student's request.

**3.13. Conditions of enrollment in the postgraduate program without doing coursework**

This type of interdisciplinary doctoral degree program precludes completing doctoral degree dissertations without doing coursework.

**3.14. The maximum length of study**

*Full-time students* shall accumulate ECTS credits within a period of three years. The fourth year is planned for the completion and defense of the doctoral degree dissertation. There are no ECTS credits to be accumulated in the additional fourth year. In some exceptional cases students may complete the doctoral degree program within a period of five years. This pace of study will be made possible by high quality organization of the program, selection of excellent applicants, support and work by teaching and research advisors and stimulation of excellence in both students and their advisors.

*Part-time students* shall accumulate ECTS credits in the same way as full-time students, but the overall maximum length of study (to submit and defend the doctoral dissertation) shall be five or six, or exceptionally seven years.

## **4. Study conditions**

### **4.1. Facilities**

The doctoral degree program shall be carried out at the University of Zagreb Faculty of Education and Rehabilitation Sciences, on several locations: Kušlanova 59a (the main building of the Faculty of Education and Rehabilitation Sciences), Mislavova 7 (the main offices of the Department of Behavioral Disorders and the Department of Criminology of the Faculty of Education and Rehabilitation Sciences) and Ilica 83 (the main offices of the Center for Rehabilitation of the Faculty of Education and Rehabilitation Sciences).

Classes may also be held in the teachers' and researcher's home institutions, more specifically, the University and National Library and the Croatian National Institute of Public Health. Classes held by guest lecturers from abroad and intensive seminars may require that some classes take place at the Inter University Center in Dubrovnik and/or Motovun, the University of Zagreb. If collaboration agreements are signed with York University, Radboud University and Penn State University, some activities may be done there.

### **4.2. Details of research facilities, equipment, and human resources**

Research facilities, equipment and other conditions will be ensured in several locations where classes will be held (cf. 4.7. above): the University of Zagreb Faculty of Education and Rehabilitation Sciences (three locations), Medical School – Andrija Štampar School of Public Health, Faculty of Economics and Business, Faculty of Humanities and Social Sciences – Department of Pedagogy. Some classes and research seminars taught by guest lecturers from abroad may be held at the Inter University Center in Dubrovnik, subject to approval by the University of Zagreb.

The three locations of the Faculty of Education and Rehabilitation Sciences of the University of Zagreb (cf. 4.7) have adequate facilities and equipment (lecture halls, a computer workshop, a multi-purpose classroom and a group work area at the Center for Rehabilitation). The Department of Behavioral Disorders in Mislavova 7, Zagreb has computer equipment (6 computers, 1 laptop, a printer, a photocopy machine and a digital camera). Rooms are equipped with audio and video equipment. The Department of Mental Retardation also has electronic equipment. Some equipment acquired for the needs of research projects connected with this doctoral degree program will also be available.

Since the number of students to be enrolled is 16 (8 in each specialization), there should be no problems in organizing teaching and research.

We are currently expecting to be assigned facilities for the newly founded Center for Prevention Research of the Faculty of Education and Rehabilitation Sciences of the University of Zagreb, which could be used to hold all courses for full-time students of the prevention specialization. Moreover, we expect to get additional facilities for the University of Zagreb Faculty of Education and Rehabilitation Sciences (currently under discussion).

### **4.3. The list of research and development projects which are the basis of the doctoral program**

*Specialization:* Prevention Science – Prevention of Mental and Behavioral Disorders and Promotion of Mental Health:



1. **Communities that care as a prevention model of behavioral disorders** (project no. 0013009, Ministry of Science, Education and Sports, coordinator: Josipa Bašić)
2. **Communities that care – development, implementation and evaluation of community prevention models** (project proposal, Ministry of Science, Education and Sports, 2006, coordinator Josipa Bašić)
3. **Social inclusion and living strategies of unemployed youth in Croatia and Slovenia in the European context**, bilateral project, Croatia – Slovenia, Ministry of Science, Education and Sports, 2006, coordinator for Croatia – Josipa Bašić, coordinator for Slovenia - Bojan Dekleva)
4. **Promoting Alternative Thinking Strategies**, Prevention Research Center Penn State University, SAD-e (project coordinator: Mark Greenberg)
5. **Children at risk: Preventing transgenerational transfer of psychiatric problem / Supporting children of parental mental illness**, Prevention Research Center, Radboud University, Nijmegen, The Netherlands (project coordinator: Clemens Hosman)
6. **Implementing mental health promotion into countries' policies, practice and the health care services** (IMHPA Network, The Department of Health of Catalonia, European Commission, World Health Organization, Finnish EU Presidency, project coordinator – Eva Jane-Llopis, project coordinator for Croatia – Josipa Bašić)
7. **Perception of the psychosocial climate and prisoners' personality traits** (0013116, Ministry of Science, Education and Sports, project coordinator Milko Mejovšek)

*Specialization: Disability Studies*

1. **Children with special needs in the interactive system of the family-school-peers** (0013007, Ministry of Science, Education and Sports, project coordinator Ljiljana Igrić)
2. **Intervention programs and some environmental factors of educational inclusion** (project proposal Ministry of Science, Education and Sports, 2006, project coordinator Ljiljana Igrić)
3. **Disability Rights Promotion International** (York University, project coordinators: Bengt Lindqvist i Marcia Rioux)
4. **New paradigms of early upbringing** (project proposal, Ministry of Science, Education and Sports, 2006, Department of Pedagogy, Faculty of Humanities and Social Sciences, project coordinator Dubravka Maleš)
5. **Employers' motivation to employ persons with disabilities** (Faculty of Education and Rehabilitation Sciences of the University of Zagreb, Croatian Employment Service, project coordinator: Lelia Kiš-Glavaš)

#### **4.4. Institutional management of the doctoral program**

The doctoral degree program shall be organized and managed by the University of Zagreb Faculty of Education and Rehabilitation Sciences, which has relevant experience in organizing postgraduate degree programs and doctoral programs in accordance with the existing regulations.

The *Coordinating Committee* shall be appointed on the Faculty level, and shall consist of the following members: the Dean of Science, the degree program coordinator, specialization coordinators and representatives of each organizational unit participating in the doctoral degree program. The *Coordinating Committee* shall appoint the *Degree Program Management Committee* consisting of the degree program coordinator, specialization

coordinators and selected members from organizational units. The *Council of the Postgraduate Degree Program* consists of all instructors teaching in the program. The *Council of the Postgraduate Degree Program* shall manage and monitor the realization of the curriculum and research. Finally, the role of the *Executive Council of the Postgraduate Degree Program* is to make important decisions or decisions that require fast action as well as long-term decisions concerning the program, especially with respect to lecturers from abroad and their experience. The *Executive Council of the Postgraduate Degree Program* consists of the degree program coordinator, specialization coordinators and one lecturer from abroad working in each specialization.

**4.5. Elements of contract between students and doctoral degree program representatives and/or collaborating institutions; including accumulation of ECTS credit points, carrying out research, defending the doctoral dissertation and participating in compulsory and elective activities**

Contracts between postgraduate students and doctoral degree program representatives have been common practice in existing postgraduate degree programs at the Faculty of Education and Rehabilitation Sciences. Contracts for this program shall deal with all the key elements significant in ensuring the necessary conditions for the success of the program.

A draft of a possible contract is enclosed in Appendix C3. This is not the final draft, and further work on it will be done once the doctoral degree program is accepted and all the necessary parameters are identified.

**4.6. Names of instructors and collaborators teaching and coordinating each of the courses at the outset of the degree program**

1. Bašić Josipa, University of Zagreb, Faculty of Education and Rehabilitation Sciences
2. Bouillet Dejana, Institute for Social Research, Zagreb
3. Božikov Jadranka, University of Zagreb, Medical School, Andrija Štampar School of Public Health
4. Bratković Danijela, University of Zagreb, Faculty of Education and Rehabilitation Sciences
5. Coatsworth Douglas, The Pennsylvania State University, USA
6. Dekleva Bojan, Faculty of Education, University of Ljubljana, Slovenia
7. Domitrovich Celene, Penn State University, USA
8. Ferić Šlehan Martina, University of Zagreb, Faculty of Education and Rehabilitation Sciences
9. Gest Scott, The Pennsylvania State University, USA
10. Grbeša Marijana, University of Zagreb, Faculty of Political Science
11. Greenberg Mark, The Pennsylvania State University, USA
12. Hosman Clemens, Maastricht University and Radboud University, Prevention Research Center, Nijmegen, The Netherlands
13. Hrabar Dubravka, University of Zagreb, Faculty of Law
14. Igrić Ljiljana, University of Zagreb, Faculty of Education and Rehabilitation Sciences
15. Jeriček Helena, National Institute of Public Health, Center for Health Promotion, Ljubljana, Slovenia
16. Jokić Marija Maja, National and University Library, Zagreb
17. Kanižaj Igor, University of Zagreb, Faculty of Political Science
18. Kiš Glavaš Lelia, University of Zagreb, Faculty of Education and Rehabilitation Sciences

19. Korać Aleksandra, University of Zagreb, Faculty of Law
20. Kordeš Urban, Faculty of Education, University of Ljubljana, Slovenia
21. Kranželić Tavra Valentina, University of Zagreb, Faculty of Education and Rehabilitation Sciences
22. Kregar Josip, University of Zagreb, Faculty of Law
23. Leinert Novosel Smiljana, University of Zagreb, Faculty of Political Science
24. Maleš Dubravka, University of Zagreb, Faculty of Humanities and Social Sciences, Department of Pedagogy
25. Marušić Ana, University of Zagreb, Medical School
26. Mejovšek Milko, University of Zagreb, Faculty of Education and Rehabilitation Sciences
27. Nikolić Branko, University of Zagreb, Faculty of Education and Rehabilitation Sciences
28. Orsag Silvijs, University of Zagreb, Faculty of Economics and Business
29. Pavleković Gordana, University of Zagreb, Medical School, Zagreb Andrija Štampar School of Public Health
30. Petak Zdravko, University of Zagreb, Faculty of Political Science
31. Razpotnik Špela, Faculty of Education, University of Ljubljana, Slovenia
32. Rioux Marcia, Atkinson Faculty of Liberal and Professional Studies, School of Health Policy and Management, York University, Toronto, Canada
33. Skoko Božo, University of Zagreb, Faculty of Political Science
34. Smith Edward, The Pennsylvania State University, USA
35. Sorta Bilajac Iva, University of Rijeka, School of Medicine
36. Stančić Zrinjka, University of Zagreb, Faculty of Education and Rehabilitation Sciences
37. Strnad Marija, Croatian National Institute of Public Health, Zagreb
38. Šegota Ivan, University of Rijeka, School of Medicine
39. Uzelac Slobodan, University of Zagreb, Faculty of Education and Rehabilitation Sciences
40. Zaviršek Darja, Faculty of Social Work, University of Ljubljana, Slovenia
41. Žganec Nino, University of Zagreb, Faculty of Law, Social Work Study Center

Lecturers' biographies are enclosed in Appendix A2.

Permissions for teachers from institutions other than the Faculty of Education and Rehabilitation Sciences to teach in the degree program are enclosed in Appendix B1 (only one permission is still pending due to prolonged procedure).

In addition to these instructors, other guest lecturers may be invited to teach particular topics, if their contribution will be deemed of special importance. There have been preliminary talks with some experts. The experts who confirmed their participation are Eva Jane-Llopis (with selected topics: Translation of evidence into policy, Relevance of mental health promotion-mental disorders prevention; The WHO, other organizations and international prevention and promotion ...), Maurice Mittelmark, (selected topics: Health promotion research methods, values and philosophy, Differentiating mental health promotion from mental disorder prevention; Interpersonal stress, social support and psychological distress in the general populations of Norway, Romania, Russia and Thailand; Overview of health promotion's development since the Ottawa Charter), Linda Collins (selected issued in research methodology), David McDaid (cost-effective and cost-benefit analyses) and Kristina Underwood (disability). We will continue looking for experts who could contribute to the quality of this doctoral degree program.

#### **4.7. Teaching and research premises for the implementation of the degree program**

Teaching, research and other activities will be done in several locations:

- University of Zagreb, Faculty of Education and Rehabilitation Sciences, Kušlanova 59a, Zagreb
- University of Zagreb, Faculty of Education and Rehabilitation Sciences, Department of Behavioral Disorders, Mislavova 7, Zagreb
- University of Zagreb, Faculty of Education and Rehabilitation Sciences, Center for Rehabilitation, Ilica 83, Zagreb
- University of Zagreb, Faculty of Education and Rehabilitation Sciences, Center for Prevention Research, (location still under negotiation)
- University of Zagreb, Medical School, Andrija Štampar School of Public Health, Rockefellerova 4, Zagreb
- University of Zagreb, Faculty of Economics and Business, J. F. Kennedeya 6, Zagreb
- Faculty of Humanities and Social Sciences, Department of Pedagogy, University of Zagreb, I. Lučića 3, Zagreb
- Inter-University Center Dubrovnik, Don Frana Bulića 4, Dubrovnik

#### **4.8. The optimum number of students to be enrolled in the doctoral degree program**

In order to be able to ensure high quality of the proposed doctoral degree program, especially with respect to the length of study for each student **the optimum and the maximum number of students for the entire degree program is 16.**

**Each specialization** shall have 8 doctoral students; out of which 5 will be full-time students and 3 will be part-time students.

#### **4.9. Budget estimate for the implementation of the doctoral degree program and the study cost per student**

The budget estimate is based on 16 enrolled students (8 in each specialization) for one academic year. This estimate includes all activities, which are not equally distributed in all three years of study.

Total estimate:

1. The first year of study (the budget includes: teaching, travel and accommodation for foreign lecturers, student mobility, defenses of doctoral dissertation, study program coordination, including secretary, administrative expenses and overheads) – 392,000.00 kuna
2. The second year of study (the same budget parameters) – 380,000.00 kuna
3. The third year of study (the same budget parameters) – 402,000.00 kuna

Total: 1,174,000.00 kuna

Based on 16 students (8 per specialization), the price of the Doctoral Degree Program per student per year would be 24,500.00 kuna.

#### **4.10. Financing the doctoral degree program**

The price of the doctoral degree program per student is based on financing of the doctoral degree program solely from tuition fees. Although this is one possibility of financing, it is not the best long-term solution for financing doctoral degree programs, both because of the way in which this doctoral degree program is envisaged and because of development of preconditions which would enable high quality studying (e.g. research equipment, new investment, additional funding for complex research, student mobility, student participation in conferences in Croatia and abroad, ensuring preconditions for postdoctoral research...). Therefore, we would welcome a systematic solution for financing all doctoral degree programs in the Republic of Croatia, i.e. on the level of the Ministry of Science, Education and Sports. This particularly relates to full-time students, which would enable dealing with the issues of social welfare and healthcare, occupational safety and health, their salaries, scholarships, etc. Student mobility also requires systematic solutions which would enable our students to accumulate ECTS credits by visiting other university and research institutions and by attending conferences abroad, as envisaged by this program. Possible sources of funding (still under negotiation) are the following: Ministry of Science, Education and Sports of the Republic of Croatia (student scholarships, direct funding of some program expenses, funding research projects which are the basis of the doctoral degree program), The National Foundation for Science, Higher Education and Technological Development of the Republic of Croatia (scholarships and expenses of student mobility), state bodies and offices (e.g. Office for Combating Narcotic Drugs Abuse, etc.), National Foundation for Civil Society Development, county and local authorities, various scholarships and grants from abroad for projects which are the basis of the doctoral degree program, and self-financing by students as the last option. In order to develop these funding options, several meetings have been held at various institutions and levels.

During the project *Development and evaluation of community based prevention and rehabilitation* the doctoral degree program proposal was presented to the scientific community and to some ministries of the Republic of Croatia (cf. Appendix D1 for examples of invitation letters). Representatives of several ministries attended the presentation: the Ministry of Justice, the Ministry of Health and Social Welfare (for the systems of healthcare and social welfare), the Ministry of the Family, Veterans' Affairs and Intergenerational Solidarity, and the Ministry of Science, Education and Sports. There were unofficial talks with some other ministries and with county offices (especially with the Healthcare and Social Welfare Department of the Istria County). As a result of the talks, these institutions gave their support to the doctoral degree program proposal recognizing its benefit to the public sector, to strategy development and their application in the field of prevention of behavioral disorders and disability studies (cf. letters of support in Appendix D2). Their support may also mean that they will be willing to fund the training of their present employees (to be part-time students) or new employees who could continue their education in the doctoral degree program as full-time students.

#### **4.11. The quality of the doctoral degree program**

Monitoring and improvement of the quality of the doctoral degree program shall be done on several levels:

- monitoring the implementation of the doctoral degree program (evaluation by students and lecturers)
- monitoring the achievement of the objectives of the doctoral degree program (learning outcomes) – acquiring new knowledge, skills and techniques, development of skills

relevant for employment in and outside academic institutions, monitoring students after employment, etc.

- institutional mechanisms for the improvement of the quality of the doctoral degree program (self-evaluation procedures, evaluation procedures, student questionnaires, program implementation success rate analysis, success rate indicators).

In order to monitor the quality and the successful implementation of the doctoral degree program students will continually monitor the quality of the degree program by filling in questionnaires after each course (see Appendix C4), and filling in questionnaires after each year of study. Instructors (especially teaching and research advisors) shall supervise the implementation of the doctoral degree program by monitoring the quality of studying of each student, starting from setting up the individual curriculum through its realization (monitoring particular parameters).

Questionnaires will be drawn up to monitor the achievement of the objectives of the doctoral degree program. They will monitor learning competences achieved in particular courses and research activities. In order to do this, students will fill in questionnaires during the course of the program, and upon its completion employers will also fill in questionnaires. The employers' assessments will be very important in improving the quality of the program in the future generations.

Institutional mechanisms for the improvement of the quality of the doctoral degree program will include self-evaluation and evaluation procedures which will include lecturers and researchers in the program, students, employers and specially selected external evaluators (especially foreign experts whose evaluation will enable greater student mobility and joint study programs). Success rate indicators shall be the following: the number of graduating students, time for the completion of the program and the quality of the doctoral dissertation. One way of evaluating the quality of the doctoral degree program may be through monitoring changes which may become evident in the institutions employing the graduated PhD holders, especially after several years of investment in science and after they have been employed in the institutions for several years (cf. rationale and letters of support in the appendix).

## **Note**

The *Prevention Science and Disability Studies* is a completely new interdisciplinary postgraduate degree program. If it obtains positive reviews, we believe that it will enable us to ensure its high quality, and thus contribute to the development of science and its implementation in non-academic institutions, i.e. contribute to the development of Croatia as a knowledge-based society.

## **Appendices**

### **Appendix A**

1. Course descriptions
2. Lecturer's biographies

### **Appendix B**

1. Permissions to teach in the degree program (from teacher's home institutions)
2. Consent forms for common research projects (for collaborators from foreign universities)

### **Appendix C**

1. Application form
2. Letter of Recommendation form
3. Contract of studying at the doctoral degree program
4. Teaching evaluation questionnaire

### **Appendix D**

1. Invitations to ministries to the presentation of the doctoral degree proposal
2. Letters of support to the proposal of the doctoral degree program *Prevention Science and Disability Studies*

### **Appendix E**

1. The basis of the doctoral degree program proposal

## **Appendix A**

- 1. Course descriptions**
- 2. Teachers' biographies**



## **1. Course descriptions**

<b>Code: PZ1</b>	<b>1.1 Introduction to prevention of mental and behavioral disorders and mental health promotion</b>			
<b>General information</b>				
Specialization	Prevention Science – Prevention of mental and behavioral disorders and mental health promotion			
Year of study	1 <sup>st</sup> year			
Course supervisor	Professor Josipa Bašić			
Affiliation	University of Zagreb Faculty of Education and Rehabilitation Science			
Other instructors	/			
Prerequisites	/			
Type of course	<input checked="" type="checkbox"/> compulsory	<input type="checkbox"/> elective		
<b>Course contents</b>				
<p>The course will cover the following topics:</p> <p>Historical overview of prevention research and prevention practice in the world and in Croatia.</p> <p>Theoretical framework of prevention (Public health/mental health theory, Risk and protective factors theory/Risk and resilience theory, Community systems theory, Environmental change theory, Positive development theory).</p> <p>Prevention as a science. Approaches to prevention planning – Public health model, Logic model framework...</p> <p>Needs of children and youth today – children and youth at risk. The risk continuum, the needs continuum, the population continuum and the prevention intervention continuum.</p>				
<b>Learning outcomes and competences</b>				
<p>Upon completion of this course students will:</p> <ul style="list-style-type: none"> <li>• understand prevention as a dynamic science responding to the needs of individuals and systems</li> <li>• understand and describe the term “at risk”</li> <li>• understand theories/concepts which are the basis of prevention science</li> <li>• plan preventive strategies based on theoretical frameworks and approaches</li> <li>• think critically while planning preventive strategies and studying literature</li> </ul> <p>The course is designed to develop the following skills: literature research, writing papers and their presentation and taking part in discussions.</p>				
<b>Quality assurance</b>				
Student questionnaire				
<b>Assessment criteria</b>				
<ul style="list-style-type: none"> <li>• Attendance 30%</li> <li>• Final paper 40%</li> <li>• Participation in discussions 20%</li> <li>• Paper presentation 10%</li> </ul>				
<b>Number of ECTS credits</b>		3		
<b>Hours per week</b>	Lectures: 15	Seminars: 5	Exerc.: /	Total hours: 20
<b>Assessment methods</b>	<input type="checkbox"/> oral examination	<input checked="" type="checkbox"/> written examination	<input type="checkbox"/> continual assessment	<input checked="" type="checkbox"/> independent student work
<b>Teaching methods</b>				
<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> seminars	<input checked="" type="checkbox"/> research study		<input type="checkbox"/> exercises
<input checked="" type="checkbox"/> literature/ Internet	<input type="checkbox"/> laboratory	<input type="checkbox"/> practical work		<input checked="" type="checkbox"/> tutorials
<b>Required reading</b>				
<p>Ajduković, M. (2000): Ekološki multidimenzionalni pristup sagledavanju činitelja rizika i zaštite u razvoju poremećaja u ponašanju djece i mladeži. In: Bašić, J.; Janković, J. (eds) Rizični i zaštitni čimbenici u razvoju poremećaja u ponašanju djece i mladeži. Povjerenstvo Vlade Republike Hrvatske za prevenciju poremećaja u ponašanju djece i mladeži i zaštitu djece s poremećajima u ponašanju. Zagreb, 47-62.</p> <p>Bašić, J., Janković, J. (eds.) (2000): Rizični i zaštitni čimbenici u razvoju poremećaja u ponašanju djece i mladeži. Povjerenstvo Vlade Republike Hrvatske za prevenciju poremećaja u ponašanju djece i mladih. Zagreb.</p> <p>Bašić, J., Ferić, M., Kranželić, V. (2001): Od primarne prevencije do ranih intervencija. Edukacijsko-rehabilitacijski fakultet Sveučilišta u Zagrebu, Zagreb.</p> <p>Bašić, J. (2005): Prevencijska istraživanja i prevencijska praksa. Hrvatska revija za rehabilitacijska istraživanja, 41,1,81-88.</p>				

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- Bašić, J., Žižak, A., Koller-Trbović, N. (2004): Prijedlog pristupa rizičnim ponašanjima i poremećajima u ponašanju djece i mladih (in) Bašić, J., Koller-Trbović, N., Uzelac, S. (eds.) (2004): Poremećaji u ponašanju: pristupi i pojmovna određenja, Edukacijsko-rehabilitacijski fakultet Sveučilišta u Zagrebu, Zagreb. 147-156.
- Bašić, J. (2002): The Youth and the Risk of Their Development. (in) Tivadar, B., Polona, M. (eds.) Flying over or falling through the cracks? Young people in the risk society, Ministry of education and sport of the Republic of Slovenia, Office of the Republic of Slovenia for Youth, 160 - 165.
- Catalano, F.R., Berglund, M.L., Ryan, A.M.J., Lonczak, S.H., Hawkins, J.D. (1998): Positive Youth Development in the United States. Social Development Research Group University of Washington School of Social Work. Seattle, Washington.
- Coie, J. D., Watt, N.F., West, S.G., Hawkins, J.D., Asarnow, J.R., Markman, H.J., Ramey, S.L., Shure, M.B., Long, B. (1993): The Science of Prevention: A Conceptual Framework and Some Directions for National Research Program. American Psychologist, 48, 10, 1013-1012.
- Davis, N.J. (1999): Resilience: Status of the Research and Research-based Programs. Working Paper Draft, [www.mentalhealth.org](http://www.mentalhealth.org)
- Harachi, T.W. (2000): A Prevention Science Framework Aimed at Delinquency. (in) Annual report for 2000 and Resource Materials Series No. 59. UNAFEI, Fuchu/Tokyo, Japan, 183-194. [www.unafei.or.jp](http://www.unafei.or.jp)
- Mrazek, P.J., Haggerty, R.J. (1994): Reducing risk for Mental Disorders: Frontiers for Preventive Intervention Research. National Academy Press, Washington, DC.
- Rak, C., Patterson, L. (1996): Promoting Resilience in At-Risk Children. Journal of Counseling and Development, 74, 368-373.
- Saleebey, D. (2001): Notes from a Naïf: Primary Prevention in the New Era. Journal of Primary Prevention, 22, 1, 11-16.

#### Recommended reading

- Doležal, D. (2006): Otpornost i prevencija poremećaja u ponašanju. Hrvatska revija za rehabilitacijska istraživanja. (in press).
- Cicchetti, D., Hinshaw, S.P. (2002): Editorial: Prevention and Intervention Science: Contributions to Developmental Theory. Development and Psychopathology, 14, 4, 667-671.
- Jandrić, A. (2005): Lokalna zajednica u prevenciji poremećaja u ponašanju: Koncept pozitivnog razvoja mladih. Hrvatska revija za rehabilitacijska istraživanja, 41, 2, 3-18.
- Levine, M. (2000): Prevention and Progress: A Brief History of Prevention. Journal of Primary Prevention, 21, 2, 159-169.
- Luthar, S.S., Cicchetti, D. (2000): The construct of Resilience: Implication for Intervention and Social Policy. Development and Psychopathology, 12, 857-885.
- Pollard, J.A., Hawkins, J.D., Arthur, M.W. (1999): Risk and protection: Are both necessary to understand diverse behavioral outcomes in adolescence? Social Work Research, 23, 3, 145-159.
- Weissberg, R.P., Kumpfer, K.L., Seligman, M.E.P. (2003): Prevention that Works for Children and Youth: An Introduction. American Psychologist, 58, 425-432.

Works that qualify the lecturer to teach the course

- Bašić, J. (2005): Prevenzijska istraživanja i prevenzijska praksa. Hrvatska revija za rehabilitacijska istraživanja. 41, 1, 81-88.
- Bašić, J., Žižak, A., Koller-Trbović, N. (2004): Prijedlog pristupa rizičnim ponašanjima i poremećajima u ponašanju djece i mladih (in) Bašić, J., Koller-Trbović, N., Uzelac, S. (eds.): Poremećaji u ponašanju: pristupi i pojmovna određenja, Edukacijsko-rehabilitacijski fakultet Sveučilišta u Zagrebu, Zagreb. 147-156.
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- Bašić, J. (2002): The Youth and the Risk of Their Development. (in) Tivadar, B., Polona, M. (eds.) Flying over or falling through the cracks? Young people in the risk society, Ministry of education and sport of the Republic of Slovenia, Office of the Republic of Slovenia for Youth, 160 - 165.
- Koller-Trbović, N., Žižak, A., Bašić, J. (2001): Određenje, prevencija i tretman poremećaja u ponašanju djece i mladih. Dijete i društvo. 3, 3, 319-342.
- Bašić, J., Ferić, M., Kranželić, V. (2001): Od primarne prevencije do ranih intervencija. Edukacijsko-rehabilitacijski fakultet Sveučilišta u Zagrebu. Zagreb.
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<b>Code: PZ2</b>	<b>1.2 Epidemiology of mental and behavioral disorders</b>			
General information				
Specialization	Prevention Science – Prevention of mental and behavioral disorders and mental health promotion			
Year of study	1 <sup>st</sup> year			
Course supervisor	Professor Marija Strnad			
Affiliation	Croatian National Institute of Public Health			
Other instructors	Assistant Professor Gordana Pavleković			
Prerequisites	/			
Type of course	<input checked="" type="checkbox"/> compulsory	elective		
Course contents				
Definition of epidemiology. Basics of epidemiology. Descriptive, analytic, experimental and theoretical epidemiology (modeling). Epidemiological indicators: incidence, prevalence, mortality, lethality. Natural course of a disease. Social determinants of disease and disorders. Genetic and molecular epidemiology. Sources of data to assess the scale of the problem of mental and behavioral disorders: routine statistics, registers, research. International Classification of Functioning, Disability and Health (ICF), the basic concept and the division of disorders and disabilities. Epidemiological research studies: cross-sectional, case-control, cohort studies and controlled clinical trial. Relative risk, attributable risk, odds ratio. Indicators of mental and behavioral disorders in the world and in Croatia. Screening, definition and characteristics. Prenatal screening. Genetic counseling.				
Learning outcomes and competences				
Upon completion of this course students will:				
<ul style="list-style-type: none"> <li>• Understand the prevalence and distribution of disease and disorders in the human population</li> <li>• Be able to express and analyze the basic indicators of the scale of the problem of mental and behavioral disorders</li> <li>• Be able to set up the basis of epidemiological research</li> <li>• Be able to critically examine epidemiological research about mental and behavioral disorders</li> </ul>				
Quality assurance				
Student questionnaire				
Assessment criteria				
<ul style="list-style-type: none"> <li>• Participation and attendance            20%</li> <li>• 1 paper    50%</li> <li>• 3 exercises                                      30%</li> </ul>				
Number of ECTS credits		3		
Hours per week	Lectures: 10	Seminars: 5	Exerc.: 5	Total hours: 20
Assessment methods	<input type="checkbox"/> oral examination	<input checked="" type="checkbox"/> written examination	<input type="checkbox"/> continual assessment	<input checked="" type="checkbox"/> independent student work
Teaching methods				
<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> seminars	<input type="checkbox"/> research study	<input checked="" type="checkbox"/> exercises	
<input checked="" type="checkbox"/> literature/Internet	<input type="checkbox"/> laboratory	<input type="checkbox"/> practical work	<input type="checkbox"/> tutorials	
Required reading				
<p>Babuš, V. (ed.) (1997): Epidemiologija. Medicinska naklada. Zagreb.</p> <p>Vorko-Jović, A. (ed.) (2002): Priručnik za seminare i vježbe iz epidemiologije. Medicinska naklada. Zagreb.</p> <p>Međunarodna klasifikacija funkcioniranja, invaliditeta i zdravlja (2006): Hrvatski zavod za javno zdravstvo, Zagreb. (Croatian translation of the International Classification of Functioning, Disability and Health)</p> <p>Murray, C.J., Lopez, A.D. (1994): Quantifying disability: data, methods and results. Bull World Health Organ., 72,481-494.</p> <p>Murray, C.J., Lopez, A.D. (1996): Global and regional descriptive epidemiology of disability prevalence, health expectancies and years lived with disability. (in Murray, C.J., Lopez, A.D. (eds.) Global Burden of Disease. Boston, Harvard, 201-246.</p> <p>Thomson, T., Felce, D., Symons, F.J. (eds.) (2000): Behavioural Observation. Technology and Applications in Developmental Disabilities. Paul H. Brooks, Baltimore.</p> <p>Guralnick, M. (ed.) (1997): The Effectiveness of Early Intervention. Brooks, Baltimore.</p> <p>Bradshaw J. (1998): Assessing and intervening in the communication environment. British Journal of Learning Disabilities 26,62-65.</p>				
Recommended reading				
Fryers, T. (1997): Epidemiology in relation to community and residential services. Current Opinion in Psychiatry, 10,340-53.				

- Rulnjević, N., Strnad, M., Komadina, D. (1986): Međunarodna klasifikacija oštećenja, invaliditeta i hendikepa. Priručnik za klasifikaciju posljedica bolesti. Zavod za zaštitu zdravlja Republike Hrvatske, Zagreb. (Croatian translation of International Classification of Impairment, Disability and Handicap).
- Strnad, M., Mandić, V., Rulnjević, N. (1995): Croatian initial experience with the suitability of the ICIDH for classifying health status. *Disability and rehabilitation*, 17,7,364:368.
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- Strnad, M., Benjak, T. (2005): Hrvatski registar o osobama s invaliditetom. (in) Hrvatski zdravstveni statistički ljetopis za 2004. godinu. Hrvatski zavod za javno zdravstvo, Zagreb, 299-300.

#### Works that qualify the lecturer to teach the course

- Rulnjević, N., Strnad, M. (1977): Uloga Republičkog registra o osobama sa smetnjama u psihofizičkom razvoju. Republička konferencija za rehabilitaciju i zaštitu invalida SRH. *Novosti*. 1-5.
- Rulnjević, N., Strnad, M., Mandić, V. (1981): Investigation of disorders in psychophysical development in SR Croatia by means of the republic system of follow-up. IX International Congress. Book of summaries. International Federation for Hygiene, Preventive and Social Medicine. 82.
- Kulčar, Ž., Rismondo, M., Lang, S., Strnad, M. (1981): Prevention of chronic disabling disease: Self-care. IX International Congress. Book of summaries. International Federation for Hygiene, Preventive and Social Medicine, 162.
- Rulnjević, N., Mašović, S., Špalj, I., Strnad, M. (1983): Development, Position and Perspectives of the Education and Rehabilitation of Handicapped Children and Youths. Symposium of the European Union for School and University Health and Medicine. Dubrovnik. 47-48. (abstract)
- Ivanković, D., Luković, G., Strnad, M., Hrabak-Žerjavić, V., Kern, J., Vuletić, S. (1985): Praćenje kongenitalnih malformacija: rutinska zdravstvena statistika, novi registri ili nešto treće?, *Uvodnik. Liječ. Vjesn*, 11-12, 465-469.
- Rulnjević, N., Strnad, M., Komadina, D. (1986): Međunarodna klasifikacija oštećenja, invaliditeta i hendikepa. Priručnik za klasifikaciju posljedica bolesti. Zavod za zaštitu zdravlja Republike Hrvatske, Zagreb. (Croatian translation of International Classification of Impairment, Disability and Handicap).
- Rulnjević, N., Strnad, M., Rodin, N. (1989): Epidemiologija invaliditeta i utvrđivanje vrste i stupnja ometenosti u fizičkom i psihičkom razvoju djece i omladine i drugih osoba s invaliditetom. Tečaj: Rehabilitacija djece s tjelesnim oštećenjima, Krapinske Toplice. Medicinski fakultet u Zagrebu, Centar za suradnju s udruženim radom, Medicinska akademija Hrvatske, Bolnica za reumatske bolesti i rehabilitaciju Krapinske Toplice, Sekcija za fizikalnu medicinu i rehabilitaciju Zbora liječnika Hrvatske, Zavod za fizikalnu medicinu i rehabilitaciju Medicinskog fakulteta u Zagrebu.
- Strnad, M., (1990): Testiranje i ocjena eksperimentalne klasifikacije Svjetske zdravstvene organizacije o oštećenjima i hendikepima na podacima o tjelesnom invaliditetu u Republici Hrvatskoj. Doktorska disertacija. Sveučilište u Zagrebu. Medicinski fakultet.
- Vorko, A., Jović, F., Strnad, M., Toth, D. (1993): Influence of Risk Situation on Injuring in Sport, Recreation, and Playing of School Children in Croatia. The Second World Conference On Injury Control.. 20.-23. 5. 1993. Atlanta, Georgia, USA, 203-204., (abstract)
- Strnad, M., Mandić, V., Rulnjević, N. (1995): Croatian initial experience with the suitability of the ICIDH for classifying health status. *Disability and rehabilitation*, 17,7,364-368.
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- Babuš, V. (ed.) (1997): Epidemiologija. Medicinska naklada. Zagreb. (one of the collaborators).
- Strnad, M., Jović, F., Vorko, A., Kovačić, L., Toth, D. (1998): Young child injury analysis by the classification entropy method. *Accident Analysis Prevention*, 30,689-695.
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- Strnad, M., Santini, J., Dobranović, M. (2001): Registar o osobama s invaliditetom prvi puta u Hrvatskoj. Knjiga sažetaka. II. hrvatski kongres hitne medicine s međunarodnim sudjelovanjem. 15-16. 11. 2001., Zagreb, 72.
- Tomek-Roksandić, S., Strnad, M., Perko, G., Čulig, J., Tomić, B., Lipovščak, M. (2001): Edukacija edukatora o značenju procjene funkcionalne sposobnosti starijih invalida. Zbornik radova. Šesti hrvatski simpozij o invalidima, 17.- 18. 9. 2001, Bjelolasica, 101. (abstract)
- Vorko-Jović, A. (ur) (2002): Priručnik za seminare i vježbe iz epidemiologije. Medicinska naklada, Zagreb. (one of the collaborators)
- Strnad, M., Benjak, T., Debeljuh, M. (2005): Informacijski sustav Hrvatskog registra o osobama s invaliditetom. (u): Zbornik radova. Medicinska informatika, HDMI, Zagreb, 133-138.
- Strnad, M., Benjak, T. (2005): Hrvatski registar o osobama s invaliditetom. (in): Hrvatski zdravstveno-statistički ljetopis za 2004. godinu. Hrvatski zavod za javno zdravstvo, Zagreb, 299-300.
- Strnad, M., Benjak, T. (2006): Hrvatski registar o osobama s invaliditetom. 6. Kongres menadžmenta u zdravstvu. Sažeci radova., 19.1.2006., Zagreb, 12-7.



<b>Code: PZ3</b>	<b>1.3 Analysing mental health problems for prevention planning</b>			
General information				
Specialization	Prevention Science – Prevention of mental and behavioral disorders and mental health promotion			
Year of Study	1 <sup>st</sup> year			
Course supervisor	Professor Clemens M.H. Hosman			
Affiliation	Maastricht University and Radboud University Nijmegen, The Netherlands			
Other instructors	Martina Ferić Šlehan, MSc.			
Prerequisites	/			
Type of course	<input checked="" type="checkbox"/> compulsory	<input type="checkbox"/> elective		
Course contents				
<p>This course will focus on analyzing mental health problems as a basis for designing science-based interventions to prevent mental disorders and to promote mental health. The course will focus on educating students both to understand the basic concepts, elements and phases of science-based problem analysis. Attention will be given to concepts of risk, risk assessment, populations at risk, risk and protective factors, attributable risk, disorder-specific risk and common risk factors with a broad spectrum impact, relations between determinants (e.g., mediating and moderating factors, sequential relations and relations across system levels), and their implications for prevention and mental health promotion planning. Theoretical models of mental health, mental disorders and their determinants will be presented and their implications for intervention strategies (i.e., medical and biological models, cognitive-behavioral models, stress and coping theories, competence development theories, social network and support theories, community models, and multi-level ecological models). Current empirical knowledge will be discussed to stimulate new research questions on risk and protective factors and developmental trajectories. Models will be used to identify malleable determinants of prevalent mental health problems in communities or the population at large (e.g., conduct problems, child abuse, anxiety, depression). The course also includes a discussion on criteria for selecting specific determinants and well-defined populations at risk as primary targets of prevention or promotion programs. Special attention will be given to comorbidity of mental, physical and social problems and its implications for public health and social policy planning.</p>				
Learning outcomes and competencies				
<ul style="list-style-type: none"> <li>• The ability to understand the meaning of risk and risk analysis and to use such concepts in analyzing mental health problems as a basis for prevention and promotion planning</li> <li>• The ability to understand different models of the concepts of mental health and mental disorders, and the relation between mental health and mental disorders</li> <li>• The ability to differentiate between multiple scientific theories and models on determinants and development of mental health and mental disorders</li> <li>• The ability to apply available theoretical models to the analysis of prevalent mental health problems in a community or the population at large.</li> <li>• The ability to identify needs for knowledge innovation and to translate such needs in research questions</li> <li>• The ability to use theoretical models and empirical knowledge of determinants to infer potentially effective intervention strategies for prevention and mental health promotion.</li> <li>• The ability to understand the relationship between mental, physical and social problems and its implications for public health and social policy planning</li> </ul>				
Quality assurance				
<ul style="list-style-type: none"> <li>• Student questionnaire</li> </ul>				
Assessment criteria				
<ul style="list-style-type: none"> <li>• Literature study 40%</li> <li>• Participation and attendance 16%</li> <li>• Problem analysis Interviews with community key informants 14%</li> <li>• 1 Paper (15 pages) 25%</li> <li>• Paper presentation 5%</li> </ul>				
Number of ECTS credits		4		
Hours per week	Lectures: 15	Seminars: 5	Exerc.: 5	Total hours: 25
Assessment methods	<input type="checkbox"/> oral examination	<input checked="" type="checkbox"/> written examination	<input checked="" type="checkbox"/> continual assessment	<input checked="" type="checkbox"/> independent student work
Teaching methods				



<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> seminars	<input checked="" type="checkbox"/> research study	<input checked="" type="checkbox"/> exercises
<input checked="" type="checkbox"/> literature/internet	<input type="checkbox"/> laboratory	<input checked="" type="checkbox"/> practical work	<input checked="" type="checkbox"/> tutorial
<b>Required reading</b>			
<p>Ingram, R.E., &amp; Price, J.M. (2002). Vulnerability to psychopathology: risk across the life span. New York: Guilford. Chapters 1 (Introduction on vulnerability and risk), and 8 &amp; 9 (vulnerability to depression in childhood, adolescence and adulthood). (96 pp)</p> <p>Glanz, K., Rimer, B.K., Lewis, F.M. (Eds.) (2002). Health behavior and health education: Theory, research and practice. San Francisco: Jossey-Bass. Chapters 3 &amp; 4 (cognitive behavioral models), 8 (individual-environment interactions), 9 (social support theory), 10 (stress theory), 20 (ecological models). (145 pp)</p> <p>Black, D.A., Slep, A.M., &amp; Heyman, R.E. (2001). Risk factors for child psychological abuse. Aggression and violent behavior, 6, 189-201.</p> <p>Brown, J., Cohen, P., Johnson, J.G., &amp; Salzinger, S. (1998). A longitudinal analysis of risk factors for child maltreatment: findings of a 17-year prospective study of officially recorded and self-reported child abuse and neglect. Child Abuse and Neglect, 22 (11), 1065-1078.</p> <p>Doyle, K. W., Wolchik, S. A., Dawson-McClure, S. R., &amp; Sandler, I. N. (2003). Positive events as a stress buffer for children and adolescents in families in transition. Journal of Clinical Child and Adolescent Psychology, 32, 536-545.</p> <p>Heim, C., &amp; Nemeroff, C.B. (1999). The impact of early adverse experiences on brain systems in the pathophysiology of anxiety and affective disorders. Biological Psychiatry, 46, 11, 1509-1522.</p> <p>Herrenkohl, T. I., Maguin, E., Hill, H. G., Hawkins, J. D., Abbott, R. D., &amp; Catalano, R. F. (2000). Developmental risk factors for youth violence. Journal of Adolescent Health, 26, 176-186.</p> <p>Hosman, C.M.H. (1997). The concept of mental health promotion. In E.Lorang (Ed.). Impact of family, school and media on the well-being of children and adolescents. Luxembourg: Pro Vita Sana. (10 pp)</p> <p>Neher, L.S., &amp; Short, J.L. (1998). Risk and protective factors for children's substance use and antisocial behavior following parental divorce. American Journal of Orthopsychiatry, 68, 154-161.</p> <p>Nomura, Y., Wickramaratne, P. J., Warner, V., Mufson, L., &amp; Weissman, M. M. (2002). Family discord, parental depression and psychopathology in offspring: Ten-year follow-up. Journal of the American Academy of Child and Adolescent Psychiatry, 41, 402-409.</p> <p>Weich S, Churchill R, Lewis G, Mann A. Do socio-economic risk factors predict the incidence and maintenance of psychiatric disorder in primary care? Psychol Med 1997; 27:73-80.</p> <p>White, K.S., Bruce, S.E., Farrell, A.D., &amp; Klierer, W. (1998). Impact of exposure to community violence on anxiety: A longitudinal study of family social support as a protective factor for urban children. Journal of Child and Family Studies, 7, 187-203.</p> <p><i>(around 400 pages, of which 60 pages of scientific articles on epidemiology and determinants of a specific mental health problem (student paper), selected by the student from peer-reviewed international scientific journals)</i></p>			
<b>Recommended reading</b>			
<p>Albee, G.W., &amp; Gulotta, T.P. (Eds.), Primary prevention works (pp. 41-67). Thousand oaks, California: Sage Publications</p> <p>American Psychiatric Association (2000). Diagnostic and statistical manual of mental disorders. Fourth edition, Text revision. Washington, DC: APA.</p> <p>Black, D.A., Heyman, R.E., &amp; Slep, A.M. (2001). Risk factors for child sexual abuse. Aggression and violent behavior, 6, 203-229.</p> <p>Bronfenbrenner, U. (1979). The ecology of human development: experiments by nature and design. Boston: Harvard University Press.</p> <p>Chase-Lansdale, L.P., Cherlin, A.J. &amp; Kiernan, K.E. (1995). The long term effects of parental divorce on the mental health of young adults: a developmental perspective. Child Development, 66, 1614-1634.</p> <p>Coulton, J., Korbin, J.I., Su, M., &amp; Chow, J. (1995). Community level factors and child maltreatment rates. Child Development, 66, 1262-1276.</p> <p>Davis, C.H., MacKinnon, D.P., Schultz, A., &amp; Sandler, I. (2003). Cumulative risk and population attributable fraction in prevention. Journal of Clinical Child and Adolescent Psychology, 32, 228-235.</p> <p>Dixon, L., Browne, K., &amp; Hamilton-Giachritsis, C. (2005). Risk factors of parents abused as children: a mediational analysis of the intergenerational continuity of child maltreatment (Part I). Journal of Child Psychology-and-Psychiatry. 46, 47-57.</p> <p>Dixon, L., Hamilton-Giachritsis, C., &amp; Browne, K. (2005). Attributions and behaviours of parents abused as children: a mediational analysis of the intergenerational continuity of child maltreatment (Part II). Journal of Child Psychology and Psychiatry. 46, 58-68.</p> <p>Fergusson, D. M., Lynskey, M. T., &amp; Horwood, L. J. (1996). Origins of comorbidity between conduct and affective disorders. Journal of the American Academy of Child &amp; Adolescent Psychiatry, 35, 451-460.</p>			

- Forgatch, M.S., Patterson, G.R., & Skinner, M.L. (1988). A mediational model for the effect of divorce on antisocial behavior in boys. In E. M. Hetherington & J. D. Arasteh (Eds.), *Impact of divorce: single parenting, and stepparenting on children* (pp. 135-154). Hillsdale, NJ: Erlbaum.
- Furstenberg, F.F., Jr. & Teitler, J.O. (1994). Reconsidering the effects of marital disruption: What happens to children of divorce in early adulthood? *Journal of Family Issues*, 15, 173-190.
- Garbarino, J., & Kostelny, K. (1992). Child maltreatment as a community problem. *Child Abuse and Neglect*, 16, 455-464.
- Gelles, R.J. (1993). Through a sociological lens: social structure and family violence. In R.J. Gelles & D.R. Loseke (Eds.), *Current controversies on family violence*. Newbury Park: Sage.
- Gelles, R.J. & Straus, M.A. (1979). Determinants of violence in the family: toward a theoretical integration. In W.R. Burr, Hill, R., Nye, F.I., Reiss, I.L. (Eds.), *Contemporary theories about the family* (pp. 549-581). New York: The Free Press.
- Gilman, S.E., Kawachi, I., Fitzmaurice, G.M., & Buka, S.L. (2003). Family disruption in childhood and risk of adult depression. *American Journal of Psychiatry*, 160, 939-946.
- Gotlib, I.A., & Hammen, C.L. (1992). *Psychological aspects of depression: Toward a cognitive-interpersonal integration*. Wiley, UK: Chichester.
- Graaf, R. de, Bijl, R.V., Smit, F., Vollebergh, W.A.M., & Spijker, J. (2002). Risk factors for 12-month comorbidity of mood, anxiety, and substance use disorders: Findings from the Netherlands Mental Health Survey and Incidence Study. *American Journal of Psychiatry*, 159, 620-629.
- Grych, J.H. (2005). Interparental conflict as a risk factor for child maladjustment: implications for the development of prevention programs. *Family Court Review*, 43, 97-108.
- Hawkins, J. D., Herrenkohl, T., Farrington, D. P., Brewer, D., Catalano, R. F., & Harachi, T. W. (1998). A review of predictors of youth violence. In R. Loeber & D. P. Farrington (Eds.), *Serious and violent juvenile offenders: Risk factors and successful intervention* (pp. 107-146). Thousand Oaks, CA: Sage.
- Hosman, C.M.H., Jane-Llopis, E., & Saxena, S. (eds.) (2004). *Prevention of Mental Disorders: Effective interventions and policy options*. Geneva: World Health Organization (70 pp.)
- Hosman, C.M.H., Jane-Llopis, E., & Saxena, S. (Eds.) (In press). *Evidence-based Prevention of Mental Disorders*. Oxford: Oxford University Press.
- Ifeagwazi, C.M., & Obieze, N. (2000-2001). The influence of early parents' death on manifestations of depressive symptoms among young adults. *Omega, Journal of Death and Dying*, 42, 151-158.
- Kellam, S.G., & Langevin, D.J. (2003). A framework for understanding 'evidence' in prevention research and programs. *Prevention Science*, 4, 137-154.
- Kellam, S., Rebok, G.W., Ialongo, N., & Mayer, L.S. (1994). The course and malleability of aggressive behaviour from early first grade into middle school: Results of a developmental epidemiologically-based prevention trial. *Journal of Child Psychology and Psychiatry*, 35, 259-281.
- Kessler, R.C., & Price, R.H. (1993). Primary prevention of secondary disorders: A proposal and agenda. *American Journal of Community Psychology*, 21, 607-634.
- McQueen, D.V. (2001). Strengthening the evidence base for health promotion. *Health Promotion International*, 16, 261-268.
- Mrazek, P., & Haggerty, R.J. (Eds.) (1994). *Reducing risks of mental disorders: Frontiers of preventive intervention research*. Washington, DC: National Academy Press.
- Muris, P. (2002). Relationships between self-efficacy and symptoms of anxiety disorders and depression in a normal adolescent sample. *Personality and Individual Differences*, 32, 2, 337-348.
- Muris, P., Steerneman, P., Merckelbach, H., Meesters, C. (1996). The role of parental fearfulness and modeling in children's fear. *Behavior Research and Therapy*, 34, 265-268.
- Sanchez, M.M., Ladd, Ch. O., & Plotsky, P.M. (2001). Early adverse experience as a developmental risk factor for later psychopathology: Evidence from rodent and primate models. *Development and Psychopathology*, 13, 3, 419-449.
- Snyder, C.R. (Ed.). (1999). *Coping: The psychology of what works*. Oxford: Oxford University Press.
- Stallard, P., Velleman, R., & Baldwin, S. (1998). Prospective study of post-traumatic stress disorder in children involved in road accidents. *British Medical Journal*, 317, 1619-1623.
- Tones, K., & Green, J. (2004). *Health promotion: Planning and Strategies*. Sage: London.
- Widom, C.S. (1999). Posttraumatic stress disorder in abused and neglected children grown up. *The American Journal of Psychiatry*, 156, 8, 1223-1229.
- Zuckerman, M. (1999). *Vulnerability to psychopathology: a biosocial model*. Washington, D.C.: American Psychiatric Association.

Works that qualify the lecturer to teach the course

- [Allart-van-Dam, E.](#), [Hosman, C.M.H.](#), [Hoogduin, C.A.L.](#), & [Schaap, C.P.D.R.](#) (2003). The Coping With Depression course: Short-term outcomes and mediating effects of a randomized controlled trial in the treatment of subclinical depression. *Behavior Therapy*, 34, 3, 381-396.

- [Allart-van-Dam, E.](#), [Hosman, C.M.H.](#), & [Keijsers, G.P.J.A.](#) (2004). New Instrument to Assess Participant Motivation for Involvement in Preventive Interventions. *Journal of Clinical Psychology*, 60, 6, 555-565.
- Hosman, C.M.H. (2001). Prevention programs on reducing stress and depression related problems. In: Coping with stress and depression related problems in Europe. (pp. 58-60). Brussels: European Commission/World health Organization.
- Hosman, C.M.H. (2002). Progress in evidence-based Prevention and promotion in mental health. In P. Mrazek & C. Hosman (Eds.), Toward a strategy of worldwide action to promote mental health and prevent mental and behavioral disorders. Alexandria, VA: World Federation for mental Health. (p. 33-36).
- Hosman, C.M.H. (2004). Evidence-based prevention of mental disorders: A World health Organization Project. In E. Berger (Ed.), Developing partnerships: Science, policy and programs across cultures. Rockville, MD: US Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Mental Health Services.
- Hosman, C.M.H., & Clayton, R. (2000). Prevention and health promotion on the international scene: The need for a more effective and comprehensive approach. *Addictive Behaviors*, 25, 6, 943-954.
- Hosman, C., Dadds, M. & Raphael, B. Evidence-based prevention of anxiety disorders. In C. Hosman, E. Llopis, & S. Saxena. Evidence-based prevention of mental disorders. Oxford University Press. (in press)
- Hosman, C.M.H., Jane-Llopis, E., & Saxena, S. (eds.) (2004). Prevention of Mental Disorders: Effective interventions and policy options. Geneva: World Health Organization (Summary Report, 70 pp.)
- Hosman, C.M.H., Jane-Llopis, E., & Saxena, S. (Eds.) (In press). Evidence-based Prevention of Mental Disorders. Oxford: Oxford University Press.
- Jané-Llopis, E., Hosman, C., Jenkins, R., & Anderson, P. (2003). A meta-analysis of depression prevention programmes : What predicts effect ? *British Journal of Psychiatry*, 183, 384-397.
- Jané-Llopis, E., Barry, M.M., Hosman, C. and Patel, V. (2005) Mental health promotion works: A review. In: E. Jané-Llopis, M.M. Barry, C. Hosman and V. Patel (Eds.). The Evidence of Mental Health Promotion Effectiveness: Strategies for Action. Promotion & Education, Special Issue, Supplement 2, 2005, 9-25.
- Jané-Llopis, E., Barry, M.M., Hosman, C., & Patel, V. (Eds.). The Evidence of Mental Health Promotion Effectiveness: Strategies for Action. Promotion & Education, Special Issue, Supplement 2, 2005.
- Mann, M., [Hosman, C. M.H.](#), [Schaalma, H.P.](#), & [de Vries, N.K.](#) (2004). Self-esteem in a broad-spectrum approach for mental health promotion. [Health-Education-Research](#), 19, 4, 357-372.
- Lecic-Tosevski, D., Christodoulou, G.N., Herrman, H., Hosman, C., Jenkins, R., Newton, J., Rajkumar, S., Saxena, S., Schmolke, M. (2004) WPA Consensus Statement on Psychiatric Prevention. *Dynamische Psychiatrie (Dynamic Psychiatry)*, 36, 5-6, 307-315.
- Molleman, G.R.M., Ploeg, M.A., Hosman, C.M.H., & Peters, L. (2004). Preffi 2.0: un outil néerlandais pour analyser l'efficacité des interventions en promotion de la santé. *Promotion & Education*, 11, 4, hors serie 1, 22-27.
- [Molleman, G.R.M.](#), Peters, L.W.H, Hosman, C.M.H., & Kok, G.. (2005). Implementation of a quality assurance instrument (Preffi 1.0) to improve the effectiveness of health promotion in The Netherlands. *Health-Education-Research*, 20, 4, 410-422.
- Molleman, G.R.M., Peters, L.W.H., Hosman, C.M.H., Kok, G., & Oosterveld, P. (2005). Project quality rating by experts and practitioners with preffi 2.0 as a quality assessment instrument. *Health Education Research*, advance access publication, October 12, 2005.
- Mrazek, P. & Hosman, C.M.H. (Eds.) (2002). Toward a strategy of worldwide action to promote mental health and to prevent mental and behavioral disorders. Alexandria: World Federation for Mental Health.
- Peters, L., Molleman, G., Hommels, L. Ploeg, M., Hosman, C., & Jane-Llopis, E. (2003). Health Promotion Effect Management Instrument Preffi 2.0: Explanatory Guide. Woerden, NL: Dutch National Institute for Health Promotion and Disease Prevention.
- [Van-Doesum, K.T.M.](#), [Hosman, C.M.H.](#), & [Riksen-Walraven J.M.](#) (2005). A Model-Based Intervention for depressed mothers and their infants. [Infant-Mental-Health-Journal](#), 26, 2, 157-176.
- Van Doesum, K.T.M., Riksen-Walraven, J.M., Hosman, C.M.H., & Hoefnagels, C. Preventing early relationship problems of depressed mothers and their infants: A randomized controlled trial of a preventive intervention for mother and child. (Submitted).
- Van Doesum, K.T.M., Hosman, C.M.H., Riksen-Walraven, J.M., & Hoefnagels, C. (in press). Predicting depressed mothers' sensitivity towards their infants: the role of maternal, child, and contextual characteristics.

<b>Code: PZ4</b>	<b>1.4 Developmental psychopathology and prevention</b>	
General information		
Specialization	Prevention Science – Prevention of mental and behavioral disorders and mental health promotion	
Year of Study	1 <sup>st</sup> year	
Course supervisor	Professor Clemens M.H. Hosman	
Affiliation	Maastricht University and Radboud University Nijmegen, The Netherlands	
Other instructors		
Prerequisites		
Type of course	<input checked="" type="checkbox"/> compulsory	<input type="checkbox"/> optional
Course contents		
<p>This course aims to educate students in the basic concepts and principles of developmental psychopathology, its interdisciplinary studies of pathological and normal development from early childhood to adulthood, and its meaning for grounding the development of effective prevention and mental health promotion. Special attention will be given to scientific knowledge on the transgenerational transmission of mental disorders and its meaning for preventing mental problems and psychopathology in children of mentally ill or addicted parents.</p> <p>Developmental psychopathology is a field of interdisciplinary science that links and integrates knowledge from disciplines, such as psychiatry, clinical and developmental psychology, pedagogical sciences, developmental epidemiology, neurobiology and neuropsychology, genetics, experimental psychopathology, sociology and educational sciences. It serves as one main of the scientific foundations of prevention science and early interventions. It studies <i>multiple</i> developmental pathways in the onset and course of <i>single</i> disorder (equipfinality), as well the multiple outcomes of a common risk or protective factor (multifinality). Knowledge on developmental pathways will also be used to understand the high prevalence of comorbidity. Developmental pathways of both mental health (resilience) and mental disorders are studied. In addition to the identification of risk and protective factors that could be identified as targets of prevention and promotion interventions, psychopathology also offers information on the best timing of such interventions and on the settings and system</p>		

levels that needs to targeted to generate a significant change in the multicausal developmental trajectories. Intervention strategies include especially early interventions and primary and secondary prevention directed at changes in individuals (especially children and adolescents), their educational environment and other relevant social systems and conditions.

#### Learning outcomes and competencies

- The ability to understand the concepts, principles and theories of developmental psychopathology and their meaning for prevention of mental disorders and promotion of mental health.
- The ability to identify evidence-based developmental pathways of mental disorders and mental health across the life span, including pathways defined by equifinality and pathways defined by multifinality.
- The ability to link knowledge on risk and protective factors from different disciplines, systems levels and stages of the life span, and to integrate this knowledge in a comprehensive view on the development of mental health and mental disorders.
- The ability to use knowledge from developmental psychopathology for the selection of determinants, populations at risk and sensitive periods as targets for effective prevention and mental health promotion.
- The ability to understand the epidemiology of the transgenerational transfer of psychopathology, the active mediating processes and moderating factors in this process, and related opportunities to prevent the transfer of mental and behavioral problems from parents to their children.
- The ability to understand parallel and sequential comorbidity among mental disorders and with physical and social problems using knowledge from developmental psychopathology; and its implications for designing effective prevention programmes and public mental health policies.

#### Quality assurance

- Student questionnaire

#### Assessment criteria

- |                                |     |
|--------------------------------|-----|
| • Literature study             | 55% |
| • Participation and attendance | 15% |
| • 1 Paper (15 pages)           | 25% |
| • Paper presentation           | 5%  |

#### Number of ECTS credits

4

#### Hours per week

Lectures: 15

Seminars: 5

Exerc.: 5

Total hours: 25

#### Assessment methods

oral examination

written examination

continual assessment

independent student work

#### Teaching methods

lectures

seminars

research study

exercises

literature/ Internet

laboratory

practical work

tutorial

#### Required reading

- Cicchetti, D., & Toth, S.L. (1997). Transactional ecological systems in developmental psychopathology. In: S.S. Luthar, J.A. Burack, D. Cicchetti, & J.R. Weisz (1997). *Developmental psychopathology: Perspectives on risk, adjustment and disorder*. Cambridge: Cambridge University Press. (pp.317-347)
- Cicchetti, D., & Cohen, D. (2000). Perspectives on developmental psychopathology. In D.Cicchetti & D.Cohen (Eds.), *Developmental psychopathology: Theory and methods*. Volume 1. New York: Wiley. (pp.3-20)
- Denham, S.A. et al. (2000). Prediction of externalizing behavior problems from early childhood to middle childhood: The role of parental socialization and emotion expression. *Development & Psychopathology*, 12, 23-45.
- Greenberg, M. (1999). Attachment and psychopathology in childhood. In Ph. R. Shaver, R. Phillip & J. Cassidy, *Handbook of attachment: Theory, research, and clinical applications*. (pp.469-496). New York, NY, US: Guilford Press.
- Hudson, J.L., et al. (2004). The other side of the coin: Using intervention research in child anxiety disorders to inform developmental psychopathology. *Development & Psychopathology*, 14, 819-841.
- Jaffee, S.R. et al. (2005). Nature x nurture: genetic vulnerabilities interact with physical maltreatment to promote conduct problems. *Development & Psychopathology*, 17, 67-84.
- Kelly, Y.J., et al. (2001). Birthweight and behavioral problems in children: a modifiable effect. *International journal of Epidemiology*, 30, 88-94.
- Masten, A., & Curtis, J. (2000). Integrating competence and psychopathology. *Development & Psychopathology*, 12, 529-550.
- McEwen, B.S. (2003). Early life influences on life long patterns of behavior and health. *Mental Retardation and Developmental Disabilities Research Reviews*, 9, 149-154.

- Tolan, P.B., & Gormann-Smith, D. (2002). What violence prevention research can tell us about developmental psychopathology. *Development & Psychopathology*, 14, 713-729.
- Schore, A. N. (2001a). Effects of a secure attachment relationship on right brain development, affect regulation, and infant mental health. *Infant Mental Health Journal*, 22, 7-66.
- Seidman, E., & French, S.E. (2004). Developmental trajectories and ecological transitions: A two-step procedure to aid in the choice of prevention and promotion interventions. *Development & Psychopathology*, 16, 1141-1159.
- Required literature: transgenerational transfer of psychopathology
- Goodman, S. H., & Gotlib, I. H. (1999). Risk for psychopathology in the children of depressed mothers: A developmental model for understanding mechanisms of transmission. *Psychological Review*, 106, 458-490.
- Hammen, C. (2002). Context of stress in families with depressed parents. In S.H. Goodman, & I.H. Gotlib, (Eds.) (2002). *Children of depressed parents: Mechanisms of risk and implications for treatment*. Washington, DC: American Psychological Association. (pp.175-199).
- Phares, V., Duhig, A.M., & Watkins, M.M. (2002). Family context: Fathers and other support. In S.H. Goodman, & I.H. Gotlib, (Eds.) (2002). *Children of depressed parents: Mechanisms of risk and implications for treatment*. Washington, DC: American Psychological Association. (pp. 203-226).
- Steinhausen, H. (1995). Children of alcoholic parents. *European Child and Adolescent Psychiatry*, 4, 143-152.
- [Van-Doesum, K.T.M., Hosman, C.M.H., & Riksen-Walraven J.M.](#) (2005). A Model-Based Intervention for depressed mothers and their infants. [Infant-Mental-Health-Journal](#), 26, 2, 157-176.
- Van Doesum, K.T.M., Riksen-Walraven, J.M., Hosman, C.M.H., & Hoefnagels, C. Preventing early relationship problems of depressed mothers and their infants: A randomized controlled trial of a preventive intervention for mother and child. (Submitted).
- Van Doesum, K.T.M., Hosman, C.M.H., Riksen-Walraven, J.M., & Hoefnagels, C. (in press). Predicting depressed mothers' sensitivity towards their infants: the role of maternal, child, and contextual characteristics.
- [Weissman, M.M., Warner, V., Wickramaratne, P., Moreau, D., & Olfson, M.](#) (1997). Offspring of depressed parents: 10 years later. [Archives of General Psychiatry](#), 54, 932-940.

*(around 400 pages, of which 50 pages of scientific articles on developmental trajectories of a specific mental health problem or related preventive interventions (student paper), selected by the student from peer-reviewed international scientific journals)*

#### Recommended reading

##### *Recommended literature on developmental psychopathology*

- Bradley, S.J. (2000). *Affect regulation and the development of psychopathology*. New York: The Guilford press.
- Buckner, J.C., Mezzacappa, E., & Beardslee, W.R. (2003). Characteristics of resilient youth living in poverty: The role of self-regulatory processes. *Development & Psychopathology*, 15, 139-162.
- Carlson, E. A., & Soufre, L. A. (1995). Contribution of attachment theory on developmental psychopathology. In D. Cicchetti & D. J. Cohen (Eds.), *Developmental psychopathology: Theory and models* (Vol. 1, pp. 581-617). New York: John Wiley and Sons.
- Conduct Problem Prevention Research Group (2002). Using the Fast-Track randomized prevention trial to test the early starter model of the development of serious conduct problems. *Development and Psychopathology*, 14, 925-943.
- Gilliom, M., & Shaw, D.S. (2004). Codevelopment of externalizing and internalizing problems in early adulthood. *Development & Psychopathology*, 16, 313-333.
- Luthar, S.S., Burack, J.A., Cicchetti, D., & Weisz J.R. (1997). *Developmental psychopathology: Perspectives on risk, adjustment and disorder*. Cambridge: Cambridge University Press.
- Masten, A. et al. (2004). Resources and resilience in the transition to adulthood: Continuity and change. *Development & Psychopathology*, 16, 1071-1094.
- Schneider, W.J., Cavell, T.A., & Hughes, J.N. (2003). A sense of containment: Potential moderator of the relation between parenting practices and children's externalizing behaviors. *Development & psychopathology*, 15, 95-117.
- Schore, A. N. (2001b). The effects of early relational trauma on right brain development, affect regulation, and infant mental health. *Infant Mental Health Journal*, 22, 201-269.
- Rolf, J., Masten, A., Cicchetti, D. et al. (Eds.) (1990). *Risk and protective factors in the development of psychopathology*. New York: Cambridge University Press.
- Sroufe, L.A., Egeland, B., Carlson, E.A., & Collins, W.A. (2005). *The development of the person: The Minnesota study of risk and adaptation from birth to adulthood*. New York: The Guilford press.
- Werner, E.E. (1993). *Risk, resilience and recovery: perspectives from the Kauai Longitudinal Study*.



Development & Psychopathology, 5, 503-5015.

Werner, E.E., & Smith, R.S. (2001) Journeys from childhood to midlife: Risk, resilience, and recovery. Ithaca, NY, US: Cornell University Press.

*Recommended literature on transgenerational transfer of psychopathology, especially depression*

Beardslee, W.R.(2002). Out of the darkened room: When a parent is depressed, protecting the children and strengthening the family. Boston: Little, Brown and Company.

Beardslee, W.R., Gladstone, T.R., Wright,E.J., & Cooper, A.B. (2003). A family-based approach to the prevention of depressive symptoms in children at risk: evidence of parental and child change. Pediatrics, 112, 119-131.

Beardslee, W.R., Hoke, L., Wheelock, I., Rothberg, P.C., van de Velde, P., & Swatling, S. (1992). Initial findings on preventive intervention for families with parental affective disorders. American Journal of Psychiatry, 149, 1335-1340.

Beardslee, W.R., Keller, M.B., Lavori, P.W., Staley, J., & Sacks, N. (1993). The impact of parental affective disorder on depression in offspring: a longitudinal follow-up in a nonreferred sample. Journal of the American Academy of Child and Adolescent Psychiatry, 32, 723-730.

Beardslee, W.R., & Podorefski, D. (1988). Resilient adolescents whose parents have serious affective and other psychiatric disorders: importance of self understanding and relationships. American Journal of Psychiatry, 145, 63-69.

Beardslee, W.R., Salt, P., Versage, E.M., Gladstone, T.R., Wright, E.J., & Rothberg, P.C. (1997). Sustained change in parents receiving preventive interventions for families with depression. American Journal of Psychiatry, 154, 510-515.

[Beardslee, W.R.](#), [Versage, E.M.](#), & Gladstone, T.R. (1998). Children of affectively ill parents: a review of the past 10 years. Journal of the American Academy of Child and Adolescent Psychiatry, 37, 1134-1141.

Beardslee, W.R., Versage, E.M., Wright, E.J., Salt, P., Rothberg, P.C., Drezner, K., & Gladstone, T.R. (1997). Examination of preventive interventions for families with depression: evidence of change. Development and Psychopathology, 9, 109-130.

Beardslee, W.R., Wright, E., Rothberg, P.C., Salt, P., & Versage, E. (1996). Response of families to two preventive intervention strategies: long-term differences in behavior and attitude change. Journal of the American Academy of Child and Adolescent Psychiatry, 35, 774-782.

Beardslee, W.R., Wright, E.J., Salt, P., Drezner, K., Gladstone, T.R., Versage, E.M., & Rothberg, P.C. (1997). Examination of children's responses to two preventive intervention strategies over time. Journal of the American Academy of Child and Adolescent Psychiatry, 36, 196-204.

Beidel, D.C., & Turner, S.M. (1997). At risk for anxiety: I. Psychopathology in the offspring of anxious parents. Journal of the American Academy of Child and Adolescent Psychiatry, 36, 918-924.

Biederman, J., Faraone, S.V., Hirshfeld-Becker, D.R., Friedman, D., Robin, J.A., & Rosenbaum, J.F. (2001). Patterns of psychopathology and dysfunction in high-risk children of parents with panic disorder and major depression. American Journal of Psychiatry, 158, 49-57.

Black, D.W., Gaffney, G.R., Schlosser, S., & Gabel, J. (2003). Children of parents with obsessive-compulsive disorder: a 2-year follow-up study. Acta Psychiatrica Scandinavica, 107, 305-313.

Bijl, R.V., Cuijpers, P., & Smit, F. (2002). Psychiatric disorders in adult children of parents with a history of psychopathology. Social Psychiatry and Psychiatric Epidemiology, 37, 7-12.

Christoffersen, M.N., & Sothill, K. (2003). The long-term consequences of parental alcohol abuse: a cohort study of children in Denmark. Journal of Substance Abuse Treatment, 25, 107-116.

Clark, D.B., Cornelius, J., Wood, D.S., & Vanyukov, M. (2004). Psychopathology risk transmission in children of parents with substance use disorders. American Journal of Psychiatry, 161, 685-691.

Crockenberg, S.C., & Leerkes, E.M. (2003). Parental acceptance, postpartum depression, and maternal sensitivity: mediating and moderating processes. Journal of Family Psychology, 17, 80-93.

Downey, G., & Coyne, J. C. (1990). Children of depressed parents: An integrative review. Psychological Bulletin, 108, 50-76.

Field, T. (1998). Maternal depression effects on infants and early interventions. Preventive Medicine: An International Journal Devoted to Practice and Theory, 27, 200-203.

Field, T. [Grizzle, N.](#), [Scafidi, F.](#), [Abrams, S.](#), Richardson, S. , Kuhn, C. , & [Schanberg, S.](#) (1996). Massage therapy for infants of depressed mothers. [Infant Behavior and Development.](#), 19, 107-112.

[Gelfand, D. M.](#), [Teti, D. M.](#), [Seiner, S.A.](#), & [Jameson, P.B.](#) (1996). Helping mothers fight depression: Evaluation of a home-based intervention program for depressed mothers and their infants. [Journal of Clinical Child Psychology.](#) 25, 406-422.

Goodman, S.H., & Gotlib, I.H. (Eds.) (2002). Children of depressed parents: Mechanisms of risk and implications for treatment. Washington, DC: American Psychological Association.

Hammen, C., Brennan, P.A., Shih, J.H. (2004). Family discord and stress predictors of depression and other disorders in adolescent children of depressed and nondepressed women. J. Am. Acad. Child & Adolescent

Psychiatry, 43, 994-1002.

Lieb, R., Isensee, B., Hofler, M., Pfister, H., & Wittchen, H.U. (2002). Parental major depression and the risk of depression and other mental disorders in offspring: A prospective-longitudinal community study. *Archives of General Psychiatry*, 59, 365-374.

Lizardi, H., Klein, D.N., & Shankman, S.A. (2004). Psychopathology in the adolescent and young adult offspring of parents with dysthymic disorder and major depressive disorder. *Journal of Nervous and Mental Disease*, 192, 193-199.

Lyons-Ruth, K., Connell, D.B., Grunebaum, H.U., & Botein, S. (1990). Infants at social risk: maternal depression and family support services as mediators of infant development and security of attachment. *Child Development*, 61, 85-98.

Murray, L., & Cooper, P. (1996). The impact of postpartum depression on child development. *International Review of Psychiatry*, 8, 55-63.

Nomura, Y., Warner, V., & Wickramaratne, P. (2001). Parents concordant for major depressive disorder and the effect of psychopathology in offspring. *Psychological Medicine*, 31, 1211-1222.

Park, R.J., Senior, R., & Stein, A. (2003). The offspring of mothers with eating disorders. *European Child and Adolescent Psychiatry*, 12, 1110-1119.

Rutter, M. & Quinton, D. (1984). Parental psychiatric disorder: Effects on children. *Psychological Medicine*, 14, 853-880.

[Weissman, M.M.](#), [Wickramaratne, P.](#), [Nomura, Y.](#), [Warner, V.](#), [Verdeli, H.](#), [Pilowsky, D.J.](#), et al. (2005). Families at high and low risk for depression: a 3-generation study. [Archives of General Psychiatry](#), 62, 29-36.

Works that qualify the lecturer to teach the course

[Allart-van-Dam, E.](#), [Hosman, C.M.H.](#), [Hoogduin, C.A.L.](#), & [Schaap, C.P.D.R.](#) (2003). The Coping With Depression course: Short-term outcomes and mediating effects of a randomized controlled trial in the treatment of subclinical depression. [Behavior Therapy](#), 34, 3, 381-396.

[Allart-van-Dam, E.](#), [Hosman, C.M.H.](#), & [Keijsers, G.P.J.A.](#) (2004). New Instrument to Assess Participant Motivation for Involvement in Preventive Interventions. [Journal of Clinical Psychology](#), 60, 6, 555-565.

Hosman, C.M.H. (2001). Prevention programs on reducing stress and depression related problems. In: *Coping with stress and depression related problems in Europe*. (pp. 58-60). Brussels: European Commission/World health Organization.

Hosman, C.M.H. (2002). Progress in evidence-based Prevention and promotion in mental health. In P. Mrazek & C. Hosman (Eds.), *Toward a strategy of worldwide action to promote mental health and prevent mental and behavioral disorders*. Alexandria, VA: World Federation for mental Health. (p. 33-36).

Hosman, C.M.H. (2004). Evidence-based prevention of mental disorders: A World health Organization Project. In E. Berger (Ed.), *Developing partnerships: Science, policy and programs across cultures*. Rockville, MD: US Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Mental Health Services.

Hosman, C.M.H., & Clayton, R. (2000). Prevention and health promotion on the international scene: The need for a more effective and comprehensive approach. *Addictive Behaviors*, 25, 6, 943-954.

Hosman, C., Dadds, M. & Raphael, B. Evidence-based prevention of anxiety disorders. In C. Hosman, E. Llopis, & S. Saxena. *Evidence-based prevention of mental disorders*. Oxford University Press. (in press)

Hosman, C.M.H., Jane-Llopis, E., & Saxena, S. (eds.) (2004). *Prevention of Mental Disorders: Effective interventions and policy options*. Geneva: World Health Organization (Summary Report, 70 pp.)

Hosman, C.M.H., Jane-Llopis, E., & Saxena, S. (Eds.) (In press). *Evidence-based Prevention of Mental Disorders*. Oxford: Oxford University Press.

Jané-Llopis, E., Hosman, C., Jenkins, R., & Anderson, P. (2003). A meta-analysis of depression prevention programmes : What predicts effect ? *British Journal of Psychiatry*, 183, 384-397.

Jané-Llopis, E., Barry, M.M., Hosman, C. and Patel, V. (2005) Mental health promotion works: A review. In: E. Jané-Llopis, M.M. Barry, C. Hosman and V. Patel (Eds.). *The Evidence of Mental Health Promotion Effectiveness: Strategies for Action*. Promotion & Education, Special Issue, Supplement 2, 2005, 9-25.

Jané-Llopis, E., Barry, M.M., Hosman, C., & Patel, V. (Eds.). *The Evidence of Mental Health Promotion Effectiveness: Strategies for Action*. Promotion & Education, Special Issue, Supplement 2, 2005, 9-25.

Mann, M., [Hosman, C. M.H.](#), [Schaalma, H.P.](#), & [de Vries, N.K.](#) (2004). Self-esteem in a broad-spectrum approach for mental health promotion. [Health-Education-Research](#), 19, 4, 357-372.

Lecic-Tosevski, D., Christodoulou, G.N., Herrman, H., Hosman, C., Jenkins, R., Newton, J., Rajkumar, S., Saxena, S., Schmolke, M. (2004) WPA Consensus Statement on Psychiatric Prevention. *Dynamische Psychiatrie (Dynamic Psychiatry)*, 36, 5-6, 307-315.

Molleman, G.R.M., Ploeg, M.A., Hosman, C.M.H., & Peters, L. (2004). Preffi 2.0: un outil néerlandais pour analyser l'efficacité des interventions en promotion de la santé. *Promotion & Education*, 11, 4, hors serie 1, 22-27.



[Molleman, G.R.M.](#), Peters, L.W.H, Hosman, C.M.H., & Kok, G.. (2005). Implementation of a quality assurance instrument (Preffi 1.0) to improve the effectiveness of health promotion in The Netherlands. *Health-Education-Research*, 20, 4, 410-422.

Molleman, G.R.M., Peters, L.W.H., Hosman, C.M.H., Kok, G., & Oosterveld, P. (2005). Project quality rating by experts and practitioners with preffi 2.0 as a quality assessment instrument. *Health Education Research*, advance access publication, October 12, 2005.

Mrazek, P. & Hosman, C.M.H. (Eds.) (2002). *Toward a strategy of worldwide action to promote mental health and to prevent mental and behavioral disorders*. Alexandria: World Federation for Mental Health.

Peters, L., Molleman, G., Hommels, L. Ploeg, M., Hosman, C., & Jane-Llopis, E. (2003). *Health Promotion Effect Management Instrument Preffi 2.0: Explanatory Guide*. Woerden, NL: Dutch National Institute for Health Promotion and Disease Prevention.

[Van-Doesum, K.T.M.](#), [Hosman, C.M.H.](#), & [Riksen-Walraven J.M.](#) (2005). A Model-Based Intervention for depressed mothers and their infants. *Infant-Mental-Health-Journal*, 26, 2, 157-176.

Van Doesum, K.T.M., Riksen-Walraven, J.M., Hosman, C.M.H., & Hoefnagels, C. Preventing early relationship problems of depressed mothers and their infants: A randomized controlled trial of a preventive intervention for mother and child. (Submitted).

Van Doesum, K.T.M., Hosman, C.M.H., Riksen-Walraven, J.M., & Hoefnagels, C. (in press). Predicting depressed mothers' sensitivity towards their infants: the role of maternal, child, and contextual characteristics.

<b>Code: PZ5</b>	<b>1.5 Program Development and Program Planning</b>
General information	
Specialization	Prevention Science – Prevention of mental and behavioral disorders and mental health promotion

Year of study	1 <sup>st</sup> year			
Course supervisor	Douglas Coatsworth, Ph.D.			
Affiliation	Pennsylvania State University, U.S.			
Other instructors	Mark Greenberg, Ph.D.			
Prerequisites				
Type of course	<input checked="" type="checkbox"/> compulsory	<input type="checkbox"/> optional		
Course contents				
This course is designed for graduate students interested in the design and evaluation of programs in human services. Prior graduate courses in intervention theory and research, research design and statistics are suggested. The course provides an introduction to theory and application of program evaluation and will address both process and outcome evaluation strategies. Students will be required to develop a plan for the implementation and evaluation of a human services program.				
Learning outcomes and competencies				
<ul style="list-style-type: none"> <li>• The ability to develop a conceptual understanding of program evaluation</li> <li>• The ability to understand and apply models of program evaluation that are appropriate for a particular question</li> <li>• The ability to understand the fundamentals of design and evaluation issues in prevention research</li> <li>• The ability to develop a program model and evaluation strategy as a research project</li> <li>• The ability to understand how policy shapes and is shaped by research</li> </ul>				
Quality assurance				
<ul style="list-style-type: none"> <li>• Student questionnaire</li> </ul>				
Assessment criteria				
<ul style="list-style-type: none"> <li>• Two Article Reviews 20%</li> <li>• Program Design and Implementation Proposal 30%</li> <li>• Program Evaluation Proposal 50%</li> </ul>				
Number of ECTS credits		3		
Hours per week	Lectures: 10	Seminars: 5	Exerc.: 5	Total hours: 20
Assessment methods	<input type="checkbox"/> oral examination	<input checked="" type="checkbox"/> written examination	<input checked="" type="checkbox"/> continual assessment	<input checked="" type="checkbox"/> independent student work
Teaching methods				
<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> seminars	<input checked="" type="checkbox"/> research study	<input type="checkbox"/> exercises	
<input checked="" type="checkbox"/> literature/internet	<input type="checkbox"/> laboratory	<input checked="" type="checkbox"/> practical work	<input type="checkbox"/> tutorial	
Required reading				
Windsor, R., Clark, N., Boyd, N.R. & Goodman, R.M.. (2004). Evaluation of Health Promotion, Health Education and Disease Prevention Programs (3rd ed.). NYC: McGraw-Hill.				
Recommended reading				
<i>Evaluation Texts</i>				
Campbell, D. T., & Stanley, J. C. (1966). Experimental and quasi-experimental designs for research. Boston: Houghton Mifflin.				
Chen. H. (1990). Theory driven evaluations. Newbury Park, CA: Sage.				
Chen H., & Rossi, P. H. (Eds.) (1992). Using theory to improve program and policy evaluation. New York: Greenwood Press.				
Cronbach, L. J. (1982). Designing evaluations for educational and social programs. San Francisco: Jossey-Bass.				
Mohr, L. B. (1995). Impact analysis for practical evaluation. Thousand Oaks, CA: Sage.				
Nugent, W.R., Sieppert, J.D., & Hudson, W.W. (2001). Practise evaluation for the 21 <sup>st</sup> century. Belmont, CA: Wadsworth/Thomson Learning.				
Patton, M. Q. (1982). Practical evaluation. Newbury Park, CA: Sage.				
Patton, M.Q. (1997). Utilization-Focused Evaluation: The New Century Text (3 <sup>rd</sup> ed.). Thousand Oaks, CA: Sage.				
Shadish, W. R., Cook, T. D., & Leviton, L. C. (1991). Foundations of Program Evaluation: Theories of Practice. Newbury Park, CA: Sage.				
Weiss, C. (1998). Evaluation, 2 <sup>nd</sup> Ed. (1998) Upper Saddle River, NJ: Prentice-Hall.				
<i>Historical Contexts</i>				
Cook, T. D., & Shadish, W. S. (1986). Program evaluation: The worldly science. Annual Review of Psychology.				
Haverman, R. H. (1987). Policy research and evaluation research after twenty years. Policy Studies Journal, 16, 191-218.				
<i>Meta-Analysis</i>				
Cook, T. D. and others. (1992). Meta-analysis for explanation: A casebook. Newbury New York: Russell Sage Foundation.				

Glass, G. V., McGaw, B., & Smith, M. B. (1981). *Meta-analysis in social research*. Newbury Park, CA: Sage.  
Hedges, L. V., & Olkin, I. (1985). *Statistical methods for meta-analysis*. New York: Academic Press.  
Rosenthal, R. (1991). *Meta-analytic procedures for social research* (Rev. ed.). Newbury Park, CA: Sage.  
*Cost-Benefit Analysis*  
Gramlich, E. M. (1990). *A guide to benefit cost analysis*. Englewood Cliffs, NJ: Prentice-Hall.  
Levin, H. (1983). *Cost-effectiveness: A primer*. Beverly Hills, CA: Sage.

*Web Site Links*

[www.itrs.usu.edu/aea](http://www.itrs.usu.edu/aea)

*Journals of Interest in Evaluation Research*

*Evaluation*: Educational Evaluation and Policy Analysis, Evaluation and Program Planning, Evaluation in the Health Professions, Evaluation Practice, Evaluation Review, New Direction for Program Evaluation (conceptual).

*Prevention Related*: Journal of Primary Prevention, Prevention in the Human Services, American Journal of Community Psychology, Journal of Community Psychology, Journal of Consulting and Clinical Psychology, Prevention Science.

*Discipline Related (Occasional at best)*: American Educational Research Journal, American Journal of Orthopsychiatry, Child Development, Developmental Psychology, Early Childhood Research Quarterly.

Works that qualify the lecturer to teach the course

- Roisman, G. I., Masten, A. S., Coatsworth, J. D., & Tellegen, A. (2004). Salient and emerging developmental tasks in the transition to adulthood. *Child Development, 75*, 123-133.
- Coatsworth, J. D., & Duncan, L. (2003). *Fostering resilience: A strengths-based approach to mental health*. Publication Series. Harrisburg, PA: PA CASSP Training and Technical Assistance Institute.
- Schwartz, S. J., Coatsworth, J. D., Pantin, H., & Szapocznik, J. (2003). Ecodevelopmental theory. In J. R. Miller, R. M. Lerner, & L. B. Schiamberg (Eds.), *Human Ecology: An Encyclopedia of Children, Families, Communities, and Environments*. Santa Barbara, CA: ABCCLIO.
- Pantin, H., Coatsworth, J. D., Feaster, D.J., Newman, F. L., Briones, E., Prado, G., & Szapocznik, J. (2003). Familias Unidas: The efficacy of an intervention to increase parental investment in Hispanic immigrant families. *Prevention Science, 4*, 189- 201.
- Coatsworth, J. D., Pantin, H., & Szapocznik, J. (2002). Familias Unidas: A family-centered ecodevelopmental intervention to reduce risk for conduct problems and substance use among Hispanic adolescents. *Clinical Child and Family Psychology Review, 5*, 113-132. [Winner of the 2003 outstanding research publication award from the American Association for Marriage and Family Therapy]
- Perrino, T. Coatsworth, J. D., Briones, E., Pantin, H., & Szapocznik, J. (2001). Initial engagement to parent-centered prevention interventions: A family systems perspective. *Journal of Primary Prevention, 22*, 21-44.
- Coatsworth, J. D., Santisteban, D. A., McBride, C. K., & Szapocznik, J. (2001). Brief Strategic family therapy versus community control: Engagement, retention and an exploration of the moderating role of adolescent symptom severity. *Family Process, 40*, 313-332.
- Szapocznik, J., & Coatsworth, J. D. (1999). An ecodevelopmental framework for organizing risk and protection for drug abuse: A developmental model of risk and protection. In M. Glantz, & C. R. Hartel (Eds.) *Drug Abuse: Origins and Interventions* (pp. 331-366). Washington, D.C.: American Psychological Association.
- Coatsworth, J. D., Szapocznik, J., Kurtines, W., & Santisteban, D. A. (1997). Culturally competent psychosocial interventions with antisocial problem behavior in Hispanic youth. In D. M. Stoff, J. Breiling, & J. D. Maser (Eds.) *Handbook of antisocial behavior* (pp. 395-404). John Wiley and Sons: New York..
- Coatsworth, J. D. (1992). Project Competence: A developmental approach to defining and assessing competence. *The Community Psychologist, 26*, 19-21.
- Sandler, I., Coatsworth, J. D., Lengua, L. L., Fisher, J., Wolchick, S., Lustig, J., & Fitzpatrick, P. (1992). *New Beginnings Children of Divorce Program: Child Coping Enhancement Program Manual*. Unpublished Manuscript, Arizona State University Preventive Intervention Research Center.

<b>Code: PZ6</b>	<b>1.6 Theories and principles of change and effect management</b>			
General information				
Specialization	Prevention Science – Prevention of mental and behavioral disorders and mental health promotion			
Year of study	2 <sup>nd</sup> year			
Course supervisor	Professor Clemens M.H. Hosman			
Affiliation	Maastricht University and Radboud University Nijmegen, The Netherlands			
Other instructors				
Prerequisites	Successful completion of the courses “Analysing mental health problems for prevention planning” and “Programme development”			
Type of course	<input checked="" type="checkbox"/> compulsory	<input type="checkbox"/> optional		
Course contents				
<p>This course will focus on educating students in theories of (planned) change and basic principles of effective intervention to prevent mental disorders and promote mental health. Such theories and models include among others learning and competence-building theories (e.g., classical and operant conditioning, social learning), cognitive-behavioral theories (e.g. Theory of Reasoned Action; Theory of Planned Behavior; Transtheoretical Model and stages of change; self regulatory theories), goal attainment theory, social network theories, social development-based theories, Health Communication Process Model and marketing models, empowerment theories, community organization models, role of mass media and electronic media, and using public policy and legislation to generate change. Principles of change and effectiveness will be discussed in relation to (1) theories on the development of mental health/ disorders, (2) optional prevention and health promotion targets, and (3) stages of planning and change. Successful prevention and mental health promotion programmes will be studied to learn about used principles of changes. A comprehensive model will be presented of effect predictors and the translation of this knowledge in principles of effect management. Such effect predictors include, for e.g., programme characteristics, target group / participant characteristics, social context characteristics, implementation characteristics, and characteristics of the program development process. The Preffi 2.0 (Prevention effect management instrument) will be discussed, a tool to facilitate the use of scientific knowledge for improving prevention and health promotion programmes in practice.</p>				
Learning outcomes and competencies				
<ul style="list-style-type: none"> <li>• The ability to understand the different theoretical models and science-based principles of change that can be used as a basis for effective interventions to prevent mental disorders and promote mental health.</li> <li>• The ability to understand how principles and mechanisms of change are related to the subsequent stages of planning and change.</li> <li>• The ability to select, justify and apply models and principles of change in designing effective interventions.</li> <li>• The ability to identify and evaluate the principles of change used in existing prevention and mental health promotion programmes.</li> <li>• The ability to translate scientific knowledge on principles of change into guidelines for effect management and to implement them in designing new programmes, and reinventing or improving existing programmes.</li> </ul>				
Quality assurance				
<ul style="list-style-type: none"> <li>• Student questionnaire</li> </ul>				
Assessment criteria				
<ul style="list-style-type: none"> <li>• Literature study 40%</li> <li>• Participation and attendance 16%</li> <li>• Intervention Interviews with community key informants 14%</li> <li>• 1 Paper (15 pages) 25%</li> <li>• Paper presentation 5%</li> </ul>				
Number of ECTS credits		4		
Hours per week	Lectures: 15	Seminars: 5	Exerc.: 5	Total hours:25
Assessment methods	<input checked="" type="checkbox"/> oral examination	<input checked="" type="checkbox"/> written examination	<input checked="" type="checkbox"/> continual assessment	<input checked="" type="checkbox"/> independent student work
Teaching methods				
<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> seminars	<input checked="" type="checkbox"/> research study	<input checked="" type="checkbox"/> exercises	
<input checked="" type="checkbox"/> literature/internet	<input type="checkbox"/> laboratory	<input type="checkbox"/> practical work	<input type="checkbox"/> tutorial	
Required reading				
Glanz, K., Rimer, B.K., Lewis, F.M. (Eds.) (2002). Health behavior and health education: Theory, research and				

practice.. San Francisco: Jossey-Bass. Chapters 5 & 6 (Transtheoretical model, Precaution Adoption Process Model), 13 (Community building and empowerment), 18 (PRECEED-PROCEDE Model), 19 (Social marketing). 110 pp.

Bensley, R.J., & Brookins-Fisher, J. (Eds.) (2003). Community health education methods. 2<sup>nd</sup> edition. Sudbury: Jones and Barlett Publishers. Chapter 3 (Health Communication Process Model), 10 & 11 (Internet modules; Computerized tailored health messages) 77 pp.

Bracht, N. (Ed.) (1999). Health promotion at the community level. 2<sup>nd</sup> edition. Thousand Oaks: Sage. Chapter 4 (Community organization and empowerment). 21 pp.

Albee, G.W., & Gulotta, T.P. (Eds.) (1997). Primary prevention works. Thousand Oaks: Sage. Chapter on the Prenatal/Early Infancy project (pp. 41-67)

Dishion, T. J., McCord, J., & Poulin, F. (1999). When interventions harm: Peer groups and problem behavior. *American Psychologist*, 54, 755-764.

Farrell, A.D., Meyer, A.L., Sullivan, T.N., & Kung, E.M. (2003). Evaluation of the responding in peaceful and positive ways (RIPP) seventh grade violence prevention curriculum. *Journal of Child and Family-Studies*, 12 (1), 101-120.

Hosman, C.M.H., & Jane-Llopis, E. (in preparation). A conceptual framework for predicting and enhancing effectiveness of prevention and health promotion: The case of mental health. Nijmegen: Prevention Research Centre, Radboud University.

Hosman, C.M.H. (1995). Effectiveness and effect management in mental health promotion and prevention. In D.R. Trent & C.A. Reed (Eds.). *Promotion of mental health*, Volume 4. Aldershot: Avebury, p. 5-23.

Nation, M. et al. (2003). What works in prevention: principles of effective programs. *American Psychologist*, 58, 6/7, 449-456.

Molleman, G.R.M., Peters, L., Hommels, L., & Ploeg, M. (2003). Health Promotion Effect Management Instrument Preffi 2.0: Assessment package. Woerden, NL. Dutch National Institute for Health Promotion and Disease Prevention.

[Molleman, G.R.M.](#), Peters, L.W.H, Hosman, C.M.H., & Kok, G.. (2005). Implementation of a quality assurance instrument (Preffi 1.0) to improve the effectiveness of health promotion in The Netherlands. *Health-Education-Research*, 20, 4, 410-422.

Olds, D.L., Eckenrode, J., Henderson, C.R., Kitzman, H., et al. (1997). Long-term effects of home visitation on maternal life course and child abuse and neglect: Fifteen-year follow-up of a randomized trial. *Journal of the American Medical Association*, 278, 637-643.

Sanders, M.R., Turner K.M., & Markie-Dadds, C. (2002). The development and dissemination of the Triple P – Positive Parenting Program: A multilevel, evidence-based system of parenting and family support. *Prevention Science*, 3(3), 173-179.

Tein, J.-Y., Sandler, I. N., MacKinnon, D. P., & Wolchik, S. A. (2004). How did it work? Who did it work for? Mediation in the context of a moderated prevention effect for children of divorce. *Journal of Consulting and Clinical Psychology*. 72, 617-624.

Reid, M.J., Webster-Stratton, C., & Baydar N. (2004). Halting the Development of Conduct Problems in Head Start Children: The Effects of Parent Training. *Journal of Clinical Child and Adolescent Psychology*, 33 (2), 279-291.

Weissberg, R.P., Kumpfer, K.L., & Seligman, M.E.P. (2003). Prevention that Works for children and youth. *American Psychologist*, 58, 425-432.

Wilson, S.J., Lipsey, M.W., Derzon, J.H. (2003). The effects of school-based intervention programs on aggressive behavior: A meta-analysis. *Journal of Consulting and Clinical Psychology*, 71(1), 136-149.

Students use electronic databases to select effective programmes and study their principles of change: Electronic search systems for scientific publications (e.g. psyclit)

[www.modelprograms.samhsa.gov](http://www.modelprograms.samhsa.gov)

[www.preventioncentre.net](http://www.preventioncentre.net)

[www.casel.org/index.htm](http://www.casel.org/index.htm) and [/library.thm](http://www.casel.org/library.thm)

*(around 400 pages, of which 50 pages of scientific articles on principles of change or evidence-based interventions to prevent a specific mental health problem or improve mental health (student paper), selected by the student from peer-reviewed international scientific journals)*

#### Recommended reading

Barthelomew, L.K., Parcel, G.S., Kok, G., & Gottlieb, N.H. (2001). *Intervention mapping: Designing theory- and evidence-based health promotion programs*. New York: McGraw-Hill.

Bensley, R.J., & Brookins-Fisher, J. (Eds.) (2003). *Community health education methods*. 2<sup>nd</sup> edition. Sudbury: Jones and Barlett Publishers.

Catalano, R., & Hawkins, J. D. (1996). The social development model: A theory of antisocial behavior. In J. D. Hawkins (Ed.), *Delinquency and crime: Current theories* (pp. 149-197). New York, NY: Cambridge

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- Hawkins, J. D., & Weis, J. G. (1985). The social development model: An integrated approach to delinquency prevention. *Journal of Primary Prevention*, 6, 73-95.
- Hoefnagels C (in press). Preventing child abuse and neglect. In: Hosman C, Jané-Llopis E, Saxena S, eds. *Prevention of mental disorders: effective interventions and policy options*. Oxford, Oxford University Press.
- Hosman, C.M.H., Jane-Llopis, E., & Saxena, S. (eds.) (2004). *Prevention of Mental Disorders: Effective interventions and policy options*. Geneva: World Health Organization (70 pp.).
- Hosman, C.M.H., Jane-Llopis, E., & Saxena, S. (Eds.) (In press). *Evidence-based Prevention of Mental Disorders*. Oxford: Oxford University Press.
- Jane-Llopis, E., Hosman, C., Jenkins, R., & Anderson, P. (2003). A meta-analysis of depression prevention programmes : What predicts effect ? *British Journal of Psychiatry*, 183, 384-397.
- Kumpfer, K.L., & Alvarado, R. (2003). Family-strengthening approaches for the prevention of youth problems behaviors. *American Psychologist*, 58, 6/7, 457-465.
- Molleman, G.R.M., Peters, L.W.H., Hosman, C.M.H., Kok, G., & Oosterveld, P. (2005). Project quality rating by experts and practitioners with preffi 2.0 as a quality assessment instrument. *Health Education Research*, advance access publication, October 12, 2005.
- Mrazek, P., & Haggerty, R.J. (Eds.) (1994). *Reducing risks of mental disorders: Frontiers of preventive intervention research*. Washington, DC: National Academy Press.
- Peters, L., Molleman, G., Hommels, L. Ploeg, M., Hosman, C., & Jane-Llopis, E. (2003). *Health Promotion Effect Management Instrument Preffi 2.0: Explanatory Guide*. Woerden, NL. Dutch National Institute for Health Promotion and Disease Prevention.
- Reid JB et al. (1999). Description and immediate impacts of a preventive intervention for conduct problems. *American Journal of Community Psychology*, 27(4),483-517.
- Rogers, E. (1995). *Diffusion of innovations* (4<sup>th</sup> edition). New York: Free Press.
- Sanders, M.R., Montgomery, D., & Brechman-Toussaint, M. (2000). Mass media and the prevention of child behavior problems. *Journal of Child Psychology and Psychiatry*, 41:939-948.
- Sanders, M. R., Markie-Dadds, C., Tully, L. A., & Bor, W. (2000). The Triple P-Positive Parenting Program: A comparison of enhanced, standard, and self-directed behavioral family intervention for parents of children with early onset conduct problems. *Journal of Consulting & Clinical Psychology*. 68, 624-640.
- Sandler, I., Ayers T, Dawson-McClure S (2005). Dealing with family disruption: divorce and bereavement. In: Hosman C, Jané-Llopis E, Saxena S, eds. *Prevention of mental disorders: effective interventions and policy options*. Oxford, Oxford University Press.
- Sandler, I. et al. (2003). The family bereavement program: efficacy evaluation of a theory-based prevention program for parentally bereaved children and adolescents. *Journal of consulting and clinical psychology*, 71(3):587-600.
- Tones, K., & Green, J. (2004). *Health promotion: Planning and strategies*. London: Sage.

Students are also recommended to study a selection of articles from the journal *Prevention Science*.

Works that qualify the lecturer to teach the course

[Allart-van-Dam, E.](#), [Hosman, C.M.H.](#), [Hoogduin, C.A.L.](#), & [Schaap, C.P.D.R.](#) (2003). The Coping With Depression course: Short-term outcomes and mediating effects of a randomized controlled trial in the treatment of subclinical depression. *Behavior Therapy*, 34, 3, 381-396.

[Allart-van-Dam, E.](#), [Hosman, C.M.H.](#), & [Keijsers, G.](#) (2004). New Instrument to Assess Participant Motivation for Involvement in Preventive Interventions. *Journal of Clinical Psychology*, 60, 6, 555-565.

Hosman, C.M.H. (2001). Prevention programs on reducing stress and depression related problems. In: *Coping*

with stress and depression related problems in Europe. (pp. 58-60). Brussels: European Commission/World health Organization.

- Hosman, C.M.H. (2002). Progress in evidence-based Prevention and promotion in mental health. In P. Mrazek & C. Hosman (Eds.), *Toward a strategy of worldwide action to promote mental health and prevent mental and behavioral disorders*. Alexandria, VA: World Federation for mental Health. (p. 33-36).
- Hosman, C.M.H. (2004). Evidence-based prevention of mental disorders: A World health Organization Project. In E. Berger (Ed.), *Developing partnerships: Science, policy and programs across cultures*. Rockville, MD: US Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Mental Health Services.
- Hosman, C.M.H., & Clayton, R. (2000), Prevention and health promotion on the international scene: The need for a more effective and comprehensive approach. *Addictive Behaviors*, 25, 6, 943-954.
- Hosman, C., Dadds, M. & Raphael, B. Evidence-based prevention of anxiety disorders. In C. Hosman, E. Llopis, & S. Saxena (Eds.). *Evidence-based prevention of mental disorders*. Oxford University Press. (in press)
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- Hosman, C.M.H., Jane-Llopis, E., & Saxena, S. (Eds.) (In press). *Evidence-based Prevention of Mental Disorders*. Oxford: Oxford University Press.
- Jané-Llopis, E., Hosman, C., Jenkins, R., & Anderson, P. (2003). A meta-analysis of depression prevention programmes : What predicts effect ? *British Journal of Psychiatry*, 183, 384-397.
- Jané-Llopis, E., Barry, M.M., Hosman, C. and Patel, V. (2005) Mental health promotion works: A review. In: E. Jané-Llopis, M.M. Barry, C. Hosman and V. Patel (Eds.). *The Evidence of Mental Health Promotion Effectiveness: Strategies for Action. Promotion & Education, Special Issue, Supplement 2, 2005, 9-25.*
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- Mann, -M., [Hosman, -C. M.H.](#), [Schaalma, H.P.](#), & [de Vries, N.K.](#) (2004). Self-esteem in a broad-spectrum approach for mental health promotion. [Health-Education-Research](#), 19, 4, 357-372.
- Lecic-Tosevski, D., Christodoulou, G.N., Herrman, H., Hosman, C., Jenkins, R., Newton, J., Rajkumar, S., Saxena, S., Schmolke, M. (2004) WPA Consensus Statement on Psychiatric Prevention. *Dynamische Psychiatrie (Dynamic Psychiatry)*, 36, 5-6, 307-315.
- Molleman, G.R.M., Ploeg, M.A., Hosman, C.M.H., & Peters, L. (2004). Preffi 2.0: un outil néerlandais pour analyser l'efficacité des interventions en promotion de la santé. *Promotion & Education*, 11, 4, hors serie 1, 22-27.
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- [Van-Doesum, K.T.M.](#), [Hosman, -C.M.H.](#), & [Riksen-Walraven J.M.](#) (2005). A Model-Based Intervention for depressed mothers and their infants. [Infant-Mental-Health-Journal](#), 26, 2, 157-176.
- Van Doesum, K.T.M., Riksen-Walraven, J.M., Hosman, C.M.H., & Hoefnagels, C. Preventing early relationship problems of depressed mothers and their infants: A randomized controlled trial of a preventive intervention for mother and child. (Submitted).
- Van Doesum, K.T.M., Hosman, C.M.H., Riksen-Walraven, J.M., & Hoefnagels, C. (in press). Predicting depressed mothers' sensitivity towards their infants: the role of maternal, child, and contextual characteristics.



<b>Code: PZ7</b>	<b>1.7 Dissemination and Implementation of Prevention Programs</b>			
<b>General information</b>				
Specialization	Prevention Science – Prevention of mental and behavioral disorders and mental health promotion			
Year of study	2 <sup>nd</sup> year			
Course supervisor	Edward Smith, Ph.D.			
Affiliation	Pennsylvania State University, U.S.			
Other instructors	Celene Domitrovich, PhD., Scott Guest, assistant professor			
Prerequisites				
Type of course	<input checked="" type="checkbox"/> compulsory	<input type="checkbox"/> optional		
<b>Course contents</b>				
This discussion-oriented course provides an introduction to school and family based intervention research with a focus on dissemination and implementation. The course content will be broad, covering a range of grades (preschool through high school), intervention models (universal, selective, indicated), and target outcomes (mental health, social competence, academic skills, health behavior). Readings will include conceptual analyses, reviews of empirical research, and evaluations of specific programs. The course will build on general themes in prevention science by identifying specific challenges that occur when developing and evaluating interventions for school settings.				
<b>Learning outcomes and competencies</b>				
<ul style="list-style-type: none"> <li>• Knowledge of models of school and family based intervention</li> <li>• Knowledge of effectiveness of school and family based prevention</li> <li>• Understanding of conceptual and practical issues regarding implementation of prevention programs</li> <li>• Understanding of conceptual and practical issues regarding dissemination of prevention programs</li> </ul>				
<b>Quality assurance</b>				
<ul style="list-style-type: none"> <li>• Student questionnaire</li> </ul>				
<b>Assessment criteria</b>				
<ul style="list-style-type: none"> <li>• Two Article Reviews 20%</li> <li>• Program Design and Implementation Proposal 30%</li> <li>• Program Evaluation Proposal 50%</li> </ul>				
Number of ECTS credits		3		
Hours per week	Lectures: 10	Seminars: 5	Exerc.: 5	Total hours: 20
Assessment methods	<input type="checkbox"/> oral	<input checked="" type="checkbox"/> written	<input checked="" type="checkbox"/> continual	<input checked="" type="checkbox"/> independent student



	examination	examination	assessment	work
<b>Teaching methods</b>				
<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> seminars	<input checked="" type="checkbox"/> research study	<input type="checkbox"/> exercises	
<input checked="" type="checkbox"/> literature/internet	<input type="checkbox"/> laboratory	<input checked="" type="checkbox"/> practical work	<input type="checkbox"/> tutorial	
<b>Required reading</b>				
<p>Identifying and implementing educational practices supported by rigorous evidence: A user-friendly guide. Institute of Educational Sciences, U.S. Department of Education.            &lt; <a href="http://www.ed.gov/about/offices/list/ies/news.html#guide">http://www.ed.gov/about/offices/list/ies/news.html#guide</a>&gt; (links to pdf file)</p> <p>Gorey, K. M., (2001). Early childhood education: A meta-analytic affirmation of the short- and long-term benefits of educational opportunity. <i>School Psychology Quarterly</i>, 16, 9-30.</p> <p>Weikart, D. P., &amp; Schweinhart, L. J. (1997). High/Scope Perry Preschool Program. In G. Albee &amp; T. P. Gullotta (Eds.). <i>Primary Prevention Works</i> (pp. 146-166). Thousand Oaks, CA: Sage.</p> <p>Wilson, D. B., Gottfredson, D. C., &amp; Najaka, S. S. (2001). School-based prevention of problem behaviors: A meta-analysis. <i>Journal of Quantitative Criminology</i>, 17, 247-272.</p> <p>Shepard, J., &amp; Carlson, J. S. (2003). An empirical evaluation of school-based prevention programs that involve parents. <i>Psychology in the Schools</i>, 40, 641-656</p> <p>Battistich, V., Schaps, E., Watson, M., &amp; Solomon, D. (1996). Prevention effects of the Child Development Project: Early findings from an ongoing multisite demonstration trial. <i>Journal of Adolescent Research</i>, 11, 12-35.</p> <p>Pedro-Carroll, J. L., Alpert-Gillis, L. J., &amp; Cowen, E. L. (1992). An evaluation of the efficacy of a preventive intervention for 4<sup>th</sup>-6<sup>th</sup> grade urban children of divorce. <i>Journal of Primary Prevention</i>, 13, 115-130.</p> <p>Domitrovich, C. E., &amp; Greenberg, M. T. (2000). The study of implementation: Current findings from effective programs that prevent mental disorders in school-aged children. <i>Journal of Educational and Psychological Consultation</i>, 11, 193-222.</p> <p>Hirachi, T. W., Abbott, R. D., Catalano, R. P., Haggerty, K. P., &amp; Fleming, C. B. (1999). Opening the Black Box: Using process evaluation measures to assess implementation and theory building. <i>American Journal of Community Psychology</i>, 27, 711-731</p> <p>Greenberg, M. T., Domitrovich, C. E., Graczyk, P., &amp; Zins, J. (2001). A conceptual model of implementation for school-based preventive interventions: Implications for research, practice and policy. Report to Center for Mental Health Services (SAMHSA).</p> <p>Spoth, R.L., Kavanagh, K.A., Dishion, T.J. (2002). Family-centered preventive intervention science: Toward benefits to larger populations of children, youth, and families. <i>Prevention Science</i>, 3(3), 145-152.</p> <p>Castro, F.G., Barrera, M., Jr., &amp; Martinez, C.R., Jr. (2004). The Cultural Adaptation of Prevention Interventions: Resolving Tensions Between Fidelity and Fit. <i>Prevention Science</i>, 5, 41-45.</p> <p>Redmond, C., Spoth, R., Shin, C., &amp; Lepper, H. S. (1999). Modeling long-term parent outcomes of two universal family-focused preventive interventions: One-year follow-up results. <i>Journal of Consulting and Clinical Psychology</i>, 67(6), 975-984.</p> <p>Sweet, M. A., Appelbaum, M. L. (2004). Is home visiting an effective strategy? A meta-analytic review of home visiting programs for families with young children. <i>Child Development</i>, 75, 1435-1456.</p>				
<b>Recommended reading</b>				
<p><i>Some Context for Thinking About School-Based Interventions</i></p> <p>Committee on Research in Education (2004). <i>Implementing Randomized Field Trials in Education: Report of a Workshop</i>. National Research Council, Center for Education, National Academies Press.            &lt;<a href="http://www.nap.edu/openbook/0309091926/html/1.html">http://www.nap.edu/openbook/0309091926/html/1.html</a>&gt;</p> <p>Cook, T. D. (2003). Why have educational evaluators chosen not to do randomized experiments? <i>Annals of the American Academy of Political and Social Science</i>, 589, 114-149</p> <p><i>Preschool Interventions: The long view</i></p> <p>Yoshikawa, H. (1994). Prevention as cumulative protection: Effects of early family support and education on chronic delinquency and its risks. <i>Psychological Bulletin</i>, 115, 28-54.</p> <p>Ramey, C. T., &amp; Landesman-Ramey, S. (1998). Early intervention and early experience. <i>American Psychologist</i>, 53, 109-120.</p> <p>Special issue of <i>Prevention &amp; Treatment: Meta-analysis of preschool intervention programs</i>.  <a href="http://journals.apa.org/prevention/volume6/toc-dec18-03.html">http://journals.apa.org/prevention/volume6/toc-dec18-03.html</a></p> <p><i>Preschool Interventions: Major Studies</i></p> <p>Ramey, C. T., Campbell, F. A., &amp; Blair, C. (1998). Enhancing the life course for high-risk children: Results from the Abecedarian Project. In J. Crane (Ed.), <i>Social Programs that Work</i> (pp. 163-183). New York: Russell Sage Foundation.</p> <p>Conyers, L. M., Reynolds, A. J., &amp; Ou, S. R. (2003). The effect of early childhood intervention and subsequent special education services: Findings from the Chicago Child-Parent Centers. <i>Educational Evaluation and</i></p>				

Policy Analysis. 25, 75-95

*School-Aged Children & Adolescents – Meta-analyses*

Durlak, J. A., & Wells, A. M. (1997). Primary prevention mental health programs for children and adolescents: A meta-analytic review. *American Journal of Community Psychology*, 25, 115-151.

Cowen, E. L. (1997). The coming of age of primary prevention: Comments on Durlak & Wells's meta-analysis. *American Journal of Community Psychology*, 25, 153-167.

Trickett, E. J. (1997). Ecology and primary prevention: Reflections on a meta-analysis. *American Journal of Community Psychology*, 25, 197-205.

Weissberg, R. P. & Bell, D. N. (1997). A meta-analytic review of primary prevention programs for children and adolescents: Contributions and caveats. *American Journal of Community Psychology*, 25, 207-214.

*Changing the School Ecology*

Felner, R. D., Brand, S., Adan, A. M., Mulhall, P. F., Flowers, N., Sartain, B., & DuBois, D. L. (1993). Restructuring the ecology of the school as an approach to prevention during school transitions: Longitudinal follow-ups of the School Transitional Environment Project (STEP). *Prevention in Human Services*, 10, 103-136.

Stevens, R. J., & Slavin, R. E. (1995). The cooperative elementary school: Effects on student achievement, attitudes, and social relations. *American Educational Research Journal*, 25, 527-554.

Haynes, N. M., & Comer, J. P. (1996). Integrating schools, families and communities through successful school reform: The school development program. *School Psychology Review*, 25, 501-506.

*Competence Enhancement*

Positive Youth Development in the U.S.

<http://journals.apa.org/prevention/volume5/toc-jun24-02.htm>

*CPPRG: Classroom effects*

Weissberg, R. P., Gesten, E. L., Carnrike, C. L., Toro, P.A., Rapkin, B. D., Davidson, E., & Cowen, E. L. (1981). Social problem-solving skills training: A competence-building intervention with second- to fourth-grade children. *American Journal of Community Psychology*, 9, 411-423.

*Preventing Mental Health Problems*

Hightower, A. D. (1997). Primary Mental Health Project. In G. Albee & T. P. Gullotta (Eds.). *Primary Prevention Works* (pp. 191-212). Thousand Oaks, CA: Sage.

Clarke, G. N., Hawkins, W., Murphy, M., Sheeber, L. B., Lewinsohn, P. M., & Seeley, J. R. (1995). Targeted prevention of uni-polar depressive disorder in an at-risk sample of high school adolescents: A randomized trial of a group cognitive intervention. *Journal of the American Academy of Child and Adolescent Psychiatry*, 34, 312-321.

Dadds, M. R., Holland, D. E., Laurens, K. R., Mullins, M., Barrett, P. M., & Spence, S. H. (1999). Early intervention and prevention of anxiety disorders in children: Results at 2-year follow-up. *Journal of Consulting and Clinical Psychology*, 67, 145-150.

*Preventing Substance Abuse*

Botvin, G. J., Griffin, K. W., Paul, E., & Macaulay, A. P. (2003). Preventing tobacco and alcohol use among elementary school students through life skills training. *Journal of Child and Adolescent Substance Abuse*, 12, 1-17.

McNeal, R. B., Hansen, W. B., Harrington, N. G., & Giles, S. M. (2004). How All Stars Works: An Examination of Program Effects on Mediating Variables. *Health Education and Behavior*, 31, 165-178

Ellickson, P. L., McCaffrey, D. F., Ghosh-Dastidar, B., & Longshore, D. L. (2003). New Inroads in Preventing Adolescent Drug Use: Results From a Large-Scale Trial of Project ALERT in Middle Schools. *American Journal of Public Health*, 93, 1830-1836

Unger et al. (2004). Project FLAVOR: 1-Year Outcomes of a Multicultural, School-Based Smoking Prevention Curriculum for Adolescents. *American Journal of Public Health*, 94, 263-265.

Caulkins, J. P., Pacula, R. L., Paddock, S., & Chiesa, J. (2004). What we can--and cannot--expect from school-based drug prevention. *Drug-and-Alcohol-Review*. 23, 79-87.

*Challenges to Implementation & Dissemination*

Weissberg, R. P., Shriver, T. P., Bose, S., & DeFalco, K. (1997). Creating a districtwide social development project. *Educational Leadership*, 54, 37-39.

Hirachi, T. W., Ayers, C. D., Hawkins, J. D., Catalano, R. F., & Cushing, J. (1996). Empowering communities to prevent adolescent substance abuse: Process evaluation results from a risk- and protection-focused community mobilization effort. *Journal of Primary Prevention*, 16, 233-254.

Gottfredson, D. C., & Gottfredson, G. D. (in press). Quality of school-based prevention programs: Results from a national survey. *Journal of Research in Crime and Delinquency*.

Unger, D. G., Park, E. A., Antal, P., Tressell, P. A., Rigney, K., DeRasmo, K., & Kassess, J. (2000). Serving children with special social and emotional needs: A practical approach to evaluating prevention programs in schools and community settings. *Building an intervention: A theoretical and practical infrastructure for*

- planning, implementing and evaluating a metropolitan-wide school-to-career initiative. *Journal of Educational and Psychological Consultation*, 11, 147-172.
- Lillehoj, C. J., Griffin, K. W., & Spoth, R. (2004). Program Provider and Observer Ratings of School-Based Preventive Intervention Implementation: Agreement and Relation to Youth Outcomes. *Health Education and Behavior*, 31, 242-257
- Hallfors, D., & Godette, D. (2002). Will the 'Principles of Effectiveness' improve prevention practice? Early findings from a diffusion study. *Health Education Research*, 17, 461-470.
- Gager, P. J., & Elias, M. J. (1997). Implementing prevention programs in high-risk environments. *American Journal of Orthopsychiatry*, 67, 363-373.
- Family Intervention Science: Special Issues of Cultural Relevance, Fidelity and Fit, Engaging Families into Intervention.*
- Brody, G. H., Murry, V. M., Kim, S., & Brown, A. C. (2002). Longitudinal pathways to competence and psychological adjustment among African American children living in rural single-parent households. *Child Development*, 73, 1505-1516.
- Brody, G. H., Murry, V. M., Gerrard, M., Gibbons, F. X., Molgaard, V., McNair, L., et al. (2004). The Strong African American Families Program: Translating research into prevention programming. *Child Development*, 75, 900-917.
- Coatsworth, J. D., Pantin, H., & Szapocznik, J. (2002). Familias Unidas: A family-centered ecodevelopmental intervention to reduce risk for conduct problems and substance use among Hispanic adolescents. *Clinical Child and Family Psychology Review*, 5, 113-132.
- Spoth, R., & Redmond, C. (2000). Research on family engagement in preventive interventions: toward improved use of scientific findings in primary prevention practice. *Journal of Primary Prevention*, 21(2), 267-284.
- Behavioral Parent Training*
- Taylor, T.K., & Biglan, A. (1998). Behavioral family interventions for improving child-rearing: A review of the literature for clinicians and policy makers. *Clinical Child and Family Psychology Review*, 1, 41-60.
- Gordon, D. A. (2000). Parent training via CD-ROM: Using technology to disseminate effective prevention practices. *Journal of Primary Prevention*, 21, 227-251.
- Kacir, C. and Gordon, D.A. (1997). Interactive videodisk parent training for parents of difficult pre-teens. *Child and Family Behavior Therapy*, 21 (4), 1-22.
- Family Skills Training*
- Molgaard, V. & Spoth, R.L. (2001). The Strengthening Families Program for young adolescents: Overview and outcomes. *Residential Treatment for Children and Youth*, 18, 15-29.
- Haggerty, K. P., Kosterman, R., Catalano, R. F., & Hawkins, J. D. (1999). Preparing for the Drug Free Years. *Bulletin*. Washington DC: US Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.
- Spoth, R., Redmond, C., & Shin, C. (2001). Randomized trial of brief family interventions for general populations: Adolescent substance use outcomes four years following baseline. *Journal of Consulting and Clinical Psychology*, 69(4), 627-642.
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- Irvine, A.B., Biglan, A., Smolkowski, K., Metzler, C.W., & Ary, D.V. (1999). The effectiveness of a parenting skills program for parents of middle school students in small communities. *Journal of Consulting and Clinical Psychology*, 67, 811-825.
- Family Therapy Models I: Functional Family Therapy and Brief Strategic Family Therapy*
- Sexton, T.L. & Alexander, J. (2003). Functional Family Therapy. In T.L. Sexton, J.R. Weeks & M.S. Robbins (Eds.). *Handbook of family therapy: The science and practice of working with families and couples*. New York: Brunner Routledge.
- Gordon, D. A., Graves, K. & Arbuthnot, J. (1995). The effect of functional family therapy for delinquents on adult criminal behavior. *Criminal Justice and Behavior*, 22, 60-73.
- Santisteban, D. A., Coatsworth, J.D., Perez-Vidal, A., Kurtines, W. M., Schwartz, S. J., LaPerriere, A., & Szapocznik, J. (2003). Efficacy of brief strategic family therapy in modifying Hispanic adolescent behavior problems and substance use. *Journal of Family Psychology*, 17, 121-133

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- Robbins, M. S., Bachrach, K., & Szapocznik, J. (2002). Bridging the research-practice gap in adolescent substance abuse treatment: The case of brief strategic family therapy. *Journal of Substance Abuse Treatment*, 23, 123-132
- Family In-home support: Prenatal and Early Childhood Nurse Home Visitation Program .*
- Olds, D.L. (2002). Prenatal and Infancy Home Visiting by Nurses: From Randomized Trials to Community Replication, *Prevention Science*, 3, 153-172.
- Gomby, D.S. (1999). Home visiting: Recent program evaluations B analysis and recommendations. *Future of Children*, 9(1), 4-26.
- Sweet, M. A., Appelbaum, M. L. (2004). Is home visiting an effective strategy? A meta-analytic review of home visiting programs for families with young children. *Child Development*, 75, 1435-1456.

#### Works that qualify the lecturer to teach the course

- Smith, E.A. (1988). Evaluation research: An overview. In L.S. Zabin and M.B. Hirsch, *Evaluation of Pregnancy Prevention Programs in the School Context*. Lexington, MA: D.C. Heath and Co.
- Zabin, L.S., Hirsch, M.B., Smith, E.A., Streett, R., & Hardy, J.B. (1988). Evaluation of a pregnancy prevention program for urban adolescents. In L.S. Zabin and M.B. Hirsch, *Evaluation of Pregnancy Prevention Programs in the School Context*. Lexington, MA: D.C. Heath and Co.
- Best, J.A., Brown, K.S., Cameron, R., Smith, E.A., & MacDonald, M. (1989). Conceptualizing outcomes for health promotion programs. In M.T. Braverman (Ed.), *Evaluating Health Promotion Programs*. New Directions for Program Evaluation. San Francisco, CA: Jossey-Bass.
- Best, J.A., Smith, E.A. & Ossip-Klein, D.J. (1992). Program development research for public health: The example of smoking. In G.R. Caddy and D.G. Byrne (Eds), *Behavioral Medicine: International Perspectives*, Volume 2. Norwood, NJ: Ablex Publishing Co.
- Caldwell, L.L. & Smith, E.A. (1994). Leisure and mental health of high risk adolescents. In D. Compton and S.E. Iso-Ahola (Eds.), *Leisure and Mental Health*, Volume 1, Family Resource Development Publishing Company.
- Smith, E.A., Bibeau, D., DeMason, C., & Grogan, S. (1999). Rural health centers: A community-university partnership. In T. R. Chibucos & R.M. Lerner (Eds.), *Serving children and families through community-university partnerships: Success stories*. Norwell, MA: Kluwer Academic Publishers.
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#### Articles

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- Zabin, L.S., Hardy, J.B., Smith, E.A., & Hirsch, M.B. (1986). Adolescent pregnancy prevention programs: A model for research and evaluation. *Journal of Adolescent Health Care*, 7, 77-87.
- Zabin, L.S., Hirsch, M.B., Smith, E.A., Streett, R., & Hardy, J.B. (1986). Evaluation of a school and clinic based primary pregnancy prevention program for inner city junior and senior high school males and females. *Family Planning Perspectives*, 18(3), 119-126.
- Caldwell, L.L. & Smith, E.A. (1988). Leisure: An overlooked component of health promotion. *Canadian Journal of Public Health*, 79(2), 44-48.
- Zabin, L.S., Hirsch, M.B., Smith, E.A., Smith, M., Emerson, M.K., King, T.M., Streett R., & Hardy J.B. (1988). The Baltimore pregnancy prevention program for urban teenagers: What did it cost? *Family Planning Perspectives*, 20(4), 188-192.
- Herold, E.S. Fisher, W.A., Smith, E.A., & Yarber, W.A. (1990). Sex and the prevention of STD/AIDS and pregnancy among youth. *Canadian Journal of Public Health*, 81(2), 141 -145.
- COMMIT Research Group. (1991). Community Intervention Trial for Smoking Cessation (COMMIT): Summary of Design and Intervention. *Journal of National Cancer Institute*, 83, 1620-1628.
- Caldwell, L.L., Smith, E.A., & Weissenger, E. (1992). Development of a leisure experience battery for adolescents: Parsimony, stability and validity. *Journal of Leisure Research*, 24(4), 361-376.
- Smith, E.A., & Dickson, L.L. (1993). The impact of a condom desensitization program on female college students. *Health Values*, 17(3), 21-31.
- Smith, E.A. & Zabin, L.S. (1993). Marital and birth expectations of urban adolescents. *Youth and Society*, 25(1), 62-74.
- COMMIT Research Group. (1995). Community intervention trial for smoking cessation (COMMIT): I. Cohort results from a four-year community intervention. *American Journal of Public Health*, 85(2), 183-192.
- Henry, K.L., Smith, E.A. & Hopkins, A.M. (2002). The effect of active parental consent on the ability to

generalize the results of an alcohol, tobacco, and other drug prevention trial to rural adolescents. *Evaluation Review*, 26(6), 645-655.

Swisher, J.D., Smith, E.A., Vicary, J.R., Bechtel, L.J. & Hopkins, A.M. (2004). A cost-effectiveness comparison of two approaches to Life Skills Training. *Journal of Alcohol and Drug Education*, 48 (1), 71-80.

Smith, E.A., Swisher, J.D., Vicary, J.R., Bechtel, L.J., Minner, D., Henry, K.L. & Palmer, R. (2004). Evaluation of Life Skills Training and Infused-Life Skills Training in a rural setting. *Journal of Alcohol and Drug Education*, 48(1), 51-70.

Caldwell, L. L., Baldwin, C. K., Walls, T. & Smith, E. A. (2004). Preliminary effects of a leisure education program to promote healthy use of free time among middle school adolescents. *Journal of Leisure Research*. 36, 310-335.

Vicary, J. R., Henry, K. L., Bechtel, L. J., Swisher, J. D., Smith, E. A., Wylie, R., et al. (2004). Life Skills Training effects for high and low risk rural junior high school females. *Journal of Primary Prevention*, 25(4), 399-416

<b>Code: PZ8</b>	<b>1.8 Needs assessment and community monitoring</b>
General information	
Specialization	Prevention Science – Prevention of mental and behavioral disorders and mental health promotion
Year of study	2 <sup>nd</sup> year
Course supervisor	Professor Josipa Bašić
Affiliation	University of Zagreb Faculty of Education and Rehabilitation Science

Other instructors	Martina Ferić Šlehan, MSc. Valentina Kranželić Tavra, MSc.			
Prerequisites				
Type of course	<input checked="" type="checkbox"/> compulsory	<input type="checkbox"/> elective		
<b>Course contents</b>				
The course will deal with the following topics: Needs of children and youth in the community; Various aspects of community prevention (situational, change of legislation, urban prevention of crime...); Principles and models of organizing community-based prevention, Principles of community needs assessment; Techniques of assessing community needs and resources; Models of effective strategies in the community; Monitoring and evaluation of community prevention.				
<b>Learning outcomes and competences</b>				
Upon completion of the course students will be able to:				
<ul style="list-style-type: none"> <li>• identify and understand the influence of community risk and protective factors on the development of children and youth</li> <li>• understand and describe various aspects of community prevention</li> <li>• understand and distinguish approaches to and models of community prevention</li> <li>• understand and explain the principles and methods of community needs assessment</li> <li>• plan and implement the assessment of community needs and resources</li> <li>• understand and identify models of effective prevention strategies in the community</li> <li>• understand the principles of monitoring and evaluation of community prevention</li> <li>• draw up a strategic framework of community prevention.</li> </ul>				
The course will develop the following skills: literature research, writing papers and their presentation and taking part in discussions.				
<b>Quality assurance</b>				
Student questionnaire				
<b>Assessment criteria</b>				
<ul style="list-style-type: none"> <li>• Attendance 20%</li> <li>• Participation in discussion 20%</li> <li>• Paper presentation 20%</li> <li>• Final paper 40%</li> </ul>				
Number of ECTS credits		3		
Hours per week	Lectures: 15	Seminars: 5	Exerc.:	Total hours: 20
Assessment methods	<input type="checkbox"/> oral examination	<input checked="" type="checkbox"/> written examination	<input type="checkbox"/> continual assessment	<input checked="" type="checkbox"/> independent student work
<b>Teaching methods</b>				
<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> seminars	<input checked="" type="checkbox"/> research study		<input type="checkbox"/> exercises
<input checked="" type="checkbox"/> literature/ Internet	<input type="checkbox"/> laboratory	<input type="checkbox"/> practical work		<input checked="" type="checkbox"/> tutorials
<b>Required reading</b>				
Ajduković, M. (2003): Sudjelovanje madih i mogućnosti grupa za socijalnu akciju u prevenciji poremećaja u ponašanju djece i mladih u lokalnoj zajednici. (In) Bašić, J., Janković, J. (eds.) Lokalna zajednica – izvorište Nacionalne strategije prevencije poremećaja u ponašanju djece i mladih, Državni zavod za zaštitu obitelji, materinstva i mladeži i Povjerenstvo Vlade Republike Hrvatske za prevenciju poremećaja u ponašanju djece i mladih, Zagreb, 31-42.				
Bašić, J. (2003): Epidemiološka istraživanja i prevencija poremećaja u ponašanju djece i mladih u lokalnoj zajednici (in) Bašić, J. Janković, J. (eds.) Lokalna zajednica – Izvorište nacionalne strategije prevencije poremećaja u ponašanju djece i mladih, Državni zavod za zaštitu obitelji, materinstva i mladeži, Povjerenstvo Vlade Republike Hrvatske za prevenciju poremećaja u ponašanju djece i mladih, 18-30.				
Bašić, J., Ferić Šlehan, M., Kranželić Tavra, V. (2005): Zajednice koje brinu kao model prevencije poremećaja u ponašanju: predstavljanje projekta. Hrvatski časopis za javno zdravstvo, 1, 3, www.hcjz.hr/clanak.php?id=12554				
Bašić, J. (2001): Lokalna zajednica u prevenciji poremećaja u ponašanju: određenje i teorijski pristupi. (in) Janković, J., Bašić, J. (eds.) Prevencija poremećaja u ponašanju djece i mladih u lokalnoj zajednici. Povjerenstvo Vlade Republike Hrvatske za prevenciju poremećaja u ponašanju djece i mladeži i zaštitu djece s poremećajima u ponašanju, Zagreb, 33-47.				
Fainberg, M.E., Greenberg, M.T., Osgood, D.W., Anderson, A., Babinski L. (2002): The Effects of Training Community Leaders in Prevention Science: Community that Care in Pennsylvania. Evaluation and Program Planning, 25, 245-259.				
Fainberg, M.E., Greenberg, M.T., Osgood, D.W. (2004): Readiness, Functioning and Percived Effectivines in				

Community Prevention Coalition: A Study of Communities that Care. *American Journal of Community Psychology*, 33, 3-4, 163-176.

Ferić, M., Kranželić, V. (2001): Lokalna zajednica u osmišljavanju i postavljanju programa prevencije poremećaja u ponašanju. (in) Janković, J., Bašić, J. (eds.) *Prevencija poremećaja u ponašanju djece i mladih u lokalnoj zajednici*. Povjerenstvo Vlade Republike Hrvatske za prevenciju poremećaja u ponašanju djece i mladeži i zaštitu djece s poremećajima u ponašanju, Zagreb, 65-80.

Jandrić, A. (2005): Lokalna zajednica u prevenciji poremećaja u ponašanju: Koncept pozitivnog razvoja mladih. *Hrvatska revija za rehabilitacijska istraživanja*, 41, 2, 3-18.

Oset, S. (2003): Situacijska prevencija i značenje prekršaja djece i mladih i prevenciji poremećaja u ponašanju u lokalnoj zajednici. (in) Bašić, J., Janković, J. (eds.) *Lokalna zajednica – Izvorište nacionalne strategije prevencije poremećaja u ponašanju djece i mladih*, Državni zavod za zaštitu obitelji, materinstva i mladeži, Povjerenstvo Vlade Republike Hrvatske za prevenciju poremećaja u ponašanju djece i mladih, 43-52.

Title V Community Prevention Grants Program: Report to Congress (2000) Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, US Department of Justice.

Žganec, N. (2001): Prevencija poremećaja u ponašanju u lokalnoj zajednici. (in) Janković, J., Bašić, J. (eds.) *Prevencija poremećaja u ponašanju djece i mladih u lokalnoj zajednici*. Povjerenstvo Vlade Republike Hrvatske za prevenciju poremećaja u ponašanju djece i mladeži i zaštitu djece s poremećajima u ponašanju, Zagreb, 49-64.

#### Recommended reading

Janković, J., Bašić, J. (eds.) (2001): *Prevencija poremećaja u ponašanju djece i mladih u lokalnoj zajednici*. Povjerenstvo Vlade Republike Hrvatske za prevenciju poremećaja u ponašanju djece i mladeži i zaštitu djece s poremećajima u ponašanju, Zagreb.

Bašić, J., Janković, J. (eds.) (2003): *Lokalna zajednica – Izvorište nacionalne strategije prevencije poremećaja u ponašanju djece i mladih*, Državni zavod za zaštitu obitelji, materinstva i mladeži, Povjerenstvo Vlade Republike Hrvatske za prevenciju poremećaja u ponašanju djece i mladih, Zagreb.

Laginja, I., Pavić, L. (2001): *Putokaz za djelotvoran rad lokalne zajednice - priručnik*. ODRAZ – Održivi razvoj zajednice.

Maleš, D. (2003): Suradnja škole, obitelji i lokalne zajednice u prevenciji poremećaja u ponašanju djece i mladih. (In) Bašić, J., Janković, J. (eds.) *Lokalna zajednica – izvorište Nacionalne strategije prevencije poremećaja u ponašanju djece i mladih*, Državni zavod za zaštitu obitelji, materinstva i mladeži i Povjerenstvo Vlade Republike Hrvatske za prevenciju poremećaja u ponašanju djece i mladih, Zagreb, 84-103.

Midwest Regional Center for Drug Free School and Communities (1995): *A framework for an integrated approach to student services, prevention, and wellness programs*. Madison, WI, Wisconsin Department of Public Instruction.

Morley, E., Rossman, S.B., Kopczynski, M., Buck, J., Gouvis, C. (2000): *Comprehensive Responses to Youth At Risk: Interim Findings from the SafeFutures Initiative*. Office of Juvenile Justice and Delinquency Prevention, Washington, DC.

Pentz, M.A. (2000): Institutionalizing Community-based Prevention through Policy Change. *Journal of Community Psychology*, 28, 3, 257-270.

#### Works that qualify the lecturer to teach the course

Bašić, J., Ferić Šlehan, M., Kranželić Tavra, V. (2005): Zajednice koje brinu kao model prevencije poremećaja u ponašanju: predstavljanje projekta. *Hrvatski časopis za javno zdravstvo*, 1, 3, [www.hcjz.hr/clanak.php?id=12554](http://www.hcjz.hr/clanak.php?id=12554)

Ferić, M., Kranželić, V. (2001): Lokalna zajednica u osmišljavanju i postavljanju programa prevencije poremećaja u ponašanju. (in) Janković, J., Bašić, J. (eds.) *Prevencija poremećaja u ponašanju djece i mladih u lokalnoj zajednici*. Povjerenstvo Vlade Republike Hrvatske za prevenciju poremećaja u ponašanju djece i mladeži i zaštitu djece s poremećajima u ponašanju, Zagreb, 65-80.

Bašić, J. (2003): Epidemiološka istraživanja i prevencija poremećaja u ponašanju djece i mladih u lokalnoj zajednici (in) Bašić, J., Janković, J. (eds.) *Lokalna zajednica – Izvorište nacionalne strategije prevencije poremećaja u ponašanju djece i mladih*, Državni zavod za zaštitu obitelji, materinstva i mladeži, Povjerenstvo Vlade Republike Hrvatske za prevenciju poremećaja u ponašanju djece i mladih, 18-30.

Bašić, J. (2001): Lokalna zajednica u prevenciji poremećaja u ponašanju: određenje i teorijski pristupi. (in) Janković, J., Bašić, J. (eds.) *Prevencija poremećaja u ponašanju djece i mladih u lokalnoj zajednici*. Povjerenstvo Vlade Republike Hrvatske za prevenciju poremećaja u ponašanju djece i mladeži i zaštitu djece s poremećajima u ponašanju, Zagreb, 33-47.

<b>Code: PZ9</b>	<b>1.9 Evidence-based prevention programmes and outcomes</b>			
General information				
Specialization	Prevention Science – Prevention of mental and behavioral disorders and mental health promotion			
Year of study	2 <sup>nd</sup> year			
Course supervisor	Professor Clemens M.H. Hosman			
Affiliation	Maastricht University and Radboud University Nijmegen, The Netherlands			
Other instructors	Valentina Kranželić Tavra, MSc.			
Prerequisites	Successful completion of the course “Analysing mental health problems for prevention planning”			
Type of course	<input checked="" type="checkbox"/> compulsory	<input type="checkbox"/> optional		
Course contents				
<p>This course aims to educate students on the current availability of evidence-based, effective programmes to prevent mental disorders and to promote mental health. Programmes will be presented from a wide variety of countries and targeting a wide variety of themes and target populations. In addition to individual outcome studies, students have to study meta-analytic studies. A multidimensional framework will be presented to compare programmes, to differentiate systematically between their multiple possible goals and outcomes, and to evaluate the relevance outcomes from the perspectives of multiple stakeholders. In addition to their effectiveness programmes will be discussed in term of their cost-effectiveness and their capability to reach a large proportion of their target population. Special attention will be given to the assessment of the quality of the available evidence of the efficacy and effectiveness of programmes. Students learn to systematically search for available effective programs and to assess their value and relevance for adoption and (if needed) reinvention.</p>				
Learning outcomes and competencies				
<ul style="list-style-type: none"> <li>• The ability to understand and review the current availability and status of evidence-based programmes to prevent mental disorders and to promote mental health</li> <li>• The ability to understand the differences between evidence-based programmes in terms of the type of their targeted goals and proven outcomes.</li> <li>• The ability to assess the value of evidence-based programmes as ‘model programmes’, in terms of strengths, relevance, feasibility, and limitations</li> <li>• The ability to assess the strength of the available evidence for the effectiveness of prevention and mental health promotion programmes.</li> <li>• The ability to use international databases and internet to identify evidence-based programmes</li> </ul>				
Quality assurance				
<ul style="list-style-type: none"> <li>• student questionnaire</li> </ul>				
Assessment criteria				
<ul style="list-style-type: none"> <li>• Literature study 50%</li> <li>• Participation and attendance 15%</li> <li>• 1 Paper (20 pages) 30%</li> <li>• Paper presentation 5%</li> </ul>				
Number of ECTS credits		4		
Hours per week	Lectures: 15	Seminars: 5	Exerc.: 5	Total hours:25
Assessment methods	<input type="checkbox"/> oral examination	<input checked="" type="checkbox"/> written examination	<input checked="" type="checkbox"/> continual assessment	<input checked="" type="checkbox"/> independent student work
Teaching methods				
<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> seminars	<input checked="" type="checkbox"/> research study		<input checked="" type="checkbox"/> exercises
<input checked="" type="checkbox"/> literature/Internet	<input type="checkbox"/> laboratory	<input checked="" type="checkbox"/> practical work		<input checked="" type="checkbox"/> tutorial
Required reading				
<p>Albee, G.W., &amp; Gulotta, T.P. (Eds.) (1997). Primary prevention works. Thousand Oaks: Sage. (selection of 3 chapters, 60 pp.)</p> <p>Hosman, C.M.H. &amp; Engels, C. (1999). The value of model programmes in mental health promotion and mental disorder prevention. <i>International Journal of Mental Health Promotion</i>, 1, 2, 1-14.</p> <p>Barnett, W.S. (1993). Benefit-cost analysis of preschool education: Findings from a 25-year follow-up. <i>American Journal of Orthopsychiatry</i>, 63, 500-508.</p> <p>Blair, C., Ramey, C., &amp; Hardin, J.M. (1995). Early intervention for low birthweight, premature infants: Participation and intellectual development. <i>American Journal on Mental Retardation</i>, 99 (5): 542-554.</p> <p>Clarke GN et al. (1995). Targeted prevention of unipolar depressive disorder in an at-risk sample of high school</p>				



adolescents: a randomized trial of group cognitive intervention. *Journal of the American Academy of Child and Adolescent Psychiatry*, 34:312-321.

- Dadds, M.R et al. (1999). [Early intervention and prevention of anxiety disorders in children: Results at 2-year follow-up](#). *Journal of Consulting and Clinical Psychology*, 67 (1), 145-150.
- [Dadds, M.R et al. \(1997\)](#). Prevention and early intervention for anxiety disorders: a controlled trial. *Journal of Consulting and Clinical Psychology*, 65(4): 627-35.
- [Gillham, J.E et al. \(1995\)](#). Prevention of depressive symptoms in schoolchildren: Two-year follow-up. *Psychological Science*, 6(6), 343-351.
- Finkelhor, D., Asdigian, N., Dziuba-Leatherman, J. (1995). The effectiveness of victimization prevention instruction: an evaluation of children's responses to actual threats and assaults. *Child Abuse & Neglect*, 19, 141-153.
- Greenberg, M.T., Domitrovitch, C., & Bumbarger, B. (2001). The prevention of mental disorders in school-aged children. [www.psu.edu/dept/prevention/CMSHxs.htm](http://www.psu.edu/dept/prevention/CMSHxs.htm)
- Hosman, C.M.H., Jane-Llopis, E., & Saxena, S. (eds.) (2004). *Prevention of Mental Disorders: Effective interventions and policy options*. Geneva: World Health Organization (70 pp.)
- Jané-Llopis, E., Barry, M.M., Hosman, C. and Patel, V. (2005) Mental health promotion works: A review. In: E. Jané-Llopis, M.M. Barry, C. Hosman and V. Patel (Eds.). *The Evidence of Mental Health Promotion Effectiveness: Strategies for Action*. Promotion & Education, Special Issue, Supplement 2, 2005, 9-25.
- Olds, D.L. (2002). Prenatal and infancy home visiting by nurses: from randomized trials to community replication. *Prevention Science*, 3(3),153-172.
- Sandler, I.N., Ayers, T.S., Wolchik, S.A., Tein, J.Y., Kwok, O.M., Haine, R.A., et al. (2003). The Family Bereavement Program: Efficacy evaluation of a theory-based prevention program for parentally bereaved children and adolescents. *Journal of Consulting and Clinical Psychology*, 71, 587-600.
- Wolchik, S. A., Sandler, I. N., Millsap, R. E., Plummer, B. A., Greene, S. M., Anderson, E. R., Dawson-McClure, S. R., Hipke, K. N., & Haine, R. A. (2002). Six-year follow-up of a randomized, controlled trial of preventive interventions for children of divorce. *Journal of the American Medical Association*, 288, 1874-1881.

*(around 320 pages, of which 40 pages of scientific articles on evidence-based interventions to prevent a specific mental health problem or improve a specific determinant of mental health (student paper), selected by the student from peer-reviewed international scientific journals)*

#### Recommended reading

- [Barrett, P. M., Moore, A. F., & Sonderegger, R. \(2000\)](#).The FRIENDS Programme for young former-Yugoslavian refugees in Australia: A pilot study. *Behaviour Change*, 17(3), 124-133.
- [Barrett, P. M., Sonderegger, R., & Sonderegger, N.L. \(2001\)](#). Evaluation of an anxiety-prevention and positive-coping programme (FRIENDS) for children and adolescents of non-English-speaking background. *Behaviour Change*, 18(2), 78-91.
- [Barrera, M., Biglan, A., Gunn, B., Smolkowski, K., Black, C., Ary, D., & Fowler, R. \(2002\)](#). Early elementary school intervention to reduce conduct problems: A randomized trial with Hispanic and non-Hispanic children. *Prevention Science*, 3, 83-94.
- Blair, C., & Ramey, C.T. (1997). Early intervention to low birth weight infants and the path to second generation research. In M.J. Guralnick (Ed.). *The effectiveness of early intervention*. Baltimore: Brookes.
- Boddy, D. (Ed.) (1999). *The evidence of health promotion effectiveness: assessing 20 years of evidence of the health, social, economic and political impacts of health promotion*. A Report for the European Commission. Vanves (Fr.): International Union for Health Promotion and Education.
- Brugha, T.S., Wheatley, S., Taub, N.A., et al. (2000). Pragmatic randomized trial of antenatal intervention to prevent postnatal depression by reducing psychosocial risk factors. *Psychological Medicine*, 30, 1273-1281.
- Brooks-Gunn, J et al. (2001). Effects of combined public assistance and employment on Mothers and their Young Children. *Women and Health* 32(3), 179-210.
- Chowdhury, A., & Bhuiya, A. (2001). Do poverty alleviation programmes reduce inequities in health? The Bangladesh experience. In: D.Leon, and G. Walt (Eds.). *Poverty, Inequality and Health*. Oxford: Oxford University Press.
- Conduct Problem Prevention Research Group (2002). Using the Fast-Track randomized prevention trial to test the early starter model of the development of serious conduct problems. *Development and Psychopathology*, 14, 925-943.
- Conte, J., Rosen, C., Saperstein, L., & Shermach, R. (1985). An evaluation of a program to prevent the sexual victimization of young children. *Child Abuse and Neglect*, 9, 319-328.
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- Yoshikawa, H. (1994). Prevention as cumulative protection: Effects of early family support and education on chronic delinquency and its risks. *Psychological Bulletin*, 115, 28-54.
- Using databases to identify effective programmes, e.g.  
[www.modelprograms.samhsa.gov](http://www.modelprograms.samhsa.gov)  
[www.preventioncentre.net](http://www.preventioncentre.net)  
[www.caseli.org/index.htm](http://www.caseli.org/index.htm) and [/library.thm](http://www.caseli.org/library.thm)

#### Works that qualify the lecturer to teach the course

- [Allart-van-Dam, E.](#), [Hosman, C.M.H.](#), [Hoogduin, C.A.L.](#), & [Schaap, C.P.D.R.](#) (2003). The Coping With Depression course: Short-term outcomes and mediating effects of a randomized controlled trial in the treatment of subclinical depression. *Behavior Therapy*, 34, 3, 381-396.
- [Allart-van-Dam, E.](#), [Hosman, C.M.H.](#), & [Keijsers, G.P.J.A.](#) (2004). New Instrument to Assess Participant Motivation for Involvement in Preventive Interventions. *Journal of Clinical Psychology*, 60, 6, 555-565.
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- Hosman, C.M.H. (2004). Evidence-based prevention of mental disorders: A World health Organization Project. In E. Berger (Ed.), *Developing partnerships: Science, policy and programs across cultures*. Rockville, MD: US Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Mental Health Services.
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- Hosman, C.M.H., Jane-Llopis, E., & Saxena, S. (eds.) (2004). *Prevention of Mental Disorders: Effective interventions and policy options*. Geneva: World Health Organization (Summary Report, 70 pp.)
- Hosman, C.M.H., Jane-Llopis, E., & Saxena, S. (Eds.) (In press). *Evidence-based Prevention of Mental Disorders*. Oxford: Oxford University Press.
- Jané-Llopis, E., Hosman, C., Jenkins, R., & Anderson, P. (2003). A meta-analysis of depression prevention programmes : What predicts effect ? *British Journal of Psychiatry*, 183, 384-397.

- Jané-Llopis, E., Barry, M.M., Hosman, C. and Patel, V. (2005) Mental health promotion works: A review. In: E. Jané-Llopis, M.M. Barry, C. Hosman and V. Patel (Eds.). *The Evidence of Mental Health Promotion Effectiveness: Strategies for Action*. Promotion & Education, Special Issue, Supplement 2, 2005, 9-25.
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- Mann, M., [Hosman, C. M.H.](#), [Schaalma, H.P.](#), & [de Vries, N.K.](#) (2004). Self-esteem in a broad-spectrum approach for mental health promotion. [Health-Education-Research](#), 19, 4, 357-372.
- Lecic-Tosevski, D., Christodoulou, G.N., Herrman, H., Hosman, C., Jenkins, R., Newton, J., Rajkumar, S., Saxena, S., Schmolke, M. (2004) WPA Consensus Statement on Psychiatric Prevention. *Dynamische Psychiatrie (Dynamic Psychiatry)*, 36, 5-6, 307-315.
- Molleman, G.R.M., Ploeg, M.A., Hosman, C.M.H., & Peters, L. (2004). Preffi 2.0: un outil néerlandais pour analyser l'efficacité des interventions en promotion de la santé. *Promotion & Education*, 11, 4, hors serie 1, 22-27.
- [Molleman, G.R.M.](#), Peters, L.W.H, Hosman, C.M.H., & Kok, G.. (2005). Implementation of a quality assurance instrument (Preffi 1.0) to improve the effectiveness of health promotion in The Netherlands. *Health-Education-Research*, 20, 4, 410-422.
- Molleman, G.R.M., Peters, L.W.H., Hosman, C.M.H., Kok, G., & Oosterveld, P. (2005). Project quality rating by experts and practitioners with preffi 2.0 as a quality assessment instrument. *Health Education Research*, advance access publication, October 12, 2005.
- Mrazek, P. & Hosman, C.M.H. (Eds.) (2002). *Toward a strategy of worldwide action to promote mental health and to prevent mental and behavioral disorders*. Alexandria: World Federation for Mental Health.
- Peters, L., Molleman, G., Hommels, L. Ploeg, M., Hosman, C., & Jané-Llopis, E. (2003). *Health Promotion Effect Management Instrument Preffi 2.0: Explanatory Guide*. Woerden, NL: Dutch National Institute for Health Promotion and Disease Prevention.
- [Van-Doesum, K.T.M.](#), [Hosman, C.M.H.](#), & [Riksen-Walraven J.M.](#) (2005). A Model-Based Intervention for depressed mothers and their infants. [Infant-Mental-Health-Journal](#), 26, 2, 157-176.
- Van Doesum, K.T.M., Riksen-Walraven, J.M., Hosman, C.M.H., & Hoefnagels, C. Preventing early relationship problems of depressed mothers and their infants: A randomized controlled trial of a preventive intervention for mother and child. (Submitted).
- Van Doesum, K.T.M., Hosman, C.M.H., Riksen-Walraven, J.M., & Hoefnagels, C. (in press). Predicting depressed mothers' sensitivity towards their infants: the role of maternal, child, and contextual characteristics.

<b>Code: PZ10</b>	<b>The law and prevention of behavioral disorders in children</b>			
General information				
Specialization	Prevention Science – Prevention of mental and behavioral disorders and mental health promotion			
Course supervisor	Professor Dubravka Hrabar			
Affiliation	University of Zagreb, Faculty of Law			
Other instructors	Professor Aleksandra Korać			
Type of course	<input checked="" type="checkbox"/> compulsory	<input type="checkbox"/> elective		
Course contents				
The significance and the scope of normative acts (international contracts, legislation) in the area of prevention of behavioral disorders in children. Family Law and other legislation. Children's rights. Children's welfare – theoretical and practical frameworks. The rights and responsibilities of parents in upbringing children so as to prevent behavioral disorders. Strengthening the positive role of the family. Children's rights to upbringing, physical and mental health. Interventions of state institutions in parent-child relations. Cooperation of various institutions and government bodies in the prevention of behavioral disorders in children. Family law penalties. Analysis of regulations: Convention on the Rights of the Child, Family Law, Law on Limiting the Use of Tobacco Products, Police Law, Law on the Ombudsman for Children, Law on Games of Chance and Prize Contests, Law on Prevention of Drug Abuse, Law on Catering Industry, Law on Prevention of Domestic Violence				
Learning outcomes and competences				
Upon completion of the course students will be able to identify behavioral disorders in children, apply regulations and organize institutional cooperation (informing, proposing measures, control) so as to apply procedures and take appropriate measures in preventing the wellbeing of the child.				
Quality assurance				
<ul style="list-style-type: none"> <li>• Student questionnaire</li> </ul>				
Assessment criteria				
<ul style="list-style-type: none"> <li>• Participation 40%</li> <li>• Individual assignment 60%</li> </ul>				
Number of ECTS credits	1			
Hours per week	Lectures: 6	Seminars:	Exerc.:	Total hours: 6
Assessment methods	<input type="checkbox"/> oral examination	<input type="checkbox"/> written examination	<input checked="" type="checkbox"/> continual assessment	
Teaching methods				
<input checked="" type="checkbox"/> lectures	<input type="checkbox"/> exercises/seminars	<input checked="" type="checkbox"/> independent study		<input type="checkbox"/> multimedia
<input type="checkbox"/> Internet	<input type="checkbox"/> laboratory	<input type="checkbox"/> practical work		<input type="checkbox"/> tutorials
Required reading				
Alinčić, M., Bakarić Abramović, A., Hrabar, D., Jakovac-Lozić, D., Korać, A. (in press): Obiteljsko pravo. Zagreb.				
Alinčić, M., Hrabar, D., Jakovac-Lozić, D., Korać, A. (2001): Obiteljsko pravo. Zagreb.				
Hrabar D. (2003): Roditeljska skrb u svjetlu izmijenjene nadležnosti (in) Obiteljski zakon – novine, dvojbe i perspektive. Zagreb.				
Recommended reading				
Hrabar, D. (1994): Dijete – pravni subjekt u obitelji. Pravni fakultet u Zagrebu, Zagreb.				
Works that qualify the lecturer to teach the course				
Hrabar, D., Alinčić, M. et al. (2006): Uvod u obiteljsko pravo, Narodne novine, Zagreb.				
Hrabar, D. (2003) Pravne dvojbe o pobačaju – pravo, sloboda ili zlouporaba prava (in) Kurjak, A., Stavljenić-Rukavina A., Pavelić, K. (eds.) Prenatalna dijagnostika i terapija. Tonimir, Varaždinske toplice, 425-432.				
Alinčić, M., Bakarić Abramović, A., Belajec, V., Hrabar, D., Korać, A. (2002) Komentar Obiteljskog zakona (II. izmijenjeno i dopunjeno izdanje), Narodne novine.				
Europska konvencija o ostvarivanju dječjih prava – nov prilog promicanju dječjih prava (in) Gavella, N., Alinčić, M., Hrabar, D., Gliha, I. Josipović, T., Korać, A., Baretić, M., Nikšić, S. (eds.) Europsko privatno pravo, Zavod za građanskopravne znanosti i obiteljsko pravo – Poslijediplomski studij za znanstveno usavršavanje iz građanskopravnih znanosti, Zagreb, 329-342.				
Hrabar, D. (2003): Pravni aspekti humane reprodukcije (in) Kurjak, A. (ed.) Ginekologija i perinatologija. Tonimir, Varaždinske Toplice, 286-290.				
Alinčić, M., Bakarić Abramović, A., Belajec, V., Hrabar, D., Hrvatin, B., Jakovac-Lozić, D., Korać, A. (2004): Obiteljski zakon – tekst zakona s napomenama, uputama i sudskom praksom, Narodne novine, Zagreb.				
Hrabar, D. (2003): Što je s podrijetlom djeteta ako mater non semper certa est. (in) Alinčić, M., Dika, M., Hrabar,				

- D., Jelavić, M., Korać, A.: Obiteljski zakon – novine, dvojbe i perspektive. Narodne novine, Zagreb, 23-34.
- Hrabar, D. (2003): Roditeljska skrb u svjetlu izmijenjene nadležnosti. (in) Alinčić, M., Dika, M., Hrabar, D., Jelavić, M., Korać, A.: Obiteljski zakon – novine, dvojbe i perspektive. Narodne novine, Zagreb, 35-60.
- Alinčić, M., Bakarić Abramović, A., Hrabar, D., Jakovac-Lozić, D., Korać, A. (2001): Obiteljsko pravo, Narodne novine, Zagreb.
- Hrabar, D., Korać, A. (2003): Obiteljsko pravo s matičarstvom (co-authored with Korać, A.). Narodne novine, Zagreb.
- Hrabar, D. (2002): Protokoli uz Konvenciju o pravima djeteta. Zbornik Pravnog fakulteta u Zagrebu. 52, 2, 319-348.
- Hrabar, D. (2002): Zastupanje djece i postupovna prava djeteta pred sudskim i upravnim tijelima u obiteljskopравnim stvarima. Hrvatska pravna revija. II, 10, 46-53.
- Hrabar, D. (2002): Status imovine bračnih drugova – neka pitanja i dvojbe. Aktualnosti hrvatskog zakonodavstva i pravne prakse, Godišnjak 9, 43-62.
- Hrabar, D. (2002): Pravni status djeteta kao pacijenta. Dijete i društvo. 4, 3-4, 399-415.
- Hrabar, D. (2003): Obiteljskopравni osvrt na Zakon o nasljeđivanju. Hrvatska pravna revija. III, 6, 74-84.
- Hrabar, D. (2005): Retroaktivnost i stečena prava prema Obiteljskom zakonu. Hrvatska pravna revija. V, 5, 38-46.
- Hrabar, D. (2005): Marginalije uz proturječnosti i pravne praznine pojedinih obiteljskopравnih instituta. Zbornik Pravnog fakulteta u Zagrebu. 55, 3-4, 629-662.
- Hrabar, D. (2005): Pravo djeteta na obiteljski život. Dijete i društvo, 7, 2, 382-396.
- Hrabar, D. (1999): Facing family violence – a family law answer to the children's protection. (in) Bainham, A. (ed.) The International Survey of Family Law - 1999 Edition. Martinus Nijhoff Publishers, The Hague/Boston/London, 127-135.
- Hrabar, D. (2000): The reform of adoption law – a chance for better and more adoptions in the light of children's rights. (in) Bainham, A. (ed.) The International Survey of Family Law - 2000 Edition. Family law. 109-117.
- Hrabar, D. (2004): The protection of weaker family members – The ombudsman for children, the same sex unions, family violence and family law. (in) Bainham, A. (ed.) The International Survey of Family Law – 2004 Edition. Family law. 111-122.
- Hrabar, D. (2004): Načela hrvatskog obiteljskog prava i njihovo zakonsko uobličjenje. Zbornik vo čest na Mile Hadži Vasilev. Universitet «Sv. Kiril i Metodij», Pravni fakultet «Justinijan Prvi», Skopje, 79-103.
- Hrabar, D. Korać, A. (2006): Internationales Ehe- und Kindschaftsrecht mit Staatsangehörigkeitsrecht – Kroatien (in) Internationales Ehe- und Kindschaftsrecht mit Staatsangehörigkeitsrecht. Bergmann/Ferid/Henrich. Frankfurt am Main.
- Hrabar, D. (2001): Obiteljskopравni mehanizmi zaštite djece od zloporabe sredstava ovisnosti i zlostavljanja. (in) Kozarić-Kovačić, D. (ed.) Medicinski i pravni mehanizmi za zaštitu djece od zlopotrebe sredstava ovisnosti i zlostavljanja. Zagreb, 35-47.
- Hrabar, D. (2004): Uloga centra za socijalnu skrb u ostvarivanju roditeljske skrbi. Uloga socijalnog rada u zaštiti djece – Zbornik radova Simpozija socijalnih radnika. 14-23.
- Hrabar, D. (2005): Legal status of cohabitants in Croatia. (in) Scherpe, J. M., Yassari, N. (eds.) Die Rechtstellung nichtehelicher Lebensgemeinschaften – The legal status of cohabitants. Beiträge zum ausländischen und internationalen Privatrecht 81, Max-Planck-Institut für ausländisches und internationales Privatrecht, Mohr Siebeck, Tübingen, 399-414.
- Hrabar, D., Korać, A. (2003): Primjena obiteljskopравnih mjera za zaštitu dobrobiti djece te zasnivanje posvojenja bez pristanka roditelja – istraživanje iskustva iz prakse, (co-authored with Korać, A.). Pravni fakultet Sveučilišta u Zagrebu. Zagreb.
- Hrabar, D. (2004): O opstojnosti teze o Obiteljskom zakonu kao neorganskom zakonu. Zbornik Pravnog fakulteta u Zagrebu. 54, 1, 225-234.

<b>Code: PZ11</b>	<b>1.10 Non-institutional interventions and prevention</b>			
General information				
Specialization	Prevention Science – Prevention of mental and behavioral disorders and mental health promotion			
Course supervisor	Professor Slobodan Uzelac			
Affiliation	University of Zagreb, Faculty of Education and Rehabilitation Science			
Other instructors	Assistant Professor Dejana Bouillet			
Type of course	<input checked="" type="checkbox"/> compulsory	<input type="checkbox"/> elective		
Course contents				
Topics: Theoretical basis of non-institutional treatment. Basic issues of scientific evaluation of non-institutional treatment – methods and research challenges. Current research-based knowledge of non-institutional treatment. Planning and carrying out a scientific evaluation of non-institutional treatment. Presentation of examples of research of non-institutional treatment. Creating research-based theories of non-institutional treatment. Research trends and perspectives. Possibilities of practical application of research results.				
Learning outcomes and competences				
<ul style="list-style-type: none"> <li>• understanding the need of scientific evaluation of non-institutional treatment</li> <li>• planning and carrying out research of non-institutional treatment</li> <li>• interpreting and applying research results</li> <li>• basing practical work on theoretical and scientific insights.</li> </ul>				
Quality assurance				
<ul style="list-style-type: none"> <li>• Student questionnaire.</li> </ul>				
Assessment criteria				
<ul style="list-style-type: none"> <li>• Attendance 30%</li> <li>• Individual assignment 40%</li> <li>• Participation in discussions 30%</li> </ul>				
Number of ECTS credits		2		
Hours per week	Lectures: 6	Seminars: 0	Exerc.: 6	Total hours: 12
Assessment methods	<input type="checkbox"/> oral examination	<input checked="" type="checkbox"/> written examination	<input type="checkbox"/> continual assessment	
Teaching methods				
<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> exercises/seminars	<input checked="" type="checkbox"/> independent study	<input type="checkbox"/> multimedia	
<input type="checkbox"/> Internet	<input type="checkbox"/> laboratory	<input type="checkbox"/> practical work	<input checked="" type="checkbox"/> tutorials	
Required reading				
<p>Burušić, J., Milas, Lj., Rimac, I. (2003): Utvrđivanje povezanosti i temeljne strukture nekoliko aspekata socijalne evaluacije, Psihologijske teme, 12, 1-2, 33-42.</p> <p>Robinson, G. (2001): Power, Knowledge and 'What Works' in Probation, The Howard Journal, 40, 3, 235-254.</p> <p>Bouillet, D. (1999): Procjena primjerenosti institucionalnog tretmana u Republici Hrvatskoj, U: Odgoj u domovima – kako dalje? (zbornik radova), Ministarstvo rada i socijalne skrbi RH, 73-91.</p> <p>Uzelac, S. (1998): Subjektivna obilježja procjene uspješnosti odgojne mjere pojačane brige i nadzora, Zbornik Pravnog fakulteta u Splitu, Split, 35, 1-2, 115-127.</p> <p>Tasić, D. (1998): Level of Conceptual Maturity and Appropriateness of Juvenile Court Educational Measures, In: Mejovšek, M. (ed.) Proceedings of the 5<sup>th</sup> scientific conference Rehabilitation and inclusion of Faculty of Special Education and Rehabilitation, Edukacijsko-rehabilitacijski fakultet Sveučilišta u Zagrebu, Zagreb, 225-234.</p> <p>Tasić, D. (1997): Stupanj institucionalizacije odgojne mjere i vrijednosni sustav maloljetnih delinkvenata, Kriminologija i socijalna integracija, 5, 1-2, 21-31.</p> <p>Uzelac, S. (1996): Katamnistička evaluacija odgojne mjere pojačana briga i nadzor na temelju iskustva nekadašnjih maloljetnika, Kriminologija i socijalna integracija, 4, 1, 11-19.</p> <p>Uzelac, S. (1995): Autoritet suda za maloljetnike u Hrvatskoj i uspješnost probacije, Zbornik Pravnog fakulteta Sveučilišta u Zagrebu, 45, 3, 271-286.</p> <p>Uzelac, S. (1990): Eksperiment s maloljetnicima u Zagrebu, (in) Uzelac, S. (ed.) Odgoj i preodgoj djeteta i maloljetnika izvan institucije, Fakultet za defektologiju, Zagreb, 65-98.</p>				
Recommended reading				
<p>Lane, J. (2005): Evaluating and Experimental Intensive Juvenile Probation Program: Supervision and Official Outcomes, Crime &amp; Delinquency, 51, 1, 26-52.</p> <p>Heinen, R.K. (1980): Psychological Theory: Evaluation and Speculations, Journal of Psychology, 106, 287-301.</p> <p>Quinn, W.H. and Van Dyke, D.J. (2004): A Multiple Family Group Intervention for First-Time Juvenile</p>				



Offenders: Comparisons with Probation and Dropouts on Recidivism, *Journal of Community Psychology*, 32, 2, 177-200.

Žunić-Pavlović, V. (2004): *Evaluacija u resocijalizaciji*, Partenon, Beograd., 203.

Farrall, S. (2003): J'accuse: Probation Evaluation-Research Epistemologies: Part One: The Critique, *Criminal Justice: International Journal of Policy & Practice*, 3, 2, 161-180.

Farral, S. (2003): J'accuse: Probation Evaluation-Research Epistemologies: Part Two: This Time its Personal and Social Factors, *Criminal Justice: International Journal of Policy & Practice*, 3, 2, 249-269.

Gomory, T.: Critical Rationalism (Gomory's Blurry Theory) or Positivism (Thyer's Theoretical Myopia): Which is the Prescirtion for Social Work Research?, *Journal of Social Work Education*, izvor:www.epnet.com

Works that qualify the lecturer to teach the course

Uzelac, S. (1998): Subjektivna obilježja procjene uspješnosti odgojne mjere pojačane brige i nadzora, *Zbornik Pravnog fakulteta u Splitu*, Split, 35, 1-2, 115-127.

Uzelac, S. (1996): Katamnistička evaluacija odgojne mjere pojačana briga i nadzor na temelju iskustva nekadašnjih maloljetnika, *Kriminologija i socijalna integracija*, 4, 1, 11-19.

Uzelac, S. (1995): Autoritet suda za maloljetnike u Hrvatskoj i uspješnost probacije, *Zbornik Pravnog fakulteta Sveučilišta u Zagrebu*, 45, 3, 271-286.

Uzelac, S.(1990): Eksperiment s maloljetnicima u Zagrebu, (in) Uzelac, S. (ed.) *Odgoj i preodgoj djeteta i maloljetnika izvan institucije*, Fakultet za defektologiju, Zagreb, 65-98.

Bouillet, D. (1999): Procjena primjerenosti institucionalnog tretmana u Republici Hrvatskoj, (in) *Odgoj u domovima – kako dalje?* (Proceedings), Ministarstvo rada i socijalne skrbi RH, 73-91.

Tasić, D. (1998): Level of Conceptual Maturity and Appropriateness of Juvenile Court Educational Measures, U: Mejovšek, M. (ed.): *Proceedings of the 5<sup>th</sup> scientific conference Rehabilitation and inclusion of Faculty of Special Education and Rehabilitation*, Edukacijsko-rehabilitacijski fakultet Sveučilišta u Zagrebu, Zagreb, 225-234.

Tasić, D. (1997): Stupanj institucionalizacije odgojne mjere i vrijednosni sustav maloljetnih delinkvenata, *Kriminologija i socijalna integracija*, 5, 1-2, 21-31.



<b>Code: PZ12</b>	<b>1.11 Mental health promotion: from principles to practice, from practice to policy</b>			
<b>General information</b>				
Specialization	Prevention Science – Prevention of mental and behavioral disorders and mental health promotion			
Year of study	3 <sup>rd</sup> year			
Course supervisor	Assistant Professor Gordana Pavleković			
Affiliation	University of Zagreb, Andrija Štampar School of Public Health, Medical School			
Other instructors	Professor Marija Strnad			
Prerequisites				
Type of course	<input checked="" type="checkbox"/> compulsory	<input type="checkbox"/> elective		
<b>Course contents</b>				
The conceptual framework of mental health promotion and quality of life. Documents of the World Health Organization concerning the importance of mental health promotion – Health 21 guidelines. The role of healthcare policy and the healthcare system in mental health promotion. Active participation of the community, community action in health promotion, and community work. Best practice models and experiences in Croatia and in the world in promoting mental health and the quality of life in different environments (the family, the school, the community). Self-care services. The basics of social marketing in mental health promotion. Cooperation between sectors. Methodology: differences between health promotion and health education. The effectiveness of mental health promotion programs in working with individuals, the family and the community. Research evaluation methods. Particular ethical aspects of mental health promotion.				
<b>Learning outcomes and competences</b>				
Upon the completion of the course students will:				
<ul style="list-style-type: none"> <li>• Understand the concept of mental health promotion and health education;</li> <li>• Understand and be able to critically evaluate the effectiveness of mental health promotion programs in different environments (the family, the school, the community);</li> <li>• Fully understand the importance of cooperation between sectors, and develop a positive attitude towards it, especially with regard to cooperating with the healthcare system;</li> <li>• Understand the basic methods in multi-professional work in promoting mental health and healthcare education;</li> <li>• Understand and develop skills of applying best practice experience in their practice;</li> <li>• Develop a critical outlook towards ethical dilemmas in individual and community mental health promotion programs.</li> </ul>				
<b>Quality assurance</b>				
<ul style="list-style-type: none"> <li>• Student questionnaire</li> </ul>				
<b>Assessment criteria</b>				
<ul style="list-style-type: none"> <li>• Attendance and participation 20%</li> <li>• 1 seminar paper 50%</li> <li>• 3 exercises 30%</li> </ul>				
<b>Number of ECTS credits</b>		3		
<b>Hours per week</b>	Lectures: 10	Seminars: 6	Exerc.: 4	Total hours: 20
<b>Assessment methods</b>	<input type="checkbox"/> oral examination	<input checked="" type="checkbox"/> written examination	<input type="checkbox"/> continual assessment	<input type="checkbox"/> independent student work
<b>Teaching methods</b>				
<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> seminars	<input checked="" type="checkbox"/> research		<input checked="" type="checkbox"/> exercises
<input checked="" type="checkbox"/> literature/Internet	<input type="checkbox"/> laboratory	<input checked="" type="checkbox"/> independent work		<input type="checkbox"/> tutorials
<b>Required reading</b>				
<p>Detels, R., McEwan, J., Bealehole, R., Tanak, H. (eds.) (2002): Oxford Textbook of Public Health. London: Oxford University Press. (4th edition Volume 1-3)</p> <p>Jakšić, Ž. (ed.) (2000): Socijalna medicina. Medicinska naklada, Zagreb.</p> <p>Koelen, A.M., van den Ban, A.W. (2004): Health education and health promotion. Wageningen Academic Publishers, Den Haag.</p> <p>Tones, K. (1994): Tilford Health Education: Effectiveness, efficiency and equity (2<sup>nd</sup> edition). Chapman &amp; Hall, London.</p> <p>The Evidence of Health Promotion Effectiveness (2000) Brussels-Luxemburg: European Commission</p> <p>Pavleković, G., Kuzman, M., Jureša, V. (2000): Promicanje zdravlja u školi. Škola narodnog zdravlja i UNICEF,</p>				

Zagreb.

Selected web pages (particularly the WHO/EURO webpage – Department for Health promotion and investment programme)

Notes from class

**Recommended reading:**

Concepts and Principles of Health Promotion (1984) WHO/EURO, Copenhagen.

Investment in Health – Verona Initiatives (2000) WHO/EURO, Copenhagen.

Ewles, L., Simmetti, L. (1992) Promoting Health. A practical guide. Scuturi Press, Oxford.

The role of health promotion in health care reforms. (1996) WHO/EURO, Copenhagen.

Badura, B., Kickbusch, I. (1992): Health promotion research.: Towards a new social epidemiology. WHO, Copenhagen.

Rootman, I., Goodstadt, M., Hyndman, B., McQueen, D.V., Potvin, L., Springett, J., Zigli, E. (eds.) (2001): Evaluation in health promotion: Principles and perspectives. WHO, Copenhagen.

Sidell, M., Johns, L., Katz, J., Peberdy, A. (eds.) (1994) Debates and dilemmas in Promoting Health. WHO/EURO, Copenhagen.

Wilkinson, R.G. (1996): Unhealthy Societies. Routledge, London..

Guttman, N. (2003): Public Health Communication Interventions: Values and Ethical Dilemmas. Laurence Erlbaum Associates.

Andreasson, A. (1995): Marketing social change: Changing behavior to promote health, social development and the environment. Jossey-Bass Publishers, San Francisco.

**Works that qualify the lecturer to teach the course**

**Assistant Professor Gordana Pavleković**

Lingstrom, B., Stanistrat, D., Koelen, M., Pavleković, G., Contu, P. (eds) (2003): Strategy for Health in Europe. ETC-PHHP, Wageningen.

Pavleković, G. (2000): Zdravstveno ponašanje (in) Jakšić, Ž. (ed.) Socijalna medicina. Medicinska naklada, Zagreb, 149-151.

Pavleković, G., Šošić, Z. (2000): Zdravstveni odgoj. (in) Jakšić, Ž. (ed.) Socijalna medicina. Medicinska naklada, Zagreb, 156-164.

Jureša, V., Pavleković, G., Kuzman, M. (eds). (2001): Kako rasti i odrasti. Škola narodnog zdravlja “Andrija Štampar”, Medicinski fakultet Sveučilišta u Zagrebu i UNICEF, Zagreb.

Pavlekovic, G. (2001): Promicanje zdravlja i zdravstveni odgoj. (in) Pavlekovic, G., Kuzman, M., Jureša, V. (eds.) Promicanje zdravlja u školi. Škola narodnog zdravlja “Andrija Štampar”, Medicinski fakultet Sveučilišta u Zagrebu i UNICEF, Zagreb, 21-27.

Pavleković, G., Kuzman, M. (2001): Promicanje zdravlja u školi (in) Pavlekovic, G., Kuzman, M., Jureša, V. (eds.) Promicanje zdravlja u školi. Škola narodnog zdravlja “Andrija Štampar”, Medicinski fakultet Sveučilišta u Zagrebu i UNICEF, Zagreb, 35-39.

Kuzman, M., Pavlekovic, G. (2001): Što je škola koja promice zdravlje? (in) Pavlekovic, G., Kuzman, M., Jureša, V. (eds.) Promicanje zdravlja u školi. Škola narodnog zdravlja “Andrija Štampar”, Medicinski fakultet Sveučilišta u Zagrebu i UNICEF, Zagreb, 77-82.

Pavlekovic, G. (2001): Sveobuhvatni pristup zdravlju: Hrvatska mreža škola koje promicu zdravlje. ? (in) Pavlekovic, G., Kuzman, M., Jureša, V. (eds.) Promicanje zdravlja u školi. Škola narodnog zdravlja “Andrija Štampar”, Medicinski fakultet Sveučilišta u Zagrebu i UNICEF, Zagreb, 93-110.

Pavleković, G. (2001): Od ideje do vrednovanja. (in) Pavlekovic, G., Kuzman, M., Jureša, V. (eds.) Promicanje zdravlja u školi. Škola narodnog zdravlja “Andrija Štampar”, Medicinski fakultet Sveučilišta u Zagrebu i UNICEF, Zagreb, 115-126.

Pavleković, G. (2001): Zdrava škola – zdravi grad. (in) Pavlekovic, G., Kuzman, M., Jureša, V. (eds.) Promicanje zdravlja u školi. Škola narodnog zdravlja “Andrija Štampar”, Medicinski fakultet Sveučilišta u Zagrebu i UNICEF, Zagreb, 154-159.

Pavleković, G. (2001): Prava djece. (in) Pavlekovic, G., Kuzman, M., Jureša, V. (eds.) Promicanje zdravlja u školi. Škola narodnog zdravlja “Andrija Štampar”, Medicinski fakultet Sveučilišta u Zagrebu i UNICEF, Zagreb 163-165.

**Professor Marija Strnad**

Rulnjević, N., Strnad, M. (1977): Uloga Republičkog registra o osobama sa smetnjama u psihofizičkom razvoju. Republička konferencija za rehabilitaciju i zaštitu invalida SRH. Novosti, 1-5.

Rulnjević, N., Strnad, M., Mandić, V. (1981): Investigation of disorders in psychophysical development in SR Croatia by means of the republic system of follow-up. IX International Congress. Book of summaries. International Federation for Hygiene, Preventive and Social Medicine, 82.

- Kulčar, Ž., Rismondo, M., Lang, S., Strnad, M. (1981): Prevention of chronic disabling disease: Self-care. IX International Congress. Book of summaries. International Federation for Hygiene, Preventive and Social Medicine, 162.
- Rulnjević, N., Mašović, S., Špalj, I., Strnad, M. (1983): Development, Position and Perspectives of the Education and Rehabilitation of Handicapped Children and Youths. Abstracts. Symposium of the European Union for School and University Health and Medicine. Dubrovnik, 47-8.
- Ivanković, D., Luković, G., Strnad, M., Hrabak-Žerjavić, V., Kern, J., Vuletić, S.. (1985): Praćenje kongenitalnih malformacija: rutinska zdravstvena statistika, novi registri ili nešto treće?, Uvodnik. Liječ Vjesn. 11-12, 465-9.
- Rulnjević, N., Strnad, M., Komadina, D. (1986): Međunarodna klasifikacija oštećenja, invaliditeta i hendikepa. Priručnik za klasifikaciju posljedica bolesti. Zavod za zaštitu zdravlja Republike Hrvatske, Zagreb (prijevod).
- Rulnjević, N., Strnad, M., Rodin, N. (1989): Epidemiologija invaliditeta i utvrđivanje vrste i stupnja ometenosti u fizičkom i psihičkom razvoju djece i omladine i drugih osoba s invaliditetom. Tečaj: Rehabilitacija djece s tjelesnim oštećenjima, Krapinske Toplice. Medicinski fakultet u Zagrebu, Centar za suradnju s udruženim radom, Medicinska akademija Hrvatske, Bolnica za reumatske bolesti i rehabilitaciju Krapinske Toplice, Sekcija za fizikalnu medicinu i rehabilitaciju Zbora liječnika Hrvatske, Zavod za fizikalnu medicinu i rehabilitaciju Medicinskog fakulteta u Zagrebu.
- Strnad, M. (1990): Testiranje i ocjena eksperimentalne klasifikacije Svjetske zdravstvene organizacije o oštećenjima i hendikepima na podacima o tjelesnom invaliditetu u Republici Hrvatskoj. Doktorska disertacija. Sveučilište u Zagrebu. Medicinski fakultet.
- Vorko, A., Jović, F., Strnad, M., Toth, D. (1993): Influence of Risk Situation on Injuring in Sport, Recreation, and Playing of School Children in Croatia. Abstracts. The Second World Conference On Injury Control. 20.-25.5.1993. Atlanta, Georgia, USA. 203-204.
- Strnad, M., Mandić, V., Rulnjević, N. (1995): Croatian initial experience with the suitability of the ICDH for classifying health status. Disability and rehabilitation, 17, 7, 364-368.
- Strnad, M., Mandić, V., Rulnjević, N. (1995): Croatian initial experience with the suitability of the ICDH for classifying health status. ICDH Publications. WCC newsletter, 2-5.
- Babuš, V. (ed.) (1997): Epidemiologija. Medicinska naklada. Zagreb. (on of the collaborators).
- Boroša, V., Strnad, M., Sabol, R. (1998): Recovery period: its future prospects. Croatian model of Reach to Recovery Program. 10th Reach to Recovery International conference, 13.-16.5.1998. Ljubljana, Slovenija.
- Strnad, M., Jović, F., Vorko, A., Kovačić, L., Toth, D. (1998): Young child injury analysis by the classification entropy method. Accident Analysis Prevention 30, 689-695.
- Vorko-Jović, A., Rimac, M., Jović, F., Strnad, M., Šolaja, D. (2001): Epidemiological Investigation of School-related Injuries in Koprivnica County, Croatia. CMJ, 42, 1, 58-63.
- Strnad, M., Santini, J., Dobranović, M. (2001): Registar o osobama s invaliditetom prvi puta u Hrvatskoj. Knjiga sažetaka. II. hrvatski kongres hitne medicine s međunarodnim sudjelovanjem. 15-16.11.2001.
- Tomek-Roksandić, S., Strnad, M., Perko, G., Čulig, J., Tomić, B., Lipovščak, M. (2001): Edukacija edukatora o značenju procjene funkcionalne sposobnosti starijih invalida. Proceedings. Šesti hrvatski simpozij o invalidima. Bjelolasica, 17.- 18. 9. 2001. (abstract).
- Strnad, M. (2002): Jedan od suradnika (in) Vorko-Jović A. (ed.) Priručnik za seminare i vježbe iz epidemiologije. Medicinska naklada, Zagreb.
- Strnad, M., Benjak, T., Debeljuh, M. (2005): Informacijski sustav Hrvatskog registra o osobama s invaliditetom. (u) Zbornik radova. Medicinska informatika, HDMI, Zagreb, 133-138.
- Strnad, M., Benjak, T. (2005): Hrvatski registar o osobama s invaliditetom (in) Hrvatski zdravstveno-statistički ljetopis za 2004. godinu. Hrvatski zavod za javno zdravstvo, Zagreb, 299-300.
- Strnad, M., Benjak, T. (2006): Hrvatski registar o osobama s invaliditetom. 6. Kongres menadžmenta u zdravstvu. 19.1.2006., Zagreb, 12-7. (abstract)

<b>Code: PZ13</b>	<b>1.12 Social exclusion (of youth) in postmodernity</b>
<b>General information</b>	
Specialization	Prevention Science – Prevention of mental and behavioral disorders and mental health promotion
Year of study:	1 <sup>st</sup> year
Course supervisor	Špela Razpotnik, PhD
Affiliation	Faculty of Education, University of Ljubljana, Slovenia
Other instructors	

Type of course	<input type="checkbox"/> compulsory	<input checked="" type="checkbox"/> elective
Course contents		
<p>Basic concepts – Contemporary understanding of identity and the dilemmas of contemporary identities; The significance of social capital and other types of capital; The role of the community and social networks; Social exclusion and inclusion; integration; inclusion; Social inequality; Risk society and transition into adulthood; The culture of fear; The role of state policies and ideologies; Minority issues; Accumulation of exclusion, multiple/combined exclusion; Migrations; Second and third generation of immigrants; Discrimination and xenophobia; Intergenerational transfer/reproduction, globalization of social exclusion and the idea of “subclasses”; The dimension of social gender in social exclusion issues.</p> <p>The phenomenology of social exclusion of youth – school drop outs; New types of risk behavior of youth (drugs, consumer culture, etc.); Information exclusion; New poverty; Youth unemployment and permanent unemployment; Transcultural and fused identity as a means of dealing with cultural separation of youth; Socially segregated youth and the culture of manhood; Search for security of identity and new socially regressive subcultures; Nationalist/violent youth groups; Homeless youth, Street children.</p> <p>Paradigms and types of social pedagogy action in context of new phenomena – Empowerment as the basic principle of social pedagogy action; Principles of working with minorities: noticing minorities; approaching minority groups in their own life field, their social perception and real life situations; Working in the community and with the community; community projects; Fieldwork; The ethnographic approach; Participant observation; Cultural empowerment: minorities in cultural representations; Anti-discriminative action; multicultural action; Transgressive action; Support of processes of crossing social boundaries; Expert reflection on value systems and non-universality / partiality of one’s own professional cultural/axiological position in the social field; Analysis of the society as a whole and of particular social phenomena as symptoms for the explanation of general social trends.</p>		
Learning outcomes and competences		
<p>Upon completion of the course students will:</p> <ul style="list-style-type: none"> <li>• Understand the concepts of social exclusion and related theories.</li> <li>• Be able to use these concepts in recognizing and analyzing particular phenomena of social exclusion of youth.</li> <li>• Be able to reflect on their own system of values in the socio-political context and identify the role of professional work in forming social representations of social exclusion.</li> <li>• Apply theoretical knowledge and expert reflection in planning appropriate social inclusion action/approaches.</li> </ul>		
Quality assurance		
<ul style="list-style-type: none"> <li>• Student questionnaire.</li> </ul>		
Assessment criteria		
<ul style="list-style-type: none"> <li>• Participation 20%</li> <li>• Individual assignment 40%</li> <li>• Final examination 40%</li> </ul>		
Number of ECTS credits	3	
Hours per week	Lectures: 10	Seminars: 10
	Exerc.:	Total hours: 20
Assessment methods	<input type="checkbox"/> oral examination	<input checked="" type="checkbox"/> written examination
	<input type="checkbox"/> continual assessment	
Teaching methods		
<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> exercises/seminars	<input checked="" type="checkbox"/> independent study
<input checked="" type="checkbox"/> multimedia	<input type="checkbox"/> internet	<input type="checkbox"/> laboratory
<input type="checkbox"/> practical work	<input checked="" type="checkbox"/> tutorials	
Required reading		
<p>Beck, U. (1992): Risk society: towards a new modernity. Sage, London.</p> <p>Brown, D. (2000): Contemporary nationalism: civic, ethnocultural and multicultural politics. Routledge, London, New Yor.</p> <p>Lury, C. (1996): Consumer Culture. Polity Press, Cambridg.</p> <p>MacDonald, R. (ed.) (2003): Youth, the 'underclass' and Social Exclusion. Routledge, London.</p> <p>Phinney, J. S., Horenczyk, G., Liebkind, K., in Vedder, P. (2001): Ethnic Identity, Immigration, and Well-Being: An Interactional Perspective. Journal of Social Issues, 57, 3, 493-510.</p> <p>Schwartz, David, B. (ed.) (1997): Who cares? (Rediscovering Community). Westview press. Oxford.</p> <p>Taylor, C. (1997): The politics of recognition. (in). Goldberg, V. D. T (ed.) Multiculturalism: A Critical Reader. Blackwell Publishers Ltd., Oxford.</p>		
Recommended reading		
Anderson, W. T. (1999): Communities in a world of open systems. Futures, 31,5, 457-463.		

- Dekleva, B. in Razpotnik, Š. (ed.) (2002): Čefurji so bili rojeni tu. Življenje mladih priseljencev druge generacije v Ljubljani. Pedagoška fakulteta Ljubljani in Inštitut za kriminologijo, Ljubljana.
- Furedi, F. (2003): Culture of fear. Culture of fear: risk-taking and the morality of low expectation. Continuum, London.
- Hall, S. (2003): Introduction: Who Needs 'Identity'? (in) Hall, V. S., Du Gay, P. (eds.). Questions of Cultural Identity. Thousand Oaks in New Delhi: SAGE Publications, London.
- Razpotnik, Š. (2004): Presekli odvečnosti. Nevidne identitete mladih priseljenk v družbi tranzicijskih vic. Ljubljana: Pedagoška fakulteta v Ljubljani.
- Salecl, R. (2002): Protiv ravnodušnosti. Arkzin, Zagreb.

Works that qualify the lecturer to teach the course

- Dekleva, B., Razpotnik, Š. (2001): Čefurji so bili (rojeni) tu. Inštitut za kriminologijo pri Pravni fakulteti: Pedagoška fakulteta, Ljubljana.
- Razpotnik, Š. (2003): The issue of gender in migrant experience. (in) Migrations and ethnic minorities: impacts on youth crime and challenges for the juvenile justice and other intervention systems. University of Fribourg, Fribourg.
- Razpotnik, Š. (2004): Socialnopedagoška diagnostika: delo z negotovostjo. Socialna pedagogika, 8, 3, 253-274.
- Razpotnik, Š. (2004): Presekli odvečnosti: nevidne identitete mladih priseljenk v družbi tranzicijskih vic. Ljubljana: Pedagoška fakulteta.
- Razpotnik, Š., Dekleva, B. (2005): Kralji ulice: predhodno poročilo o poteku akcijske raziskave. Socialna pedagogika, 9, 3, 265-300.
- Razpotnik, Š. (2005): Ethnic Adjustment of Young descendants of Immigrants from the former Yugoslavia in Slovenia. (in) Weiner, V. G. (ed.) Social Inclusion and Exclusion, and Social Justice in Education. Institute of Comperative Education, Linz.

<b>Code: PZ14</b>	<b>1.13 Preventive strategies in the family and the school environment</b>			
General information				
Specialization	Prevention Science – Prevention of mental and behavioral disorders and mental health promotion / Disability studies			
Year of study	2 <sup>nd</sup> year			
Course supervisor	Professor Josipa Bašić			
Affiliation	University of Zagreb, Faculty of Education and Rehabilitation Science			
Other instructors	Martina Ferić Šlehan, M.Sc. Valentina Kranželić Tavra, MSc.			
Prerequisites				
Type of course	<input type="checkbox"/> compulsory	<input checked="" type="checkbox"/> elective		
Course contents				
The course will deal with theories and research exploring the following topics: The influence of the family and the school system on children: risk and protective factors; Principles of family-based prevention, Principles of school-based prevention, Principles of effective family focused interventions; Changes on the level of the school as a system/environment (creating a learning environment, cooperation between the school, the parents and the community...); Planning preventive programs/strategies in the school environment; Principles of successful family-school-community partnership.				
Learning outcomes and competences				
Upon completion of this course students will:				
<ul style="list-style-type: none"> <li>• identify and understand theoretical frameworks that the mentioned topics are based on</li> <li>• gain insight into numerous studies of factors in the family and the school environment</li> <li>• be able to define and identify risk and protective factors in the family and school environment</li> <li>• become aware of the importance and the connection of identified risk and protective factors for particular problems in planning preventive strategies</li> <li>• be able to describe and understand the principles of prevention and family-based and school-based intervention</li> <li>• be able to distinguish and describe environment/system-focused prevention interventions and individual/group-focused interventions</li> <li>• be able to identify effective programs (strategies/activities)</li> <li>• be able to distinguish and understand program characteristics with regard to the prevention level (risk level)</li> <li>• be able to identify strategies of creating and strengthening the cooperation between the family, the school and the community</li> <li>• develop a critical approach to research and its results</li> </ul>				
The course is designed to develop the following skills: literature research, writing papers and their presentation and taking part in discussions.				
Quality assurance				
<ul style="list-style-type: none"> <li>• Student questionnaire.</li> </ul>				
Assessment criteria				
<ul style="list-style-type: none"> <li>• Attendance 20%</li> <li>• Paper presentation 20%</li> <li>• Participation in discussions 20%</li> <li>• Final paper 40%</li> </ul>				
Number of ECTS credits		3		
Hours per week	Lectures: 5	Seminars: 10	Exerc.: 5	Total hours: 20
Assessment methods	<input type="checkbox"/> oral examination	<input checked="" type="checkbox"/> written examination	<input type="checkbox"/> continual assessment	<input checked="" type="checkbox"/> independent student work
Teaching methods				
<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> seminars	<input checked="" type="checkbox"/> research study		<input type="checkbox"/> exercises
<input checked="" type="checkbox"/> literature/ Internet	<input type="checkbox"/> laboratory	<input type="checkbox"/> practical work		<input checked="" type="checkbox"/> tutorials
Required reading				
Alvarado, R., Kumpfer, K. L., Kendall, K., Beesley, S., Lee-Cavaness, C. (2000): Strengthening America's Families: Model Family Programs for Substance Abuse and Delinquency Prevention.				
Haddad, J. D., Braocas, R., Hollenbeck, A. R. (1991): Family Organization and Parent Attitudes of Children with Conduct Disorder. Journal of Clinical Child Psychology, 20, 152-161.				

- Redmond, C., Spoth, R., Trudeau, L. (2002): Family and Community Level Predictors of Parent Support Seeking. *Journal of Community Psychology*, 30, 153-171.
- Ferić, M. (2003): "Partnerstvo" programa usmjerenih obitelji i zajednice» (in) Bašić, J. Janković, J. (eds) *Lokalna zajednica – Izvorište nacionalne strategije prevencije poremećaja u ponašanju djece i mladih*, Državni zavod za zaštitu obitelji, materinstva i mladeži, Povjerenstvo Vlade Republike Hrvatske za prevenciju poremećaja u ponašanju djece i mladih, 74-83.
- Ferić, M. (2002): Obitelj kao čimbenik rizika i zaštite za razvoj poremećaja u ponašanju djece i mladih. *Hrvatska revija za rehabilitacijska istraživanja*, 38,1,13-24.
- Ferić, M. (2002): Intervencije usmjerene obiteljima - pregled programa. *Kriminologija i socijalna integracija*. 10,1-2, 1-13.
- Ferić, M., Bašić, J. (2006, in press): Mladi i roditelji o odnosu prema nepoželjnim i rizičnim ponašanjima i načinima discipliniranja. *Socijalna pedagogika*, Slovenija.
- Bašić, J., Kranželić Tavra, V. (2004): O ponašanjima učenika i njihovoj pojavnosti u školi (IN) Bašić, J., Koller-Trbović, N., Uzelac, S. (eds): *Poremećaji u ponašanju i rizična ponašanja: pristupi i pojmovna određenja*. Edukacijsko-rehabilitacijski fakultet Sveučilišta u Zagrebu, 107-118.
- Hawkins, J.D. (1997): Academic performance and school succes: Sources and consequences. (In) Weissberg et al. (eds) *Enhancing Children's Wellnes*. Sage Publications, Thousand Oaks, London.
- Kranželić Tavra, V. (2003): Programi prevencije poremećaja u ponašanju i ranih intervencija u školskom okruženju. (In) Bašić, J., Janković, J. (eds) *Lokalna zajednica – izvorište Nacionalne strategije prevencije poremećaja u ponašanju djece i mladih*. Državni zavod za zaštitu obitelji, materinstva i mladeži i Povjerenstvo Vlade Republike Hrvatske za prevenciju poremećaja u ponašanju djece i mladih, Zagreb, 104-115.
- Maleš, D. (2003): Suradnja škole, obitelji i lokalne zajednice u prevenciji poremećaja u ponašanju djece i mladih. (In) Bašić, J., Janković, J. (eds) *Lokalna zajednica – izvorište Nacionalne strategije prevencije poremećaja u ponašanju djece i mladih*, Državni zavod za zaštitu obitelji, materinstva i mladeži i Povjerenstvo Vlade Republike Hrvatske za prevenciju poremećaja u ponašanju djece i mladih, Zagreb, 84-103.
- Nelson, G., Amio, J.L., Prilleltensky, I., Nickels, P. (2000): Partnerships for Implementing School and Community Prevention Programs *Journal of Educational and Psihological Consultation*, 11, 1, 121-145.
- Zins, J.E. (2001): Examining Opportunities and Challenges for School-Based Prevention and Promotion: Social-Emotional Learning as an Exemplar. *The Journal of Primary Prevention*, 21, 4, 441-446.

#### Recommended reading

- Ferić, M. (2002): The Youth and Risk Factors in a Family Communication. (in) Tivadar, B., Polona, M. (eds.) *Flying over or falling through the cracks? Young people in the risk society*, Ministry of education and sport of the Republic of Slovenia, Office of the Republic of Slovenia for Youth, 234-244.
- Ferić, M., Žižak, A. (2004): *Komunikacija u obitelji - percepcija djece i mladih*. Hrvatska revija za rehabilitacijska istraživanja, 40,1, 25-38
- Ferić, M. (2002): *Komunikacija u obitelji kao zaštitni i rizični čimbenik za razvoj poremećaja u ponašanju adolescenata*. Edukacijsko-rehabilitacijski fakultet Sveučilišta u Zagrebu. Master's Thesis.
- Melville, A., I., Blank, M., J., Asayesh, G. (1993): *A Guide for Crafting a Profamily System of Education and Human Services*. U.S. Department of Education and U.S. Department of Health and Human Services.
- Perrino, T., Coatsworth, D.J., Briones, E., Pantin, H. & Szapocznik, J. (2001): Initial Engagement in Parent-Centered Preventive Interventions: A Family Systems Perspective. *Journal of Primary Prevention*. 22, 2, 21-44.
- Pillay, A. L. (1998): Perception of Family Functioning in Conduct Disordered Adolescent. *South African Journal of Psychology*. 28, 4, 191-196.
- Payton, J.W., Graczyk, P.A., Wardlaw, D.M., Bloodworth, M., Tompsett, C.J., Weissberg, R.P. (2000): Social and emotional learning: A framework for promoting mental health and reducing risk behavior in children and youth. *Journal of School Health*, 70, 179-185.
- Kranželić Tavra, V. (2002): Rizični i zaštitni čimbenici u školskom okruženju kao temelji uspješnije prevencije poremećaja u ponašanju. *Hrvatska revija za rehabilitacijska istraživanja*, 38, 1, 1-13.
- Kranželić Tavra, V. Bašić, J., (2005): Školski neuspjeh i napuštanje škole. *Dijete i društvo*, 7, 1, 15-28.
- Ajduković, M., Delale, E. A. (2000): Stil odgoja u obitelji kao činitelj rizika i zaštite u razvoju poremećaja u ponašanju djece u mladeži. (in) Bašić, J., Janković, J. (eds) *Rizični i zaštitni čimbenici u razvoju poremećaja u ponašanju djece i mladeži*. Povjerenstvo Vlade Republike Hrvatske za prevenciju poremećaja u ponašanju djece i mladeži i zaštitu djece s poremećajima u ponašanju, 171-187.
- Haddad, J. D., Braocas, R., Hollenbeck, A. R. (1991): Family Organization and Parent Attitudes of Children with Conduct Disorder. *Journal of Clinical Child Psychology*, 20, 152-161.
- Pillay, A. L. (1998): Perception of Family Functioning in Conduct Disordered Adolescent. *South African Journal of Psychology*, 28,4,191-196.
- Cowen, E.L., Hightower, A.D., Pedro-Carroll, J.L., Work, W.C., Wyman, P.A., Haffey, W.G. (1996): School-

Based Prevention for Children at Risk. The Primary Mental Health Project. American Psychological Association, Washington, DC.

Christiansen, J., Christiansen, J.L. (1997): Using protective factors to enhance resilience and school... Intervention in School and Clinic, 33, 2, 86-92.

Elias, M. J. et al. (1996): The school-based promotion of social competence: Theory, practice and policy. (in) Haggerty, R.J.; Sherod, L.R.; Garnezy, n.; Rutter, M. (eds) Stress, Risk, and resilience in Children and Adolescents: processes, Mechanisms, and Interventions. Cambridge University Press, NY, 268-316.

Hoover, S, Achilles, C.M. (1996): Let's Make a Deal: Collaborating on a Full-Service School With Your Community. Corwin Press, Sage Publications, Thousand Oaks, CA.

Murray, M.E., Guerra, N.G., Williams, K.R. (1997): Violence Prevention for 21<sup>st</sup> Century. (In) Weissberg et al. (eds) Enhancing Children's Wellnes. Sage Publications, Thousand Oaks, London.

Weissberg, R.P. (2000): Improving the lives of milions of school children. American Psychologist, 55, 11.

Works that qualify the lecturer to teach the course

#### **Professor Josipa Bašić**

Bašić, J., Ferić, M. (2000): Rizici u komunikaciji obitelji adolescenata. Zbornika radova savjetovanja Položaj adolescenata u obitelji, Ministarstvo rada i socijalne skrbi, Državni zavod za zaštitu obitelji, materinstva i mladeži, Zagreb, 81-97.

Bašić, J., Ferić, M., Kranželić, V. (2001): Od primarne prevencije do ranih intervencija. Edukacijsko-rehabilitacijski fakultet Sveučilišta u Zagrebu.

Bašić, J., Kranželić Tavra, V. (2004): O ponašanju učenika i njihovoj pojavnosti u školi (IN) Bašić, J., Koller-Trbović, N., Uzelac, S. (eds): Poremećaji u ponašanju i rizična ponašanja: pristupi i pojmovna određenja. Edukacijsko-rehabilitacijski fakultet Sveučilišta u Zagrebu, 107-118.

#### **Martina Ferić Šlehan, MSc.**

Ferić, M., Kranželić Tavra, V. (2005): Rizici u obiteljskom okruženju za zlouporabu sredstava ovisnosti: vide li mladi i njihovi roditelji isto. (in) Zbornik radova Borba protiv ovisnosti – borba za zdravu obitelj. Vlada RH, Ured za suzbijanje opojnih droga, 269-276.

Ferić, M., Žižak, A. (2004): Komunikacija u obitelji - percepcija djece i mladih. Hrvatska revija za rehabilitacijska istraživanja, 40,1, 25-38

Ferić, M. (2003): "Partnerstvo" programa usmjerenih obitelji i zajednice» (in) Bašić, J. Janković, J. (eds) Lokalna zajednica – Izvorište nacionalne strategije prevencije poremećaja u ponašanju djece i mladih, Državni zavod za zaštitu obitelji, materinstva i mladeži, Povjerenstvo Vlade Republike Hrvatske za prevenciju poremećaja u ponašanju djece i mladih, 74-83.

Ferić, M. (2002): Obitelj kao čimbenik rizika i zaštite za razvoj poremećaja u ponašanju djece i mladih. Hrvatska revija za rehabilitacijska istraživanja, 38,1,13-24.

Ferić, M. (2002): Intervencije usmjerene obiteljima - pregled programa. Kriminologija i socijalna integracija. 10,1-2, 1-13.

Ferić, M. (2002): The Youth and Risk Factors in a Family Communication. (in) Tivadar, B., Polona, M. (eds.) Flying over or falling through the cracks? Young people in the risk society, Ministry of education and sport of the republic pf Slovenia, Office of the Republic of Slovenia for Youth, 234-244.

#### **Valentina Kranželić Tavra, MSc.**

Kranželić Tavra, V. Bašić, J., (2005): Školski neuspjeh i napuštanje škole. Dijete i društvo, 7, 1, 15-28.

Kranželić Tavra, V. (2003): Programi prevencije poremećaja u ponašanju i ranih intervencija u školskom okruženju. (IN) Bašić, J., Janković, J. (eds) Lokalna zajednica – izvorište Nacionalne strategije prevencije poremećaja u ponašanju djece i mladih. Državni zavod za zaštitu obitelji, materinstva i mladeži i Povjerenstvo Vlade Republike Hrvatske za prevenciju poremećaja u ponašanju djece i mladih, Zagreb, 104-115.

Kranželić Tavra, V. (2002): Rizični i zaštitni čimbenici u školskom okruženju kao temelji uspješnije prevencije poremećaja u ponašanju. Hrvatska revija za rehabilitacijska istraživanja, 38, 1, 1-13.

Kranželić, V. (2002): Internal and External Developmental Assets as Protective Factors in the Development of Children and Youth in the Republic of Croatia. (In) Tivadar, B., Mrvar, P. (eds) Flying over or Falling through the Cracks? Young People in the Risk Society, Office for Youth of the Republic of Slovenia, 166-176.



<b>Code: SH</b>	<b>1.14 Interdisciplinary disability studies I</b>			
General information				
Specialization	Disability Studies			
Year of study	1 <sup>st</sup> year			
Course supervisor	Professor Marcia Hampton Rioux			
Affiliation	School of Health Policy and Management Atkinson Faculty, York University			
Other instructors				
Prerequisites				
Type of course	<input checked="" type="checkbox"/> compulsory	<input type="checkbox"/> elective		
Course contents				
This course will focus on definitions of disability and impairment including the following perspectives: medical, psychological, socio-political and theoretical perspectives: functionalist, role theory, interactionism, disability as an equal opportunities issue, the human rights model, and recent developments in feminist and postmodern approaches to disability. Attention will be given to the historical and cultural development of concepts and categories of disability.				
Learning outcomes and competences				
<ul style="list-style-type: none"> <li>• The ability to develop a conceptual understanding of the various meanings of disability and their historical development</li> <li>• The ability to examine and build an analytic appreciation of the social and legal construction of categories of marginalization</li> <li>• The ability to understand the fundamentals of human rights and social justice and the impact on people with disabilities</li> </ul>				
Quality assurance				
Student questionnaire				
Assessment criteria				
<ul style="list-style-type: none"> <li>• Literature study 30%</li> <li>• Participation and attendance 15%</li> <li>• Paper ( 20 pages ) 25%</li> <li>• Paper presentation 30%</li> </ul>				
Number of ECTS credits		3		
Hours per week	Lectures: 10	Seminars: 5	Exerc:5	Total hours: 20
Assessment methods	<input type="checkbox"/> oral examination	<input checked="" type="checkbox"/> written examination	<input checked="" type="checkbox"/> continual assessment	<input checked="" type="checkbox"/> independent student work
Teaching methods				
<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> seminars	<input checked="" type="checkbox"/> research study	<input checked="" type="checkbox"/> exercises	
<input checked="" type="checkbox"/> literature/Internet	<input type="checkbox"/> laboratory	<input checked="" type="checkbox"/> practical work	<input checked="" type="checkbox"/> tutorials	
Required reading				
<p>Ablon, J. (1984): Little People in America: The Social Dimensions of Dwarfism. New York: Praeger.</p> <p>Anderson, R., Bury, M. (eds.) (1988): Living with Chronic Illness. London: Unwin Hyman.</p> <p>Barnes, C., Mercer, G., Shakespeare, T. (1999): Exploring Disability: A Sociological Introduction. Cambridge, England: Polity Press.</p> <p>Barnes, C. (1990) Cabbage Syndrome: The Social Construction of Dependence, London: Falmer.</p> <p>Barnes, C., Mike, O.(1995): Disability Rights: Rhetoric and Reality in the UK. Disability and Society 10,1,111-116.</p> <p>Barton, L., Michael O. (1997): Disability Studies: Past, Present and Future. Leeds: The Disability Press.</p> <p>Barton, L. (1989): Disability and Dependency. London: The Falmer Press. (1992) Disability and the necessity for a socio-political perspective. Durham NH: International Exchange of Experts and Information in Rehabilitation. Barton, Len and Michael Oliver (eds) (1997) <i>Disability Studies: Past, Present and Future</i>. Leeds: The Disability Press.</p> <p>Barton, L.(1996): Disability and Society: Emerging Issues and Insights. New York: Longman.</p> <p>Bogdan, R., Steven J. T. (1982): Inside Out: The Social Meaning of Mental Retardation. Toronto: University of Toronto Press.</p> <p>Campbell, J., Mike, O. (1996): Disability Politics: Understanding our Past, Changing our Future. London: Routledge.</p>				

- Canadian Institute for the Administration of Justice (1997): *Human Rights in the 21st Century: Prospects, Institutions and Processes*. Montréal: Éditions Thémis.
- Daunt, P. (1991): *Meeting Disability: A European Perspective*. London: Cassell.
- Despouy, L. (1985): *Human Rights and Disability: Preliminary Report*. United Nations: Economic and Social Council.
- Driedger, Diane (1989): *The Last Civil Rights Movement: Disabled People International*. London: Hurst & Company; New York: St. Martin's Press.
- Ferguson, P. (1987): *The Social Construction of Mental Retardation: Notes on the Relation-ship of Minority Group Status and Cognitive Limitations*. *Social Policy* 18,1, 51-56.
- Finlay, M., Evanthia L. (1998): *Social Identity and People With Learning Disabilities: Implications for Self-Advocacy Groups*. *Disability and Society* 13,37-51.
- Gadacz, R. R. (1994): *Rethinking Disability: New Structures, New Relationships*. Edmonton: The University of Alberta Press.
- Gordon, D. (1988): *Tenacious Assumptions in Western Medicine*. In *Biomedicine Examined*, Lock and Gordon (eds). Dordrecht: Kluwer Academic Publishers. 11-56.
- Hahn, H. (1985): *Toward a Politics of Disability: Definitions, Disciplines, and Policies*. *Social Science Journal* 22,4,87-105.
- Hughes, B., Paterson, K. (1997): *The Social Model of Disability and the Disappearing Body: Towards a Sociology of Impairment Disability and Society* 12,3, 325-340.
- Kiger, G., Stephen C. H., J. Gary L. (1994): *Disability Studies: Definitions and Diversity*. Salem: Willamette University.
- Osterweis, M., Kleinman A., Mechanic, D. (1987): *Pain and Disability: Clinical, Behavioral and Public Policy Perspectives*. Washington, DC: National Academy Press.
- Percy, S. L. (1989): *Disability, Civil Rights and Public Policy: The Politics of Implementation*. Tuscaloosa: University of Alabama Press.
- Priestley, M. (1998): *Constructions and Creations: idealism, materialism and disability theory*. *Disability & Society* 13,1, 75-94.
- Rioux, M. (1994): *Towards a Concept of Equality of Well-Being: Overcoming the Social and Legal Construction of Inequality*, *Canadian Journal of Law and Jurisprudence*, VII, 1, January, 127-147.
- Rioux, M. (1997): *Disability: The Place of Judgement in a World of Fact*. *Journal of Intellectual Disability Research*, 41, 2, April.
- Roehrer Institute (1990): *Literacy and Labels: A Look at Literacy Policy and People with Mental Handicaps*. Toronto: Roehrer Institute.
- Scotch, R. K. (1989): *Politics and Policy in the History of the Disability Rights Movement*. *The Millbank Quarterly* 67, Supp.2, Part 2.
- Thomas, D. (1980): *The Experience of Handicap*. London; Methuen.
- United Nations, Centre for Human Rights (1995): *National Human Rights Institutions (Professional Training Series, No. 4)*. New York/Geneva: United Nations.

#### Recommended reading

- Good, M., DelVecchio, J., Brodwin, P.E., Good, B.R., Kleinman, A. (1992): *Pain as Human Experience: An Anthropological Perspective*. Berkeley: University of California Press.
- Jenkins, R. (1998): *Questions of Competence: Culture, Classification and Intellectual Disability*. Cambridge: Cambridge University Press.
- Lepofsky, M. D., Bickenbach, J.E. (1985): *Equality Rights and the Physically Handicapped*. In Bayefsky and Eberts (eds), *Equality Rights and the Canadian Charter of Rights and Freedoms*. Toronto: Carswell.
- Nagler, M. (1993): *Perspectives on disability (Second Edition)*, Palo Alto, Calif.: Health Markets Research.
- Rioux, M. (1997): *Disability: The Place of Judgement in a World of Fact*. *Journal of Intellectual Disability Research*, 41, 2, April.
- Rioux, M. (1997): *Disability is not measles: new research paradigms in disability*. *Canadian Journal of Rehabilitation*, 10, 3, 248-249.
- Rioux, M. (1991): *Echanger la charite contre des droits: le defi des annees 90*. *Entourage*, 6, 2, 3-5.
- Rioux, M. (1996): *Ethical and socio-political considerations on the development and use of classification*. *Canadian Journal of Rehabilitation Guest Editorial*, 9, 2, 61-67.
- Rioux, M. (1991): *Exchanging charity for rights: a challenge for the 1990s*. *Entourage*, 6, 2, 3-5.
- Rioux, M. (1996): *Hacia un Cambio en Política Social, Prometeo: Fuego para el Propio Conocimiento*, Número 10, Primavera.
- Rioux, M. (1998): *International Classification of Impairments, Disabilities and Handicaps (ICIDH). A critical review*. In *Inclusion*, 20, May.
- Rioux, M. (1994): *Towards a Concept of Equality of Well-Being: Overcoming the Social and Legal Construction of Inequality*, *Canadian Journal of Law and Jurisprudence*, VII, 1, 127-147.

Rioux, M. (1996): Services and Supports in a Human Rights Framework, *Disability Studies Quarterly*, 16, 1, Winter.

Rioux, M., Bunch, G., Whittaker, J. (2000.): Research into inclusive education in Canada, England and India: Three blended discussions. *Journal of Intellectual Disability Research*, 44, 223-224.

Works that qualify the lecturer to teach the course

Rioux, M., Raphael, D., Bryant, T. (2006): *Staying Alive: Critical Perspectives on Health, Illness and Health Care*. Toronto: Canadian Scholars' Press Inc.

Rioux, M. L., Basser, M. Jones (2006): *Constructing Disability and Illness (Forthcoming) Key Cases in Disability Law*, The Hague: Martinus Nijhoff.

Rioux, M., E. Zubrow, M. Stutt Bunch, W. Miller (2006)(Forthcoming): *Inclusive Barriers and Accommodation: The Geography of Literacy and Disability in Canada*, London, England: Springer Press.

Rioux, M., Basser, L.A., Jones, M. (2006)(Forthcoming): Equality as a Human Rights Principle. In *Critical Perspectives on Human Rights and Disability Law*.

Rioux, M. Basser, L.A. (2006)(forthcoming): Bodily Integrity – The Case of Sterilization. In *Critical Perspectives on Human Rights and Disability Law*.

Rioux, M., Raphael, D., Bryant, T (2006): *Human Rights Approaches to Health In Staying Alive: Critical Perspectives on Health, Illness and Health Care*. Toronto: Canadian Scholars' Press Inc.

Rioux, M., Raphael, D., Bryant, T (2006) : *Constructing Disability and Illness (with T. Daly)*. In *Staying Alive: Critical Perspectives on Health, Illness and Health Care*. Toronto: Canadian Scholars' Press Inc.

Rioux, M. (2006)(Forthcoming): Special Education Needs: A Legal Right?. In L. Florian (ed.), *Handbook of Special Education*, England: Sage Books.

Rioux, M., Basser, L.A., Jones, M.(2006) (Forthcoming): Equality as a Human Rights Principle. in *Critical Perspectives on Human Rights and Disability Law*.

Rioux, M. (2006)(Forthcoming): Bodily Integrity – The Case of Sterilization. In *Critical Perspectives on Human Rights and Disability Law*.

Rioux, M. Raphael, D., Bryant, T . (2006): *Human Rights Approaches to Health*. in *Staying Alive: Critical Perspectives on Health, Illness and Health Care*. Toronto: Canadian Scholars' Press Inc.

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Rioux, M., Lindqvist, B., Carbert A. (2005)(Forthcoming): *International Human Rights and Intellectual Disability*. In I. Brown & M. Percy, *Intellectual and Developmental Disabilities: International Edition*. Baltimore, USA, Paul H. Brookes

Rioux, M. Samson, R. (2005) (Forthcoming): "Trends in Disability" (in) M. A. McColl & L. Jongbloed (Eds.) *Disability and Social Policy in Canada (2<sup>nd</sup> edition)*, Captus Press.

Rioux, M., Valentine, F. (2005) Does Theory Matter? Exploring the Nexus between Disability, Human Rights and Public Policy" (in) D. Pothier & R. Devlin (Eds.) *Critical Disability Theory: Legal and Policy Dimensions (with.)* Vancouver: UBC Press.

Rioux, M. (2005)(Forthcoming) :Towards A Concept of Equality of Well-Being: Overcoming the Social and Legal Construction of Inequality. in *Disability Rights (Editor, Peter Blanck)*, Ashgate Publishing (reprinted article).

Rioux, M., Carbert, A. (2005): *Disability Rights Promotion International: Monitoring the Human Rights of Persons with Disabilities*. Interights' Bulletin, England.

Rioux, M., Carbert, A. (2004): *Human Rights and Disability: The International Context*. (in) *Journal of Developmental Disabilities*.

Rioux, M., Zubrow, E., Stutt, M., Bunch, E., Miller, W. (2003): *Atlas of Literacy and Disability* Toronto: Canadian Abilities Foundation.

Rioux, M. (2003): On Second Thought: Constructing Knowledge, Law, Disability and Inequality. (in) S. Herr, L. Gostin and H. Koh (eds) *The Human Rights of Persons with Intellectual Disabilities: Different But Equal*. Oxford University Press. 287-317.

Rioux, M., Frazee, C. ( 2003): Rights and Freedoms for People with Intellectual Disabilities in Ontario. (in) I. Brown and M. Percy (eds) *Developmental Disabilities in Ontario*, Toronto: Front Porch Publishing, 59-66.

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Rioux, M., Prince, M. J. (2002): *The Canadian Political Landscape of Disability: Policy Perspectives, Social Status, Interest Groups and the Rights Movement*. (in) A. Pettee (Ed.) *Federalism, Democracy and Disability Policy in Canada*. Montreal, Kingston: McGill-Queen's University & School of Policy Studies, Queen's University. 11-29.

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- Rioux, M (2001): The Many Interests in Genetic Knowledge: An International Perspective on Pre-natal Screening and the Use of Genetic Information in Relation to People with Learning Difficulties. (in) L. Ward and T. Philpot *To Be or Not To Be? Prenatal Screening and the Use of Genetic Information in Relation to People with Learning Difficulties*". Kidderminster: British Institute of Learning Disabilities, 91-107.
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<b>Code: SI2</b>	<b>1.15 Epidemiology of disability</b>			
General information				
Specialization	Disability Studies			
Year of study	1 <sup>st</sup> year			
Course supervisor	Professor Marija Strnad, MD			
Affiliation	Croatian National Institute of Public Health			
Other instructors				
Prerequisites				
Type of course	<input checked="" type="checkbox"/> compulsory	<input type="checkbox"/> elective		
Course contents				
<p>Definition of epidemiology. Basics of epidemiology. Descriptive, analytic, experimental and theoretical epidemiology (modeling). Causes of diseases, risk factors. Epidemiological indicators: incidence, prevalence, mortality, lethality. Natural course of a disease. Epidemiological variables. Social determinants of disease and disorders. Genetic and molecular epidemiology. Definition of impairment and disability. Type and degree of physical and mental impairment. Sources of data to assess the scale of disability in a population: census, routine statistics, registers, research. Croatian Registry of Persons with Disabilities: collecting data from various sectors, entering, processing and analyzing data, data protection. International Classification of Functioning, Disability and Health (ICF), the basic concept and the division. Epidemiological research studies: cross-sectional, case-control, cohort studies and controlled clinical trial. Relative risk, attributable risk, odds ratio. Indicators of disability in the world and in Croatia. Health promotion. Prevention: definition and division. Primary, secondary and tertiary prevention. Screening, definition and characteristics.</p>				
Learning outcomes and competences				
<p>Upon completion of this course students will:</p> <ul style="list-style-type: none"> <li>• Understand the prevalence and distribution of disease and disability in the human population</li> <li>• Be able to express and analyze the basic indicators of the scale of the problem of disability</li> <li>• Be able to set up the basis of epidemiological research on disability</li> <li>• Be able to critically examine epidemiological research about disability</li> <li>• Be able to understand the natural course, etiology and risk factors for the development of disability</li> <li>• Understand the basics of disability prevention</li> </ul>				
Quality assurance				
<ul style="list-style-type: none"> <li>• Student questionnaire</li> </ul>				
Assessment criteria				
<ul style="list-style-type: none"> <li>• Attendance and participation 20%</li> <li>• 1 seminar paper 50%</li> <li>• 1 exercise 30%</li> </ul>				
Number of ECTS credits		3		
Hours per week	Lectures: 10	Seminars: 8	Exerc.: 2	Total hours: 20
Assessment methods	<input type="checkbox"/> oral examination	<input checked="" type="checkbox"/> written examination	<input type="checkbox"/> continual assessment	<input checked="" type="checkbox"/> independent student work
Teaching methods				
<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> seminars	<input type="checkbox"/> research study		<input checked="" type="checkbox"/> exercises
<input checked="" type="checkbox"/> literature/Internet	<input type="checkbox"/> laboratory	<input type="checkbox"/> independent student work		<input checked="" type="checkbox"/> tutorials
Required reading				
<p>Babuš, V. (1997): Epidemiologija. Medicinska naklada. Zagreb.  Hrvatski zavod za javno zdravstvo (2006): Klasifikacija funkcioniranja invaliditeta i zdravlja. (Translation). Zagreb.  Murray, C.J., Lopez, A.D. (1994): Quantifying disability: data, methods and results. Bull World Health Organ. 72,481-494.  Murray,C.J., Lopez, A.D. (1996): Global and regional descriptive epidemiology of disability prevalence, health expectancies and years lived with disability.(in): The Global Burden of Disease (Eds. Murray, C.J., Lopez, A.D.). Boston, Harvard: 201-246.  Vorko-Jović, A (ed)(2002): Priručnik za seminare i vježbe iz epidemiologije. Medicinska naklada. Zagreb.</p>				

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- Boroša, V., Strnad, M., Sabol, R. (1998): Recovery period: its future prospects. Croatian model of Reach to Recovery Program. 10th Reach to Recovery International conference, Ljubljana, Slovenija. May, 13-16.
- Fryers, T. (1997): Epidemiology in relation to community and residential services. *Current Opinion in Psychiatry*, 10, 340-353.
- Ivanković, D., Luković G., Strnad, M., Hrabak-Žerjavić, V., Kern J., Vuletić, S. (1985): Praćenje kongenitalnih malformacija: rutinska zdravstvena statistika, novi registri ili nešto treće? *Uvodnik. Liječ Vjesn*;11-12, 465-469.
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- Rulnjević, N., Mašović, S., Špalj, I., Strnad, M. (1983): Development, Position and Perspectives of the Education and Rehabilitation of Handicapped Children and Youths. Abstracts. Symposium of the European Union for School and University Health and Medicine. Dubrovnik.47-48.
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- Rulnjević, N, Strnad, M. (1977): Uloga Republičkog registra o osobama sa smetnjama u psihofizičkom razvoju. Republička konferencija za rehabilitaciju i zaštitu invalida SRH. *Novosti*.1-5.
- Rulnjević, N., Strnad, M., Mandić, V. (1981): Investigation of disorders in psychophysical development in SR Croatia by means of the republic system of follow-up. IX International Congress. Book of summaries. International Federation for Hygiene, Preventive and Social Medicine. 82.
- Strnad, M., Benjak, T. (2005): Hrvatski registar o osobama s invaliditetom. (in): Hrvatski zdravstveno-statistički ljetopis za 2004. godinu. Hrvatski zavod za javno zdravstvo, Zagreb 2005: 299-300.
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- Strnad, M., Mandić, V., Rulnjević, N. (1995):Croatian initial experience with the suitability of the ICDH for classifying health status. *ICIDH Publications. WCC newsletter*, 2-5.
- Babuš, V. et al. (Strnad, M. on of the co-authors) (1997): Epidemiologija. Medicinska naklada. Zagreb.
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- Vorko-Jović, A. (ed)(Strnad, M. one of the co-authors) (2002): Priručnik za seminare i vježbe iz epidemiologije. Medicinska naklada. Zagreb.
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Atlanta, Georgia, USA. May 20 - May 23, 203-204.

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**Works that qualify the lecturer to teach the course**

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Bergovec, M., Heim, I., Vasilj, I., Jembrek-Gostović, M., Bergovec, M., Strnad, M. (2005): Acute Coronary Syndrome and the 1992-1995 War in Bosnia and Herzegovina – A 10-Year Retrospective Study. *Military Medicine*, 170, 5, 431-434.

Ćurin, K., Šarić, M., Strnad, M. (2002): Incidence of Malignant Pleural Mesothelioma in Coastal and Continental Croatia: Epidemiological Study. *CMJ*, 43, 4, 498-502.

Ebling, Z., Kovačić, L., Ebling, Z., Vlahušić, A., Tokalić, M., Glavina, K., Šerić, V., Strnad, M., Bilić, A., Santo, T., Šamija, M., Jurčić, D. (2005): Present state and possibilities for improvement of cancer prevention and early detection in the Osijek-baranya county. *Coll Antropol*, 29, 1, 169-178.

Kern, J., Strnad, M. (2005): Informatizacija hrvatskog zdravstva. Uvodnik. *Acta Med Croatica*, 59, 161-168.

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Orešković, S., Majdak, P., Strnad, M., Babić, S. (2001): Opinion of patients on the quality of hospital care. *Natl Med J India*; 14, 4, 246-247.

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Presečki, V., Katičić, M., Marušić, M., Kalenić, S., Strnad, M., Plečko, V., Babuš, V., Dominis, M. (2002): Serodiagnosis of *Helicobacter pylori* infection. *Liječ Vjesn*, 124 (Suppl 1), 23-28.

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Strnad, M. (2003): Hrvatski demografski i zdravstveno-statistički pokazatelji. Abstracts. Peti kongres Management u zdravstvu. Zagreb, 23-24 svibnja, 11.

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Strnad, M., Benjak, T. (2006): Hrvatski registar o osobama s invaliditetom. 6. Kongres menadžmenta u zdravstvu. Abstracts. Zagreb, 19 siječnja, 12-17.

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Strnad, M., Hrabak-Žerjavić, V. (2005): Case – study. Integrating a gender perspective into cardiovascular health policy in Croatia. (in): Towards a simple framework for monitoring the integration of gender concerns in public health policies. (Ed): J.A. Haafkens, The Hague, 58-71.

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Vorko-Jović, A., Rimac, M., Jović, F., Strnad, M., Šolaja, D. (2001): Epidemiological Investigation of School-related Injuries in Koprivnica County, Croatia. *CMJ*, 42, 1, 58-63.

Znaor, A., Fučić, A., Strnad, M., Barković, D., Škara, M., Hozo, I. (2003): Micronuclei in Peripheral Blood Lymphocytes as a Possible Cancer Risk Biomarker: a Cohort Study of Occupationally Exposed Workers in Croatia. *CMJ*, 44, 4, 441-446.



<b>Code: SI3</b>		<b>1.16 Social policy and disability</b>			
General information					
Specialization	Disability Studies				
Year of study	1 <sup>st</sup> year				
Course supervisor	Assistant Professor Daniela Bratković				
Affiliation	University of Zagreb, Faculty of Education and Rehabilitation Sciences				
Other instructors	Assistant Professor Nino Žganec				
Prerequisites					
Type of course	<input checked="" type="checkbox"/> compulsory	<input type="checkbox"/> elective			
Course contents					
<p>The aim of this course is to take into consideration various conceptualizations of social exclusion and look into its significance in the experience of people with disabilities in Croatia. The course will emphasize the connections between policy making, organization of community services and resources and the experience of people with disability in Croatia and the European Union. Recent research studies will be thoroughly discussed, with special emphasis on the connection between life of people with disabilities and systematic exclusion from life in Croatia. The course will also deal with the interaction between conventions on the rights of people with disabilities and the policies of various governments throughout the world.</p>					
Learning outcomes and competences					
<ul style="list-style-type: none"> <li>• Understand the government's approach to disability issues through public policy</li> <li>• Understand the influence of the government's actions on the life of people with disabilities</li> <li>• Be able to participate in developing local, regional and national strategies</li> </ul>					
Quality assurance					
<ul style="list-style-type: none"> <li>• Student questionnaire</li> </ul>					
Assessment criteria					
<ul style="list-style-type: none"> <li>• Attendance 8%</li> <li>• 6 short seminar papers 42%</li> <li>• Research 50%</li> </ul>					
Number of ECTS credits		4			
Hours per week	Lectures: 15	Seminars: 10	Exerc.:	Total hours: 25	
Assessment methods	<input checked="" type="checkbox"/> oral examination	<input type="checkbox"/> written examination	<input type="checkbox"/> continual assessment	<input checked="" type="checkbox"/> independent student work	
Teaching methods					
<input checked="" type="checkbox"/> lectures		<input checked="" type="checkbox"/> seminars	<input checked="" type="checkbox"/> research study	<input type="checkbox"/> exercises	
<input checked="" type="checkbox"/> literature/Internet		<input type="checkbox"/> laboratory	<input checked="" type="checkbox"/> independent student work	<input checked="" type="checkbox"/> tutorials	
Required reading					
<p>Barnes, C., Mercer, G. (2001): The politics of disability and the struggle for change. In: Barton L. (eds.): Disability Politics &amp; The Struggle for Change London: David Fulton. 11-23.</p> <p>Bratković, D. (2005): Kvaliteta življenja odraslih osoba s intelektualnim teškoćama. In: Bratković, D. (ed.): Zapošljavanje uz podršku. Udruga za promicanje inkluzije, Zagreb. 23-27.</p> <p>Bratković, D. (2002): Kvaliteta življenja odraslih osoba s mentalnom retardacijom. Zbornik radova međunarodnog seminara: Kvaliteta života osoba s posebnim potrebama, 16.-18.05.2002. Varaždin: Savez defektologa Hrvatske. 141-150.</p> <p>Cameron, D., Valentine, F., eds. (2001): Disability and Federalism: Comparing Different Approaches to Full Participation. Montreal and Kingston: McGill-Queen's University Press.</p> <p>Campbell, J., Oliver, M. (1996): Disability policy: Understanding our past, changing our Future. London; New York: Routledge.</p> <p><a href="#">Cunconan-Lahr, R.</a>, <a href="#">Brotherson, M.</a> (1996): Advocacy in Disability Policy: Parents and Consumers as Advocates, Mental Retardation, 34, 6, 352-358.</p> <p>Dewsbury, G., Clarke, K., Randall, D., Rouncefield, M., Sommerville, I. (2004): The anti-social model of disability, Disability and Society, 19, 2, 145-157.</p> <p>Goodley, D. (1997): Locating Self-advocacy in Models of Disability: understanding disability in the support of self-advocates with learning difficulties, Disability &amp; Society, 12, 3, 370-379.</p> <p>Goodley, D. (1997): Supporting people with learning difficulties in self-advocacy groups and models of disability, Health and Social Care in the Community, 6, 6, 438-446.</p> <p>Klein, J., Parker, C. (2003): Making social inclusion a reality: The challenge for people with mental disabilities in Central and Eastern Europe, Eurohealth, 9, 3, 16-18.</p>					

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- Pintarić Mlinar, L.J. (2005): Prava osoba s intelektualnim teškoćama: pristup obrazovanju i zapošljavanju (Izveštaje o monitoringu). Budapest, Hungary: Open Society Institute, EU Monitoring and Advocacy Program.
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- Teodorović B., Bratković, D. (2001): Osobe s teškoćama u razvoju u sustavu socijalne skrbi, *Revija za socijalnu politiku*, 8, 3-4, 279-290.
- Touraine, A. (1985): An Introduction to the Study of Social Movements, *Social Research*. 52, 749-788.
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- Useem B., Zald, M. (1987): From Pressure Group to Social Movement: Efforts to Promote Use of Nuclear Power. In: Zald, M. & McCarthy, J. (eds.): *Social Movements in an Organizational Society*. New Brunswick, NY: Transaction. 273-288.
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- Žganec, N. (2004): Croatia: National Report on Social Services .In: Fultz, E.; Tracy, M.: *Good Practices in Social Services Delivery in South Eastern Europe/ Budapest, International Labour Office*.
- Žganec, N. (2002). Social welfare in the Republic of Croatia. (in): Kaliterna Lipovčan, Lj., Dahl, Svann-Age (eds.): On the road towards reform. *Employment Policies and Welfare Reform*. Institut društvenih znanosti Ivo Pilar. Zagreb.

#### Recommended reading

- International League of Societies for Persons with Mental Handicap (ILSMH) (2000): *Inclusion International Principles*. Bruxelles.
- Larana, E., Johnston, H., Gusfield, J. eds. (1994): *Social Movement Theory – New Social Movements, From Ideology to Identity*. Temple University Press. Philadelphia.
- Madanipour, A., Cars, G., Allen, J. (1998): *Social Exclusion in European Cities*. Jessica Kingsley. London.

#### Works that qualify the lecturer to teach the course

##### **Assistant Professor Daniela Bratković:**

- Alfirev, M., Bratković, D., Nikolić, B. (2002): Učinci programa razvijanja vještina samozastupanja na socijalnu kompetenciju osoba s umjerenom i težom mentalnom retardacijom. *Hrvatska revija za rehabilitacijska istraživanja*, 38, 1, 41-56.

- Bilić, M., Bratković, D. (2004): Neki pokazatelji subjektivnog doživljaja kvalitete življenja odraslih osoba s mentalnom retardacijom smještenih u domu za samostalno stanovanje, Zbornik radova 5. međunarodnog seminara: Dobra edukacijsko-rehabilitacijska praksa za 21. stoljeće. Trakošćan, 14.-16. 05. 2004., Savez defektologa Hrvatske. 257-266.
- Barešić-Valić, V., Bratković, D. (2002): Prikaz životne priče deinstitutionalizirane odrasle osobe s mentalnom retardacijom. Zbornik radova međunarodnog seminara: Kvaliteta života osoba s posebnim potrebama, 16.-18. 05. 2002. Varaždin: Savez defektologa Hrvatske. 151-159.
- Bilić, M., Bratković, D., Dujmović, R. (2005): Zapošljavanje uz podršku osoba s intelektualnim teškoćama. In: Bratković, D. (ed.): Zapošljavanje uz podršku. Udruga za promicanje inkluzije. Zagreb. (29-70).
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- Bratković, D. (2002): Kvaliteta življenja osoba s umjerenom i težom mentalnom retardacijom u obiteljskim i institucionalnim uvjetima života. PhD dissertation. Edukacijsko-rehabilitacijski fakultet Sveučilišta u Zagrebu.
- Bratković, D. (2002): Kvaliteta života odraslih s mentalnom retardacijom. Zbornik radova međunarodnog seminara: Kvaliteta života osoba s posebnim potrebama, 16.-18.05.2002. Varaždin: Savez defektologa Hrvatske. 141-150.
- Bratković, D. (2005): Kvaliteta življenja odraslih osoba s intelektualnim teškoćama. In: Bratković, D. (ed.): Zapošljavanje uz podršku. Udruga za promicanje inkluzije, Zagreb. 23-27.
- Bratković, D., Bilić, M. (2004): Stavovi prema spolnosti osoba s mentalnom retardacijom, Zbornik radova 5. međunarodnog seminara: Dobra edukacijsko-rehabilitacijska praksa za 21. stoljeće, Trakošćan, 14.-16.05.2004., Savez defektologa Hrvatske. 191-202.
- Bratković, D., Bilić, M., Nikolić, B. (2003): Mogućnost vršenja izbora u svakidašnjem životu osoba s mentalnom retardacijom, Hrvatska revija za rehabilitacijska istraživanja. 39, 2, 117-128.
- Bratković, D., Dujmović, R., Bilić, M. (2005): Evaluacija kvalitete podrške i kvalitete radnog življenja. In: Bratković, D. (ed.): Zapošljavanje uz podršku. Udruga za promicanje inkluzije. Zagreb. 117-125.
- Teodorović, B., Bilić, M., Bratković, D. (2005): Odnos društva prema osobama s teškoćama u razvoju. In: Bratković, D. (ed.): Zapošljavanje uz podršku. Udruga za promicanje inkluzije. Zagreb. 9-14.
- Teodorović B., Bratković, D. (2001): Osobe s teškoćama u razvoju u sustavu socijalne skrbi. Revija za socijalnu politiku. 8, 3-4, 279-290.
- Teodorović, B., Bratković, D. (2005): Značajke odraslih osoba s intelektualnim teškoćama. In: Bratković, D. (ed.): Zapošljavanje uz podršku. Udruga za promicanje inkluzije. Zagreb. 19-22.

**Assistant Professor Nino Žganec:**

- Brajša-Žganec, A., Žganec, N. (2003): Neka etička pitanja u istraživanjima s djecom smještenom u ustanove socijalne skrbi. Dijete i društvo. 5, 1, 23-35.
- Kaliterna Lipovčan, Lj., Prizmić Larsen, Z., Žganec, N. (2004): Quality of life, life satisfaction and happiness in shift- and non-shiftworkers. Revista de Saude Publica. 38, suppl; 3-10.
- Puljiz, V., Bežovan, G., Šučur, Z., Žganec, N., Zrinščak, S. (2003): Decentralizacija socijalnih službi. Revija za socijalnu politiku. 10, 1, 69-84.
- Puljiz, V., Žganec, Nino. (2002): Sustav socijalne pomoći i socijalne skrbi. Mirovinski sustav i socijalna skrb. Zagreb: Ured za strategiju razvitka Republike Hrvatske.
- Šogorić, S., Vukušić-Rukavina, T., Brborović, O., Vlahušić, A., Žganec, N., Orešković, S. (2005): Counties Selecting Public Health Priorities - A "Bottom-Up" Approach. Collegium Antropologicum. 29, 1, 111-119.
- Žganec, N. (2004): Croatia: National Report on Social Services .In: Fultz, E.; Tracy, M.: Good Practices in Social Services Delivery in South Eastern Europe/. Budapest, International Labour Office.
- Žganec, N. (2003): Pojmovno određenje zajednice. In: Ajduković, D. (ed) :Socijalna rekonstrukcija zajednice. Društvo za psihološku pomoć. Zagreb.
- Žganec, N. (2002). Social welfare in the Republic of Croatia. In: Kaliterna Lipovčan, Lj., Dahl, Svenn-Age (eds.): On the road towards reform. Employment Policies and Welfare Reform. Institut društvenih znanosti Ivo Pilar. Zagreb.

<b>Code: SI4</b>	<b>1.17 Legislation and disability</b>			
General information				
Specialization	Disability Studies			
Year of study	1 <sup>st</sup> year			
Course supervisor	Professor Josip Kegar			
Affiliation	University of Zagreb, Faculty of Law			
Other instructors	Professor Lelia Kiš Glavaš			
Prerequisites				
Type of course	<input checked="" type="checkbox"/> compulsory	<input type="checkbox"/> elective		
Course contents				
<p>This course deals with disability as a legal category and its implications on the rights of people with disabilities. Students will learn about alternative concepts and theories of disability and impairment, and will look into the way in which legislation construes and regulates the life of persons with disabilities. Rights prescribed by the constitution, the law and regulations in various fields will be analyzed so as to understand their role in defining disability and its legal regulation. Students will explore the way in which legislation can contribute to social justice and equality of people with disabilities. The course will deal with the position of people with disabilities, with relation to legislation and its implementation in the world and in Croatia in healthcare, education, social welfare, employment etc.</p>				
Learning outcomes and competences				
<ul style="list-style-type: none"> <li>• Be able to study the role of legislation in achieving the aims of social justice and equality for people with disabilities</li> <li>• Gain insight into the existing Croatian laws connected with the rights of people with disabilities</li> <li>• Be able to critically analyze the existing laws which deal with the rights of people with disabilities in Croatia</li> <li>• Be able to participate in legislative bodies</li> <li>• Become familiar with different concepts and theories of disability and impairments, and be able to recognize them in legislation</li> <li>• Be able to do research in the area of legislation</li> </ul>				
Quality assurance				
Student questionnaire				
Assessment criteria				
<ul style="list-style-type: none"> <li>• Research study 85%</li> <li>• Seminar, presentations and participation 15%</li> </ul>				
Number of ECTS credits		3		
Hours per week	Lectures: 10	Seminars: 10	Exerc.:	Total hours: 20
Assessment methods	<input checked="" type="checkbox"/> oral examination	<input type="checkbox"/> written examination	<input type="checkbox"/> continual assessment	<input checked="" type="checkbox"/> independent student work
Teaching methods				
<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> seminars	<input type="checkbox"/> research study		<input type="checkbox"/> exercises
<input checked="" type="checkbox"/> literature/Internet	<input type="checkbox"/> laboratory	<input checked="" type="checkbox"/> independent student work		<input checked="" type="checkbox"/> tutorials
Required reading				
<p>Barnes, Colin (1991): Disabled People in Britain and Discrimination: A Case for Anti-Discrimination Legislation. Hurst &amp; Company. London.</p> <p>Bayefsky A. and M. Eberts (1985): Equality Rights and the Canadian Charter of Rights and Freedoms. Carswell. Toronto.</p> <p>Canada (1984): Report of the Commission on Equality in Employment [The Abella Commission]. Ottawa</p> <p>Cetinić, M. (2002.): Prava osoba s invaliditetom, Udruga distrofičara cerebralaca i ostalih tjelesnih invalida, Split.</p> <p>Crnković-Pozaić, S. (2002.): Zapošljavanje osoba s invaliditetom, Zbornik radova 1. međunarodnog stručnog simpozija «Aktualnosti i perspektive zapošljavanja osoba s invaliditetom», Zagreb, 21 – 31</p> <p>Državni zavod za zaštitu obitelji, materinstva i mladeži (1999): Standardna pravila o izjednačavanju mogućnosti za osobe s invaliditetom, Zagreb</p> <p>Europska komisija (2001.): Kompendij o načelima država članica za stvaranje jednakih mogućnosti za osobe s invaliditetom, Državni zavod za zaštitu obitelji, materinstva i mladeži, Zagreb</p> <p>Grover, H. J. (1991.): Parental Involvement in the Vocational Education of Special Needs Youth: An Evaluation and Planning Guide, American Association On Mental Retardation, Publications Center, Anapolis Junction</p> <p>Hughes, C., Carter, E. W. (2000.): The Transition Handbook, Paul H. Brookes Publishing Co., Baltimore,</p>				

Maryland

- Illitch, Ivan (1975): *Medical Nemesis: The Expropriation of Health*. London: Marion Boyars.
- Jones, M. and Basser Marks L.A. (1999): *Disability, Divers-ability and Legal Change*. The Hague/Boston/London: Martinus Hijhoff Publishers (International Studies in Human Rights, 56).
- Katz, M. (1989): *The Undeserving Poor*. New York: Pantheon Books.
- Keene, Judith (1992): *Human Rights in Ontario*. Toronto: Carswell
- Kiš-Glavaš, L., Ružkan, A., Rudić, D. (2006.): Ured za studente s invaliditetom – osiguranje mogućnosti kvalitetnijeg pristupa visokom obrazovanju, rad prezentiran na Okruglom stolu: Promoviranje načela inkluzivnog građanstva u obrazovnoj politici (uključivanje osoba s invaliditetom), Fakultet političkih znanosti
- Kiš-Glavaš, L. (2004.): Difficulties in employing persons with intellectual disabilities as perceived by employers, Books of Congress abstracts (12th IASSID World Congress, Montpellier, France. *Journal of Intellectual Disability Research*, 48, pg. 406-410
- Kiš-Glavaš, L. (2004.): Profesionalna rehabilitacija osoba s invaliditetom, *Andragoški glasnik*, br. 12, 5 – 6
- Kiš-Glavaš, L. (2002.): Profesionalna rehabilitacija osoba s posebnim potrebama. Zbornik radova 1. međunarodnog stručnog simpozija «Aktualnosti i perspektive zapošljavanja osoba s invaliditetom», Zagreb, 40-54
- Lemal, E. (2004.): Neke determinante samoprocjenjene motiviranosti poslodavaca za zapošljavanje osoba s invaliditetom uz poticajne mjere, Master's thesis, Edukacijsko-rehabilitacijski fakultet, Sveučilište u Zagrebu, Zagreb
- Livingston, J. C. (1979): *Fair Game?: Inequality and Affirmative Action*. San Francisco: W.H. Freeman and Company.
- Majsec Sobota, V. (2002.): Prijedlozi međunarodne organizacije rada (MOR) u vezi zapošljavanja osoba s invaliditetom, Zbornik radova 1. Međunarodnog stručnog simpozija – Aktualnosti i perspektive zapošljavanja osoba s invaliditetom, Zagreb
- Minnow, Martha (1990): *Making All the Difference: Inclusion, Exclusion and American Law*. Ithaca and London: Cornell University Press.
- Mosoff, J. and Grant, I. (1999): *Intellectual Disability and the Supreme Court: The Implications of the Charter for People who have a Disability*. Toronto: Canadian Association for Community Living.
- Nacionalna strategija jedinstvene politike za osobe s invaliditetom od 2003. do 2006. godine, *Narodne novine*, br. 13/03
- Ontario (1992): *A Community of Interests: The Report of the Commission of Inquiry into Unregulated Residential Accommodation* (Ernie Lightman, Commissioner).
- Priručnik za osiguranje pristupačnosti građevina osobama smanjene pokretljivosti, 2003., Ministarstvo zaštite okoliša i prostornog uređenja, Zagreb
- Roeher Institute and Inclusion International (1994): *Just Technology: From Principles to Practice in Bio-Ethical Issues*. Toronto: The Roeher Institute.
- Ružkan, A., Rudić, D., Kvesić, D., Kiš-Glavaš, L. (2005.): The initiative to establish an Office for Students with Disabilities at The University of Zagreb, rad prezentiran na stručnom skupu Equal Rights and Equal Opportunities in Academic Settings, Strbke Pleso, Slovak Republic, 29. 9. – 1. 10.
- Skočić-Mihić, S., Kiš-Glavaš, L. (2005): Poticajne mjere kao motivirajući čimbenik zapošljavanja osoba s invaliditetom procijenjene od strane poslodavaca, *Revija za rehabilitacijska istraživanja*, 41, 1, 105-113
- Skočić-Mihić, S., Kiš-Glavaš, L. (2005): Teškoće pri zapošljavanju i radu osoba s kroničnim bolestima percipirane od strane poslodavaca, *Revija za rehabilitacijska istraživanja*, 41, 2, 59-70
- Skočić Mihić S. (2004.): Teškoće pri zapošljavanju i radu osoba s invaliditetom percipirane od strane poslodavaca, Magistarski rad, Edukacijsko-rehabilitacijski fakultet, Sveučilište u Zagrebu, Zagreb
- Ontario (1992): *A Community of Interests: The Report of the Commission of Inquiry into Unregulated Residential Accommodation* (Ernie Lightman, Commissioner).
- Roeher Institute and Inclusion International (1994): *Just Technology: From Principles to Practice in Bio-Ethical Issues*. Toronto: The Roeher Institute.
- Smith, Lynn et al. (1986): *Righting the Balance: Canadas New Equality Rights*. Saskatoon: The Canadian Human Rights Reporter Inc.
- Starr, P. (1982): *The Social Transformation of American Medicine*. New York: Basic Books, Inc.
- Tilly, C. (1998): *Durable Inequality*. Berkeley: University of California Press. Ujedinjeni narodi
- Uršić, C. (2003): Zapošljavanje invalida u Sloveniji – između politike, propisa i prakse, Zbornik radova međunarodnog stručnog skupa o profesionalnoj rehabilitaciji i zapošljavanju osoba s invaliditetom, Zagreb
- Vijeće Europe (2003): *Strategije zapošljavanja za promicanje jednakih mogućnosti osoba s invaliditetom na tržištu rada*, Državni zavod za zaštitu obitelji, materinstva i mladeži, Zagreb
- Vijeće Europe (2002): *Integracija osoba s invaliditetom*, Državni zavod za zaštitu obitelji, materinstva i mladeži, Zagreb

Vijeće Europe (2002): Stručno osposobljavanje i rehabilitacija osoba s invaliditetom: komparativna analiza, Državni zavod za zaštitu obitelji, materinstva i mladeži, Zagreb

Vijeće Europe (2001): Jedinствена политика rehabilitacije osoba s invaliditetom, Državni zavod za zaštitu obitelji, materinstva i mladeži, Zagreb

Young, I. R. (1990): Justice and the Politics of Difference. Princeton: University Press.

Wehman, P., Kregel, J. (1994.): More than a Job, Paul H. Brookes Publishing Co., Baltimore, Maryland

Zakon o profesionalnoj rehabilitaciji i zapošljavanju osoba s invaliditetom (NN, 143/02)

Znaor, M., Janičar, Z., Kiš-Glavaš, L., 2003.: Socijalna prava osoba s invaliditetom u Republici Hrvatskoj, Mirovinsko osiguranje, Revija Hrvatskog zavoda za mirovinsko osiguranje, tematski broj, 1, 3-20

Žunić, Z. (2001): Profesionalnom rehabilitacijom u 21. stoljeće, Državni zavod za zaštitu obitelji, materinstva i mladeži, Ministarstvo rada i socijalne skrbi

#### Recommended reading

Kregar, J. (1999): Organizacija upravno – administrativnog aparata, Hrvatska agenda, Europski dom, Zagreb, 58 – 71

Kregar J. (1999): Nastanak predatorskog kapitalizma i korupcija, RIFIN, Zagreb, 69

Kregar J. (1999): The Evil of Corruption, u Corruption in CEE at the Turn of Millenium, OSI, Ljubljana, 137 – 157.

#### Works that qualify the lecturer to teach the course

##### **Professor Josip Kregar:**

Kregar, J., Marko J. (2004): Il sistema politico Croato u Bertole, di Cortona, Transizione e consolidamento democarico nell'Europa Centro-Orientale, Giappichelli Editore- Torino,, 145-151.

Kregar J., Marko J. (2004): Financiranje političkih stranaka, u Država i političke stranke / izabrao i uredio Ivan Prpić, Zagreb : Narodne novine ; Hrvatski pravni centar, 83- 107.

Kregar, J. (2004): Introduction to the national integrity system study : country report, Transparency International Croatia, Sveučilišna tiskara, Zagreb

Kregar, J. (2004): Introduction to the national integrity system study: country report, Transparency International Croatia, Sveučilišna tiskara, Zagreb

Kregar, J., Gotovac V., Đorđe Gardašević, Đ. (2004): Regulacija prava na pristup informacijama. Zagreb : Transparency International Hrvatska

Kregar J., Polšek, D., Petković, S., Rogić, I., Ajduković, M., Malenica, Z. (2003): Sociologija : udžbenik za 3. razred gimnazije. Školska knjiga, Zagreb

Kregar, J. (2003), Novac u politici : prijedlozi za uređenje pravila o financiranju političkih stranaka i izbornih kampanja / Josip Kregar, Đorđe Gardašević, Zdravko Petak Zagreb : Transparency International Hrvatska

Kregar, J. (2002): Strategija razvitka Republike Hrvatske "Hrvatska u 21 stoljeću" : Javna uprava Zagreb

Kregar, J. (2002): Korupcija u pravosuđu / u Hrvatsko pravosuđe : pouke i perspektive

Kregar, J. (2002): Znanost o društvu : osnovni pojmovi i razvoj / Nikola Skledar, Josip Kregar Zaprešić : Visoka škola za poslovanje i upravljanje s pravom javnosti

Kregar, J. (2001): Bureaucratic Obstacles to Partnership, u NGOs and Public Administration: Perspectives of Partnership in the Process of European Integration; Zagreb, , Institute for International Relations, 93- 101

Kregar, J. (2000) : Treći put : novi politički i ideološki okviri socijalne politike. Revija za socijalnu politiku 7

##### **Professor Lelia Kiš-Glavaš:**

Kiš-Glavaš, L., Ruškan, A., Rudić, D. (2006): Ured za studente s invaliditetom – osiguranje mogućnosti kvalitetnijeg pristupa visokom obrazovanju, rad prezentiran na Okruglom stolu: Promoviranje načela inkluzivnog građanstva u obrazovnoj politici (uključivanje osoba s invaliditetom), Fakultet političkih znanosti

Kiš-Glavaš, L., Sokač, K. (2005): Some Preliminary results of the project «Employers motivation to employ persons with disabilities», Poster presentation, 7<sup>th</sup> EUSE Conference “Supported Employment: Naturally the right choice”, 15-17 June, Barcelona

Kiš-Glavaš, L. (2004): Difficulties in employing persons with intellectual disabilities as perceived by employers, Books of Congress abstracts (12th IASSID World Congress, Montpellier, France, June 14-19), Journal of Intellectual Disability Research, 48, 406-410

Kiš-Glavaš, L. (2004): Teškoće pri zapošljavanju i radu osoba s oštećenjima sluha percipirane od strane poslodavaca, rad prezentiran na stručnom skupu Centra «Slava Raškaj», Komunikacijske potrebe – interdisciplinarnim pristupom do cjelovitih programa: zdravstvenih, edukacijskih i socijalnih, MC Mimara, 4. ožujka, Zagreb

Kiš-Glavaš, L. (2004): Profesionalna rehabilitacija osoba s invaliditetom. Andragoški glasnik, 12, 5 – 6

Kiš-Glavaš, L. (2003): Mišljenja zagrebačkih poslodavaca o zapošljavanju osoba s invaliditetom, Zbornik radova međunarodnog stručnog skupa o profesionalnoj rehabilitaciji i zapošljavanju osoba s invaliditetom, Zagreb,

17. i 18. studenog, 43-50

Kiš-Glavaš, L. (2002): Profesionalna rehabilitacija osoba s posebnim potrebama, Zbornik radova 1. međunarodnog stručnog simpozija «Aktualnosti i perspektive zapošljavanja osoba s invaliditetom», Zagreb, 40-54

<b>Code: SI5</b>	<b>1.18 Interdisciplinary disability studies II</b>			
General information				
Specialization	Disability Studies			
Year of study	2 <sup>nd</sup> year			
Course supervisor	Professor Marcia Hampton Rioux			
Affiliation	School of Health Policy and Management Atkinson Faculty, York University			
Other instructors				
Prerequisites				
Type of course	<input checked="" type="checkbox"/> compulsory	elective		
Course contents				
This course will focus on the role of language in the social construction of dependence, emphasizing relationships between disability experience and social discourse; between disability theory and recent events at regional, national and international levels; and on the implications of theory and practice for the lives of persons with disabilities.				
Learning outcomes and competences				
<ul style="list-style-type: none"> <li>• The ability to apply the acquired skills and knowledge in creating social, legal and economic policies on local and national level</li> <li>• The ability to understand knowledge production in the field of disability</li> </ul>				
Quality assurance				
Student questionnaire				
Assessment criteria				
<ul style="list-style-type: none"> <li>• Literature study 30%</li> <li>• Participation and attendance 5%</li> <li>• 2 papers (20 pages) <ul style="list-style-type: none"> <li>1. paper 25%</li> <li>2. Paper presentation 30%</li> </ul> </li> </ul>				
Number of ECTS credits		3		
Hours per week	Lectures: 10	Seminars: 10	Exerc.:	Hours per week 20
Assessment methods	<input type="checkbox"/> oral examination	<input type="checkbox"/> written examination	<input type="checkbox"/> continual assessment	<input checked="" type="checkbox"/> independent student work
Teaching methods				
<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> seminars	<input checked="" type="checkbox"/> research study	<input type="checkbox"/> exercises	
<input checked="" type="checkbox"/> literature/internet	<input type="checkbox"/> laboratory	<input checked="" type="checkbox"/> practical work	<input checked="" type="checkbox"/> tutorial	
Required reading				
<p>Baynton, Douglas (1997): Disability: A Useful Category of Historical Analysis, Disability Studies Quarterly 17, 81-87</p> <p>Blackford, K.A. (1993): Erasing Mothers with Disabilities Through Canadian Family-Related Policy. Disability, Handicap and Society 8(3), 281-294</p> <p>Bickenbach, J. (1993): Physical Disability and Social Policy. Toronto: University of Toronto Press.</p> <p>Cahill, Spencer E. and Robin E. (1995): Reconsidering the Stigma of Physical Disability: Wheelchair Use and Public Kindness. Sociological Quarterly 36(4), 681-698</p> <p>Dybwad, G. (1998): From Eglantyne Jebb to Barbara Goode: A Historical Perspective on Human Rights for Persons with a Mental Handicap. Entourage 11(2-3), 3-7</p> <p>Finlay, M., Evanthia L. (1998): Social Identity and People With Learning Disabilities: Implications for Self-Advocacy Groups. Disability and Society, 13, 37-51</p> <p>French, S. (1994): On Equal Terms: Working with disabled people. Oxford, Boston: Butterworth-Heinemann</p> <p>Humphrey, J. C. (1999): Disabled People and the Politics of Difference. Disability and Society 14(2), 173-188</p> <p>Jenkins, R. , C.A. D. (1997) : "She Has Different Fits to Me": How people with learning difficulties see themselves'. Disability and Society 12, 95-109</p> <p>Linton, S. (1998): Claiming Disability, New York, N.Y.: University Press. Disability studies/Not disability studies. Disability &amp; Society, 13(4), 525-540</p> <p>Lloyd, M. (1992): Does she boil eggs? Towards a feminist model of disability. Disability, Handicap i Society 7(3), 207-221</p> <p>Morris, J. (1993): Feminism and disability. Feminist Review, 43, 57-70.Independent Lives. Tavistock: Macmillan. Personal and political: A feminist perspective on researching physical disability (1992) Disability,</p>				



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- Roeher Institute (1993): *Social Well-being: A paradigm for reform*. Toronto: Roeher Institute.
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**Works that qualify the lecturer to teach the course**

Rioux, M., Raphael, D. Bryant, T. (forthcoming)(2006): *Staying Alive: Critical Perspectives on Health, Illness and Health Care*. Toronto: Canadian Scholars' Press Inc  
 Rioux, M. L., Basser, M. Jones (2006): *Constructing Disability and Illness (Forthcoming) Key Cases in Disability Law*, The Hague: Martinus Nijhoff  
 Rioux, M., E. Zubrow, M. Stutt Bunch, W. Miller (2006)(Forthcoming): *Inclusive Barriers and Accommodation: The Geography of Literacy and Disability in Canada*, London, England: Springer Press  
 Rioux, M. Basser, L.A., Jones, M. (2006) (forthcoming): *Equality as a Human Rights Principle*. In *Critical Perspectives on Human Rights and Disability Law*.  
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 Rioux, M., Raphael, D., Bryant, T (2006)(Forthcoming): *Human Rights Approaches to Health In Staying Alive: Critical Perspectives on Health, Illness and Health Care*. Toronto: Canadian Scholars' Press Inc  
 Rioux, M., Raphael, D., Bryant, T (2006) (Forthcoming): *Constructing Disability and Illness (with T. Daly)*. In *Staying Alive: Critical Perspectives on Health, Illness and Health Care*. Toronto: Canadian Scholars' Press Inc  
 Rioux, M. (2006)(Forthcoming): *Special Education Needs: A Legal Right?*. In L. Florian (ed.), *Handbook of Special Education*, England: Sage Books  
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 Rioux, M. Samson, R. (2005) (forthcoming): "Trends in Disability" in M. A. McColl & L. Jongbloed (Eds.) *Disability and Social Policy in Canada (2<sup>nd</sup> edition)*, Captus Press  
 Rioux, M., Valentine, F. (2005)(Forthcoming): *Does Theory Matter? Exploring the Nexus between Disability, Human Rights and Public Policy*" in D. Pothier & R. Devlin (Eds.) *Critical Disability Theory: Legal and Policy Dimensions (with.)* Vancouver: UBC Press  
 Rioux, M. (2005)(forthcoming) : *Towards A Concept of Equality of Well-Being: Overcoming the Social and Legal Construction of Inequality*. in *Disability Rights (Editor, Peter Blanck)*, Ashgate Publishing (reprinted article)  
 Rioux, M , Carbert, A. (2005): *Disability Rights Promotion International: Monitoring the Human Rights of Persons with Disabilities*. *Interights' Bulletin*, England  
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 Rioux, M. Zubrow E., Stutt, M. Bunch, E., Miller, W. (2003): *Atlas of Literacy and Disability* Toronto: Canadian Abilities Foundation.  
 Rioux, M. (2003): *On Second Thought: Constructing Knowledge, Law, Disability and Inequality*. In S. Herr, L. Gostin and H. Koh (eds) *The Human Rights of Persons with Intellectual Disabilities: Different But Equal*. Oxford University Press. 287-317  
 Rioux, M., C. Frazee (2003): *Rights and Freedoms for People with Intellectual Disabilities in Ontario*. In I. Brown and M. Percy (eds) *Developmental Disabilities in Ontario*, Toronto: Front Porch Publishing, 59-66  
 Rioux, M.(2002): *Ongoing book series. Inclusive Education: Cross Cultural Perspectives (Co-Series Editor with L. Barton)*, book series in progress, The Netherlands: Kluwer Academic Publishers. (2 books published in 2003)  
 Rioux, M., Prince, M. J. (2002): *The Canadian Political Landscape of Disability: Policy Perspectives, Social*

- Status, Interest Groups and the Rights Movement. In A. Pettee (Ed.) *Federalism, Democracy and Disability Policy in Canada*. Montreal, Kingston: McGill-Queen's University & School of Policy Studies, Queen's University. 11-29.
- Rioux, M.( 2002): Disability, Citizenship and Rights in a Changing World. In M. Oliver, L. Barton and C. Barnes (eds) *Disability Studies Today*. Cambridge: Polity Press. 210-227
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- Rioux, M (2001):The Many Interests in Genetic Knowledge: An International Perspective on Pre-natal Screening and the Use of Genetic Information in Relation to People with Learning Difficulties. In L. Ward and T. Philpot *To Be or Not To Be? Prenatal Screening and the Use of Genetic Information in Relation to People with Learning Difficulties*". Kidderminster: British Institute of Learning Disabilities, 91-107
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- Rioux, M. (2001): Article on international monitoring of human rights violations of people with disabilities, *Humanscape: Journal on Human Rights*, Mumbai, India

<b>Code: SI6</b>	<b>1.19 Education and empowerment</b>			
General information				
Specialization	Disability studies			
Year of study	2 <sup>nd</sup> year			
Course supervisor	Professor Ljiljana Igrić			
Affiliation	University of Zagreb, Faculty of Education and Rehabilitation Sciences			
Other instructors	Professor Dubravka Maleš			
Prerequisites				
Type of course	<input checked="" type="checkbox"/> compulsory	<input type="checkbox"/> elective		
Course contents				
<p>This course analyzes educational inclusion of students with disabilities from the point of view of human rights. Comparison of inclusion from the point of view of parents, teachers, educational services and students with disabilities. Disability as a social justice issue. The analysis of effects of the existing pedagogical practice in Croatia and in the world. Empowerment or social control. The influence of educational inclusion on the realization of rights of all students. The concept of children's rights. The Convention on the Rights of the Child and other international and Croatian instruments dealing with the basic rights of the child. The history of childhood and children's rights. Children's rights in the world at the beginning of the 21<sup>st</sup> century. Parents, teachers and the local community in protecting and promoting the rights of the child. The right of the child to have effective access to high quality education. The rights and the responsibilities of the child within the education system. The ombudsman's role in protecting the rights of the child. The ethics of the teaching profession (the ethical code of the teacher; the ethics of research on children).</p>				
Learning outcomes and competences				
<ul style="list-style-type: none"> <li>• Critical view of the existing role of teaching in developing the child's personality</li> <li>• The ability to use multiple perspectives in analyzing inclusion</li> <li>• The ability to develop an educational approach which will empower children with disabilities</li> </ul> <p><i>General competences:</i> understanding the concept of the rights of the child, understanding the importance of ensuring and protecting the rights of the child, recognizing situations in which the rights of the child are in danger and developing a personal and professional responsibility</p> <p><i>Specific competences:</i> skills of identifying endangerment of the rights of the child, being familiar with mechanisms of protection of the rights of the child, critical view of children's rights issues in the education system, accepting the position that ensuring the rights of the child is a path to building a democratic society.</p>				
Quality assurance				
Student questionnaire				
Assessment criteria				
<ul style="list-style-type: none"> <li>• Seminar attendance 20%</li> <li>• Semester paper 40%</li> <li>• Final presentation 40%</li> </ul>				
Number of ECTS credits		4		
Hours per week	Lectures: 15	Seminars: 10	Exerc.:	Total hours: 25
Assessment methods	<input checked="" type="checkbox"/> oral examination	<input type="checkbox"/> written examination	<input type="checkbox"/> continual assessment	<input checked="" type="checkbox"/> independent student work
Teaching methods				
<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> seminars	<input checked="" type="checkbox"/> research study		<input type="checkbox"/> exercises
<input checked="" type="checkbox"/> literature/Internet	<input checked="" type="checkbox"/> laboratory	<input checked="" type="checkbox"/> independent student work		<input checked="" type="checkbox"/> tutorials
Required reading				
<p>Bell, L. (1997): Theoretical foundations for social justice education. In M. Adams, L. Adams, M., Bell, P. Griffin, P. (1997): Teaching for diversity and social justice: A sourcebook NY: Routledge, 3-15</p> <p>Bratlinger, E. (1997): Using ideology: Cases of nonrecognition of the politics of research and practice in special education. In S. Danforth &amp; S. Taff. (2004): Crucial readings in special education, 56-75, NJ: Pearson, Merrill, Prentice Hall</p> <p>Brett, J. (2002): The experience of disability from the perspective of parents of children with profound impairment: is it time for an alternative model of disability?. <i>Disability &amp; Society</i>, 17(7), 825-843</p> <p>Case, S. (2000): Refocusing on the parent: What are the social issues of concern for parents of disabled children? . <i>Disability &amp; Society</i>, 15(2), 271-292</p> <p>Davis, L.J. (1997): <i>The Disability Studies Reader</i>. New York: Routledge.</p> <p>Gartrell, D. (2004): Misbehaviour or mistaken behaviour. In <i>The power of guidance: Teaching social-emotional</i></p>				

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- Maleš, D.; Milanović, M.; Stričević, I. (2003): Živjeti i učiti prava. Odgoj za ljudska prava u sustavu predškolskog odgoja. Zagreb: Filozofski fakultet Sveučilišta u Zagrebu – Istraživačko-obrazovni centar za ljudska prava i demokratsko građanstvo, 298
- Maleš, D. i Stričević, I. (2003): Mi poznajemo i živimo svoja prava. Priručnik za odgoj i obrazovanje o pravima djeteta u osnovnoj školi. Zagreb: Školska knjiga, 299
- Marston, S. (2004): There's no such thing as a "bad" kid: Focusing on the behaviour, not the child. OurChildren, 29(4), 8-9
- McGregor, G. and Vogelsberg, R. (1998): Inclusive schooling practices: A synthesis of the literature that informs best practices about inclusive schooling. Montana: Consortium on inclusive schooling practices, the University of Montana, Rural Institute on Disabilities.
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- Rea, P., McLaughlin, V., Walther-Thomas, C. (2002): Outcomes for students with learning disabilities in inclusive and pullout programs. Exceptional Children, Toronto: Roeher Institute.
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- Sapon-Shevin, M. (2003): Inclusion: A matter of social justice. Educational Leadership, 61(2), 25-28
- Shakespeare, T. (1999): What is a disabled person? In. M. Jones & L. A. Basser Marks Disability, Diversity and Legal Change, 25-34
- Stanovich, P. (1999): Conversations about inclusion. Teaching Exceptional Children, 31(6), 54-58

#### Recommended reading

- Flekkoy, M.G.; Kaufman, N.H. (1997): The Participation Rights of the Child. London: Jessica Kingsley Publication.
- Hart, S. Et al. (2001): Children's Rights in Education. London: Jessica Kingsley Publication.
- (1999) Nacionalni program odgoja i obrazovanja za ljudska prava. Zagreb: Vlada Republike Hrvatske.
- Koprek, I. (1999): Ljudska prava: čovjekovo dostojanstvo. Zagreb

#### *Regular reading of the following journals:*

- Dijete i društvo
- Exceptionality Education Canada
- Disability and Society
- Journal for Exceptional Children
- Journal of the Association for Persons with Severe Disabilities
- Journal of Special Education
- Remedial and Special Education
- Review of Educational Research

#### Works that qualify the lecturer to teach the course

**Professor Ljiljan Igrić**

- Došen, A.; Igrić, Lj. (2002): Unapređenje skrbi za osobe s mentalnom retardacijom, Edukacijsko -rehabilitacijski fakultet,Zagreb,119-132
- Igrić Lj.(2004): [Društveni kontekst, posebne potrebe, invaliditet, teškoće u razvoju i edukacijsko uključivanje](#). Hrvatska revija za rehabilitacijska istraživanja.,40,2, 151-165
- Igrić, Lj. (2004): Kako mogu biti zadovoljene edukacijske potrebe mog djeteta?. U:Moje dijete u školi - priručnik za roditelje djece s posebnim edukacijskim potrebama, Zagreb:Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti i Hrvatska udruga za stručnu pomoć djeci s posebnim potrebama IDEM,42-49
- Igrić,Lj .(2004): Tko su djeca s posebnim edukacijskim potrebama.U:Moje dijete u školi- priručnik za roditelje djece s posebnim edukacijskim potrebama, Zagreb : Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti i Hrvatska udruga za stručnu pomoć djeci s posebnim potrebama IDEM, 10-16
- Igrić, Lj. (2001):Djeca s mentalnom retardacijom u društvu. Dijete i društvo-časopis za promicanje prava djeteta. 3, 293-300
- Igrić, Lj. (2001): Nevladin sektor i edukacijska integracija u Hrvatskoj, Škola u Europi, između tradicije i reforme / Serra, Edda (ed.).Trst : Soroptimist International D'Italia., 53-61
- Igrić, Lj. (2000):Improvement of Teacher Attitudes Toward Pupils with Special Needs through a Teacher-Training Programme. Journal of Intellectual Disability Research, New Millennium Research to Practice, Congress Abstracts / Fraser, W. I. (ed.).Seattle, Washington, USA : Blackwell Science Ltd., 330
- Igrić, Lj; Kiš-Glavaš, L; Sekušak-Galešev, S; Wagner Jakab, A. (2001): Perceived Professional Competence and Attitudes of Teachers Toward the Integration of Student of Students with Learning Difficulties. Making a World of Difference / Aloyzy Zera, David ; Bleszynska, Krystyna (eds.), Warsaw: International Association of Special Education., 75-78
- Igrić, Lj; Kiš-Glavaš L.; Fulgosi-Masnjak R. (2002): Do prihvatanja zajedno: Integracija djece s posebnim potrebama, Udruga IDEM, Zagreb, 7-9
- Igrić, Lj; Wagner Jakab, A.. (2002):[Model of educational integration in Croatia: Application of scientific research results through work of NGO](#) // Inaugural Conference of IASSID Europe / Felce, David (ed.).Dublin : IASSID., 44
- Igric, Lj.,;Wagner Jakab, A.; Đajo, M. (2003): Continual Education of Teachers and it's influence on educational inclusion. 4th Eropean Congress- "Mental Health in mental retardation: a lifespan multidisciplinary approach". / Cartagena, Letizia S., Bertelli, M. (eds.), Rome : MH-MR, SIRM, ISEI., 116-117
- Kuipers, H; Igrić, Lji. (2001): Support to parents in Policy Making Care for Persons with Mental Retardation.Mental Health in Mental Retardation Theory and Practice. Berlin : 3rd European Congress. 33
- Stančić, Z; Kiš-Glavaš, L; Igrić, Lj. (2000): Teacher's Attitudes Toward Teaching as a Determinant of their Readiness for the Additional Professional Special education. Including the Excluded, International Special Education Congress 2000: Book of Abstracts. Manchester : The University of Manchester., 342
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- Žic, A.; Igrić, Lj. (2001): [Self-assessment of relation with peers in children with intellectual disability](#), Journal of Intellectual Disability Research. 45, 3, 202-211

#### **Professor Dubravka Maleš**

- Maleš, D. (2003): Afirmacija roditeljstva. In: Puljiz, V.; Bouillet, D. Nacionalna obiteljska politika. Zagreb: Državni zavod za zaštitu obitelji, materinstva i mladeži, 275-302
- Maleš, D. (2002): Odgojem i obrazovanjem do odgovornog roditeljstva. In: Pavletić, V. (ed.) Hrvatska demografska i demostateška drama. Zagreb: AG Matoš, 273-291.
- Maleš, D. (2003): Problems of Education for Human Rights in Croatia. In: Kozłowska, A. (ed.) Multicultural Education in the Unifying Europe. Czestochowa: Wydawnictwo Wyzszej Szkoły Pedagogicznej, 69-77.
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- Maleš, D. (2003): Suradnja škole, obitelji i lokalne zajednice u prevenciji poremećaja u ponašanju djece i mladih. In: Bašić, J.; Janković, J. (eds.) Lokalna zajednica – izvorište Nacionalne strategije prevencije poremećaja u ponašanju djece i mladih. Zagreb: Državni zavod za zaštitu obitelji, materinstva i mladeži, Povjerenstvo Vlade Republike Hrvatske za prevenciju poremećaja u ponašanju djece i mladih, 84-104.
- Maleš, D., Milanović, M., Stričević, I. (2003): Živjeti i učiti prava. Odgoj za ljudska prava u sustavu predškolskog odgoja. Zagreb: Filozofski fakultet Sveučilišta u Zagrebu – Istraživačko-obrazovni centar za ljudska prava i demokratsko građanstvo, 298

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- Milanović, M., Stričević, I.; Maleš, D., Sekulić-Majurec, A. (1999): Early Childhood Care and Development in the Republic of Croatia. Zagreb: UNICEF – Office for Croatia, 165
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- Miljević-Riđički, R.; Maleš, D.; Rijavec, M. (1999): Education for development. Zagreb: Slap, 168
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<b>Code: SI7</b>	<b>1.20 Disability in cultural context and multiple identities</b>			
General information				
Specialization	Disability Studies			
Year of study	2 <sup>nd</sup> year			
Course supervisor	Professor Darja Zaviršek			
Affiliation	University of Ljubljana Faculty of Social Work			
Other instructors				
Prerequisites				
Type of course	<input checked="" type="checkbox"/> compulsory	elective		
Course contents				
<p>This course will focus on analyzing the cultural construction of disability as a fluid discursive category rather than as a socio-medical condition susceptible to fixed ways of knowing. The aim is to open up the diverse manifestations of disability and to ask what is at stake in the hierarchical ordering and differential valorization of bodies and embodiment. The course is intended to challenge preconceptions and to analyze cultural representations that arise from a particular cultural imaginary. The course will call on theories of phenomenology, feminism, postmodernism and cultural theory. It will move beyond the confines of binary thought – able-bodied/disabled; them/us; body/mind – to recognition of the complexity of all forms of embodiment. This course will also examine the societal representation of disability in relationship to the lived experience of identity construction and negotiation in terms of gender, ethnicity, class and disability. Course discussions will encompass interactionist studies of stigma and ‘spoiled’ identity, and more recent literature that recognizes identity as contingent and contextual. Concepts to be explored include: identity and embodiment, strategic essentialism and the disability rights movement, and identity and community. The ability to build on, complement, supplement and interrogate extent and lived experience regarding ‘identity’, ‘multiplicity’, ‘ableism’ and ‘culture’ and the tradeoffs of everyday life including its resiliencies;</p>				
Learning outcomes and competences				
<ul style="list-style-type: none"> <li>• Becoming familiar with the thinkers, issues and cases of disability by bringing together separate disciplinary literatures, discourses and analyses, thus enabling truly interdisciplinary critical disability studies;</li> <li>• The ability to provide exposure to knowledge and critical appreciation of a set of integrated, ‘intersectional’, cumulative and recursive themes and ‘identities’, pertinent to both academic interests and to performance of citizenship;</li> <li>• To understand new interdisciplinary ways of understanding both disability and the Croatian society;</li> <li>• To have the skills to analyze the cultural construction of disability as a fluid discursive category rather than as a socio-medical condition susceptible to fixed ways of thinking</li> <li>• To understand basic notions of identity politics.</li> </ul>				
Quality assurance				
Student questionnaire				
Assessment criteria				
<ul style="list-style-type: none"> <li>• Seminar participation 20%</li> <li>• Research paper 50%</li> <li>• Final exam/presentation 30%</li> </ul>				
Number of ECTS credits		3		
Hours per week	Lectures: 10	Seminars: 10	Exerc.:	Total hours: 20
Assessment methods	<input checked="" type="checkbox"/> oral examination	<input type="checkbox"/> written examination	<input type="checkbox"/> continual assessment	<input checked="" type="checkbox"/> independent student work
Teaching methods				
<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> seminars	<input checked="" type="checkbox"/> research study	<input type="checkbox"/> exercises	
<input checked="" type="checkbox"/> literature/Internet	<input type="checkbox"/> laboratory	<input checked="" type="checkbox"/> practical work	<input checked="" type="checkbox"/> tutorial	
Required reading				
<p>Atkin, K. (1991): Health, illness, disability and black minorities: a speculative critique of present day discourse. <i>Disability, Handicap and Society</i> 6, 1, 37-49.</p> <p>Bogdan, R., Taylor, S.J. (1994): <i>The Social Meaning of Mental Retardation: Two Life Stories</i>. New York: Teacher’s College Press.</p> <p>Bogle, J.E. , Shaul, S.L. (1981): <i>Body image and the woman with a disability</i>. In Bullard D., Knight S. (eds.):</p>				



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- Marschall, B.,Hjelt, K. (1988): Children attending the local centre for education of handicapped children in Maniitsoq/Sukkertoppen, Greenland: medical data and living conditions. *Arctic Medical Research* 47, 2, 67-70.
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- Meekosha, H. (1998): *Body Battles: Bodies, Gender and Disability*. In Shakespeare, T. (ed.):*The Disability Reader: Social Science Perspectives*, London
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- Vernon, A. (1966): A stranger in many camps: the experiences of disabled black and ethnic minority women. In J. Morris (ed.): *Encounters with Strangers*. London: Women's Press.
- Vernon, A. (1998): Multiple Oppression and the Disabled People's Movement. In Shakespeare, T. (ed.), *The*

Disability Reader: Social Science Perspectives, London: Cassell.

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#### Recommended reading

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Zaviršek, D. (1992):Michel Foucault v luči feminističnih kritik. Probl., Eseji,1/2, 137-142, Problemi. - ISSN 0555-24, 19. - 30,1/2. [COBISS.SI-ID [32835840](#)]

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Zaviršek, D. (1993): Ženske študije v antropologiji. U: BAHOVEC,D. (ur.). Od ženskih študij k feministični teoriji, (Časopis za kritiko znanosti, domišljijo in novo antropologijo, Posebna izdaja). 1. izd. Ljubljana: Študentska organizacija Univerze v Ljubljani, Enota za časopisno-založniško dejavnost, 179-189. [COBISS.SI-ID [73668096](#)]

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#### Works that qualify the lecturer to teach the course

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<b>Code: SI8</b>	<b>1.21 Strategies, programs and monitoring</b>			
<b>General information</b>				
Specialization	Disability Studies			
Year of study	2 <sup>nd</sup> year			
Course supervisor	Professor Marcia Hampton Rioux			
Affiliation	School of Health Policy and Management Atkinson Faculty, York University			
Other instructors	Kathryn Underwood, PhD			
Prerequisites				
Type of course	<input checked="" type="checkbox"/> compulsory	<input type="checkbox"/> elective		
<b>Course contents</b>				
<p>This course is designed to explore the relationship of policy strategies, implementation and equity for individuals through the framework of critical disability studies theory. Discussion will be grounded in examples of existing policy from a variety of locations. Several themes will be emphasized throughout the course: the socio-political construction of disability; the tensions and balance amongst national and local programs; traditional program structures and the positive/negative impact on family and community. Students will be encouraged to draw on personal experience as community members and national citizens to critically discuss the impact of national and local strategies for persons with disabilities. The importance of monitoring in policies for persons with disabilities.</p>				
<b>Learning outcomes and competences</b>				
<ul style="list-style-type: none"> <li>• Understanding principles of creating strategies on the field of disabilities</li> <li>• Critical attitude towards policies and programs for people with disabilities</li> <li>• Adoption of knowledge and skills needed for strategies and programs creation</li> <li>• Adoption of monitoring principles</li> </ul>				
<b>Quality assurance</b>				
<b>Student questionnaire</b>				
<b>Assessment criteria</b>				
<ul style="list-style-type: none"> <li>• Literature study 20%</li> <li>• Participation and attendance 20%</li> <li>• Paper 25%</li> <li>• Paper presentation 35%</li> </ul>				
Number of ECTS credits		4		
Hours per week	Lectures: 15	Seminars:10	Exerc.:	Total hours: 25
Assessment methods	<input type="checkbox"/> oral examination	<input type="checkbox"/> written examination	<input type="checkbox"/> continual assessment	<input checked="" type="checkbox"/> independent student work
<b>Teaching methods</b>				
<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> seminars	<input type="checkbox"/> research study	<input type="checkbox"/> exercises	
<input checked="" type="checkbox"/> literature/Internet	<input type="checkbox"/> laboratory	<input checked="" type="checkbox"/> practical work	<input checked="" type="checkbox"/> tutorial	
<b>Required reading</b>				
<p>Ad Hoc Committee on a Comprehensive and Integral International Convention on the Protection and Promotion of the Rights and Dignity of Persons with Disabilities. United Nations. New York, 1-12 August 2005. Available at: <a href="http://www.un.org/esa/socdev/enable/rights/ahc6reporte.htm">http://www.un.org/esa/socdev/enable/rights/ahc6reporte.htm</a></p> <p>Alan Puttee (ed) (2002): Federalism, Democracy and Disability Policy in Canada, McGill-Queens University Press.</p> <p>Albrecht, S., B. (2000): Handbook of Disability Studies, Sage</p> <p>A more accessible Sweden. (2000):Fact Sheet, Ministry of Health and Social Affairs.</p> <p>Barnes, C. (1990): Cabbage Syndrome: The Social Construction of Dependence, London: Falmer.</p> <p>Church, K. (1997): Using the Economy to Develop the Community: Psychiatric Survivors in Ontario. Community Stories. Caledon Institute of Social Policy. 1-11.Available at: <a href="http://www.caledoninst.org/">http://www.caledoninst.org/</a></p> <p>Council for Canadians with Disabilities (CCD). (2004): A Call to Combat Poverty and Exclusion of Canadians with Disabilities by investing in disability supports. Retrieved on August 25, 2005 from <a href="http://www.ccdonline.ca/ccpe.htm">www.ccdonline.ca/ccpe.htm</a>.</p> <p>Crawford, Cameron. (2004): Improving the Odds: Employment, Disability and Public Programs in Canada. The Roeher Institute. Forward i to ii, 1-14, 59-81, 89-122.</p> <p>Disability Rights Promotion International (DRPI) website <a href="http://www.yorku.ca/drpi">http://www.yorku.ca/drpi</a> Evans, C. (1995):</p>				

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- Jones, M., Basser, L.A. (2000): A bright new era of equality, independence, and freedom - casting an Australian gaze on the ADA. In Francis L., Silver A. (eds): *Americans with Disabilities* Routledge
- Kauffman, J.M. (1999): Commentary: Today's special education and its messages for tomorrow. *The Journal of Special Education*, 32, 4, 244-254.
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- McClain, C. V. (2002): The Triple Oppression: Disability, Race and Gender. *Disability World*, issue no. 15 Available at: [http://www.disabilityworld.org/09-10\\_02/women/southafrica.shtml](http://www.disabilityworld.org/09-10_02/women/southafrica.shtml).
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- Promoting the Rights of People with Disabilities: Towards a New United Nations Convention. An International Workshop for National Human Rights Institutions from the Commonwealth and Asia Pacific Region. May, 2003, 1-29. Available at: <http://www.nhri.net/pdf/Conclusions-Recommendations-290503-NewDelhi.pdf>
- Roeher Institute. (2004): *Improving the Odds: Employment, disability and Public Programs in Canada*. Toronto: Author.
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- UN Disability Rights Convention. Available at <http://www.un.org/esa/socdev/enable>
- UNESCO, Salamanca Statement and Framework for Action on Special Needs in Education, UN Doc. E D-94/WS/ 1 8, 7-10 June 1994. Retrieved August 30, 2005, from <http://inclusion.uwe.ac.uk/csie/slmca.htm>.
- Valentine, F., Rioux, M. (2005). Does Theory Matter? Exploring the Nexus Between Disability, Human Rights and Public Policy: In Pothier, D., Devlin, R. (Eds). *Critical Disability Theory: Essays in Philosophy, Politics, Policy and Law*. Vancouver: University of British Columbia University Press, Chapter 2. Available at: [www.atkinson.yorku.ca/cdis/5100](http://www.atkinson.yorku.ca/cdis/5100)  
<http://www.metapress.com/media/D86TGDPAF8DXWPCD2KWP/Contributions/F/L/0/6/FL06PC38NLT L6XR2.pdf>
- Ware, L. (Ed.) (2004): *Ideology and the Politics of (In) Exclusion*. New York: Peter Lang Publishing. White paper on South Africa available at: <http://www.independentliving.org/docs5/SANatIDisStrat.html>

#### Recommended reading

- Barnes, C. (1991): *Disabled people in Britain and discrimination: a case for anti-discrimination legislation*. London: Hurst & Co.
- Benz, M., Lindstrom, L., Yovanoff, P. (2000): Improving graduation and employment outcomes of students with disabilities: Predictive factors and student perspectives. *Exceptional Children*, 66, 509-529.

- Crooks, V., Chouinard, V. (2005): An Embodied Geography of Disablement: Chronically Ill Women's Struggles for Enabling Places in Spaces of Health Care and Daily Life. *Health & Place*. Elsevier Ltd., 1-8. Available at: [www.atkinson.yorku.ca/cdis/5100](http://www.atkinson.yorku.ca/cdis/5100)
- Holden, C., Beresford, P. (2002): Globalization and Disability: In Barnes, C., Oliver, M., Barton, L. (Eds.): *Disability Studies Today*. Cambridge: Polity Press, 190-209.
- Jenson, J. (2001). The changing boundaries of citizenship: A review and a research agenda. *Family Network*,
- Lipsky, D.K., Gartner, A. (1996): Equity requires inclusion: The future for all students with disabilities. In C. Christensen & Rivzi, F. (Eds.) *Disability and the dilemma of education and justice* (pp. 144-155). Philadelphia, PA: Open University Press.
- Mackelprang, R., Salsgiver, R. (1999): *Disability: A Diversity Model Approach in Human Service Practice*, Brookes/Cole
- Raphael, D. (Ed.). (2004): *Social Determinants of Health: Canadian Perspectives*. Toronto: ON: Canadian Scholar's Press.
- The Long, Arduous Road To A Barrier-Free Ontario For People With Disabilities: The History Of The Ontarians with Disabilities Act — The First Chapter (2004). *Ontarians with Disabilities Act Committee*. Carswell Publications, 125-333. [www.queensu.ca/sps/courses/docs-mpa871/longarduous.pdf](http://www.queensu.ca/sps/courses/docs-mpa871/longarduous.pdf) (pdf); [www.atkinson.yorku.ca/cdis/5100](http://www.atkinson.yorku.ca/cdis/5100) (text)
- Thornton, P., Lunt, N. (1997): Employment policies for disabled people in eighteen countries: a review. University of York, Social Policy Research Unit
- VanHouten, D., Bellemakers, C. (2002): Equal Citizenship for all. *Disability Policies in the Netherlands: Empowerment of Marginals*. *Disability & Society*, 17(2), 171-185.

#### Works that qualify the lecturer to teach the course

- Rioux, M., Raphael, D., Bryant, T. (forthcoming)(2006): *Staying Alive: Critical Perspectives on Health, Illness and Health Care*. Toronto: Canadian Scholars' Press Inc
- Rioux, M. L., Basser, M., Jones (2006): *Constructing Disability and Illness (Forthcoming) Key Cases in Disability Law*, The Hague: Martinus Nijhoff
- Rioux, M., E. Zubrow, M. Stutt Bunch, W. Miller (2006)(Forthcoming): *Inclusive Barriers and Accommodation: The Geography of Literacy and Disability in Canada*, London, England: Springer Press
- Rioux, M., Basser, L.A., Jones, M. (2006) (forthcoming): *Equality as a Human Rights Principle*. In *Critical Perspectives on Human Rights and Disability Law*.
- Rioux, M., Basser, L.A. (2006)(forthcoming): *Bodily Integrity – The Case of Sterilization*. In *Critical Perspectives on Human Rights and Disability Law*
- Rioux, M., Raphael, D., Bryant, T (2006)(Forthcoming): *Human Rights Approaches to Health In Staying Alive: Critical Perspectives on Health, Illness and Health Care*. Toronto: Canadian Scholars' Press Inc
- Rioux, M., Raphael, D., Bryant, T (2006) (Forthcoming): *Constructing Disability and Illness (with T. Daly)*. In *Staying Alive: Critical Perspectives on Health, Illness and Health Care*. Toronto: Canadian Scholars' Press Inc
- Rioux, M. (2006)(Forthcoming): *Special Education Needs: A Legal Right?*. In L. Florian (ed.), *Handbook of Special Education*, England: Sage Books
- Rioux, M., Basser, L.A., Jones, M. (2006) (forthcoming): *Equality as a Human Rights Principle*. in *Critical Perspectives on Human Rights and Disability Law*.
- Rioux, M. (2006)(forthcoming): *Bodily Integrity – The Case of Sterilization*. In *Critical Perspectives on Human Rights and Disability Law*.
- Rioux, M., Raphael, D., Bryant, T . (Forthcoming) (2006): *Human Rights Approaches to Health*. in *Staying Alive: Critical Perspectives on Health, Illness and Health Care*. Toronto: Canadian Scholars' Press Inc
- Rioux, M., Raphael, D., Bryant, T. (2006) (Forthcoming): *Constructing Disability and Illness (with T. Daly) in Staying Alive: Critical Perspectives on Health, Illness and Health Care*. Toronto: Canadian Scholars' Press Inc
- Rioux, M. (2006)(Forthcoming): *Special Education Needs: A Legal Right?*. in L. Florian (ed.), *Handbook of Special Education*, England: Sage Books
- Rioux, M., Lindqvist, B., Carbert A. (2005)(Forthcoming): *International Human Rights and Intellectual Disability*. In I. Brown & M. Percy, *Intellectual and Developmental Disabilities: International Edition*. Baltimore, USA, Paul H. Brookes
- Rioux, M., Samson, R. (2005) (forthcoming): "Trends in Disability" in M. A. McColl & L. Jongbloed (Eds.) *Disability and Social Policy in Canada (2<sup>nd</sup> edition)*, Captus Press
- Rioux, M., Valentine, F. (2005)(Forthcoming): *Does Theory Matter? Exploring the Nexus between Disability, Human Rights and Public Policy*" in D. Pothier & R. Devlin (Eds.) *Critical Disability Theory: Legal and Policy Dimensions (with.)* Vancouver: UBC Press

- Rioux, M. (2005)(forthcoming) :Towards A Concept of Equality of Well-Being: Overcoming the Social and Legal Construction of Inequality. in Disability Rights (Editor, Peter Blanck), Ashgate Publishing (reprinted article)
- Rioux, M ,Carbert, A. (2005): Disability Rights Promotion International: Monitoring the Human Rights of Persons with Disabilities. Interights' Bulletin, England
- Rioux, M , Carbert, A. (2004): Human Rights and Disability: The International Context. in Journal of Developmental Disabilities
- Rioux, M. Zubrow E., Stutt, M. Bunch, E., Miller, W. (2003):Atlas of Literacy and Disability Toronto: Canadian Abilities Foundation.
- Rioux, M. (2003): On Second Thought: Constructing Knowledge, Law, Disability and Inequality. In S. Herr, L. Gostin and H. Koh (eds) The Human Rights of Persons with Intellectual Disabilities: Different But Equal. Oxford University Press. 287-317
- Rioux, M., C. Frazee ( 2003): Rights and Freedoms for People with Intellectual Disabilities in Ontario. In I. Brown and M. Percy (eds) Developmental Disabilities in Ontario, Toronto: Front Porch Publishing, 59-66
- Rioux, M.(2002): Ongoing book series. Inclusive Education: Cross Cultural Perspectives (Co-Series Editor with L. Barton), book series in progress, The Netherlands: Kluwer Academic Publishers. (2 books published in 2003)
- Rioux, M., Prince, M. J. (2002): The Canadian Political Landscape of Disability: Policy Perspectives, Social Status, Interest Groups and the Rights Movement. In A. Pettee (Ed.) Federalism, Democracy and Disability Policy in Canada. Montreal, Kingston: McGill-Queen's University & School of Policy Studies, Queen's University. 11-29.
- Rioux, M.( 2002): Disability, Citizenship and Rights in a Changing World. In M. Oliver, L. Barton and C. Barnes (eds) Disability Studies Today. Cambridge: Polity Press. 210-227
- Rioux, M. (2002): Social Disability and the Public Good. In Man and Development,. 24, 4, 179-198
- Rioux, M Zubrow , E. (2001):Social Disability and the Public Good. In D. Drache The Market and the Public Domain: Global Governance and the Asymmetry of Power. London: Routledge 148-171.
- Rioux, M (2001): Bending Towards Justice, L. Barton (ed) Disability, Politics and the Struggle for Change. London: David Fulton 34-48
- Rioux, M (2001):The Many Interests in Genetic Knowledge: An International Perspective on Pre-natal Screening and the Use of Genetic Information in Relation to People with Learning Difficulties. In L. Ward and T. Philpot To Be or Not To Be? Prenatal Screening and the Use of Genetic Information in Relation to People with Learning Difficulties". Kidderminster: British Institute of Learning Disabilities, 91-107
- Rioux, M (2001): Undue Hardship and Reasonable Accommodation: the View from the Court. In Policy Studies Journal, 29, 4, 641-648
- Rioux, M. (2001): Article on international monitoring of human rights violations of people with disabilities, Humanscape: Journal on Human Rights, Mumbai, India

<b>Code: SI9</b>	<b>1.22 Language, literature and disability</b>			
General information				
Specialization	Disability Studies			
Year of study	3 <sup>rd</sup> year			
Course supervisor	Professor Zrinjka Stančić			
Affiliation	University of Zagreb, Faculty of Education and Rehabilitation Sciences			
Other instructors				
Prerequisites				
Type of course	<input checked="" type="checkbox"/> compulsory	<input type="checkbox"/> elective		
Course contents				
The ethical aspect of disability has been largely ignored in literature. This course explores the nature of bodily and cognitive differences as environmental constructs, and deals with the attitudes towards, perception, benefits and exploitation of the “disabled” body through history. The course adopts an interdisciplinary approach leading to wide-ranging discussions of disability studies, it explores narration as a type of expression determined by the cultural concept of disability. Some of the issues include: what makes up the body, what should make up the body, what is its function and the role of narration in writing.				
Learning outcomes and competences				
<ul style="list-style-type: none"> <li>• Understand types of narration in different texts and be able to analyze this textual form from the disability studies perspective;</li> <li>• Become familiar with autobiographies in relation to the human identity and existence and disability studies;</li> <li>• Understand the methodology of using disability in literature</li> <li>• Become familiar with basic methodology and knowledge to criticize the language and linguistic constructs as a contributing factor to realizing the rights of persons with disabilities.</li> </ul>				
Quality assessment				
Student questionnaire				
Assessment criteria				
<ul style="list-style-type: none"> <li>• Attendance and participation 20%</li> <li>• 4 short seminar papers 40%</li> <li>• Paper presentation 40%</li> </ul>				
Number of ECTS credits		3		
Hours per week	Lectures: 10	Seminars: 10	Exerc.:	Total hours: 20
Assessment methods	<input type="checkbox"/> oral examination	<input type="checkbox"/> written examination	<input type="checkbox"/> continual assessment	<input checked="" type="checkbox"/> independent student work
Teaching methods				
<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> seminars	<input type="checkbox"/> research study	<input type="checkbox"/> exercises	
<input checked="" type="checkbox"/> literature/Internet	<input type="checkbox"/> laboratory	<input checked="" type="checkbox"/> independent student work	<input checked="" type="checkbox"/> tutorials	
Required reading				
<p>Batson, T., Bergman, E (eds.) (1985): Angels and outcasts : an anthology of deaf characters in literature 3rd ed. Washington, D.C. : Gallaudet University Press.</p> <p>Batson, T., Bergman, E. (eds.) (1976): The Deaf experience : an anthology of literature by and about the deaf .South Waterford, Me.: Merriam-Eddy Co.</p> <p>Bernidaki-Aldous, E. (1990): Blindness in a Culture of Light, Especially in the Case of Oedipus at Colonus of Sophocles. New York: P. Lang.</p> <p>Davidson, F.W.K., G. Woodill and B. Bredberg (1994) Images of Disability in 19<sup>th</sup> Century British Childrens Literature. Disability and Society 9(1),33-47.</p> <p>Davis, Lennard (ed.) (1997): The Disability Studies Reader. New York, London: Routledge.</p> <p>Di Renzo, A. (1993): American Gargoyles: Flannery O'Connor and the Medieval Grotesque. Carbondale: Southern Illinois University Press.</p> <p>Donley, C., Buckley , S.(eds). (1996): The Tyranny of the Normal: An Anthology. Kent, Ohio: Kent State University Press.</p> <p>Epstein, J. (1995): Altered conditions: Disease, medicine and storytelling. New York: Routledge.</p> <p>Friedman, J. B.(1981): The Monstrous Races in Medieval Art and Thought. Cambridge: Harvard University Press.</p>				



- Garland, R. (1995): *The Eye of the Beholder: Deformity and Disability in the Graeco-Roman World*. London: Duckworth
- Gilbert, P. K. (1997): *Disease, desire, and the body in Victorian women's popular novels* Cambridge: Cambridge University Press.
- Haley, B. (1978): *The Healthy Body and Victorian Culture*. Cambridge: Harvard University Press.
- Harward, V. J. (1958): *The dwarfs of Arthurian romance and Celtic tradition*. Leiden: E. J. Brill.
- Herndl, D. P. (1993): *Invalid Women: Figuring Feminine Illness in American Fiction and Culture, 1840-1940*. Chapel Hill: University of North Carolina Press.
- Harpham, G.G. (1982): *On the Grotesque: Strategies of Contradiction in Art and literature*. Princeton: Princeton University Press
- Jerome, J (1999): *Of giants : sex, monsters, and the Middle Ages*. University of Minnesota Press.
- Kelly, V. , D.E. von Mucke (1994): *Body and Text in the Eighteenth Century*. Stanford: Stanford University Press.
- Kent, D. (1987): *Disabled Women: Portraits in Fiction and Drama*. In A. Gartner and T. Joe (eds.), *Images of the Disabled, Disabling Images*. New York: Praeger.
- Kokaska, C. (1984): *Disabled People in the Bible*. *Rehabilitation Literature* 45(1-2):20-21.
- Kriegel, L. (1969): *Uncle Tom and Tiny Tim: Some Reflections on the Cripple as Negro*. *The American Scholar* 38, 3,412-430.
- Lane, H. (1984): *The Deaf Experience: Classics in Language and Education*. Translated by Franklin Philip. Cambridge, MA: The Harvard University Press.
- Mitchell, D. T. , Snyder S.L. (eds.) (1997): *The Body and Physical Difference: Discourses of Disability*. Ann Arbor: University of Michigan Press
- Park, K., Daston L. (1981): *Unnatural Conceptions: The Study of Monsters in Sixteenth- and Seventeenth-Century France and England*. *Past and Present* 92, 20-54.
- Russo, M. (1994): *The Female Grotesque: Risk, Excess, and Modernity*. New York: Routledge.
- Showalter, E. (1985): *The Female Malady: Women, Madness, and English Culture*. New York: Penguin.
- Sleeter, C.E. , Grant, C.A. (1991): *Race, Class, Gender and Disability in Current Textbooks*. In L.K. Cristian-Smith (ed.), *The Politics of the Textbook*. New York: Routledge, Chapman and Hall.
- Smith, S. (1993): *Subjectivity, Identity, and the Body: Women's Autobiographical Practices in the Twentieth Century*. Bloomington: University of Indiana Press.
- Thomson, R.G. (1990): *Speaking About the Unspeakable: The Representation of Disability as Stigma in Toni Morrison's Novels*. In *Courage and Tools: The Florence House Award for Feminist Scholarship 1974-1989*. New York: Modern Language Association.
- Thomson, R.G.(ed.) (1996): *Freakery: Cultural Spectacles of the Extraordinary Body*. New York: New York University Press.
- Thurer, S. (1980): *Disability and Monstrosity: A Look at Literary Distortions of Handicapping Conditions*. *Rehabilitation Literature* 41,1-2,12-15.
- Williams, D. (1996): *Deformed discourse : the function of the monster in mediaeval thought and literature*. Montreal: McGill-Queen's University Press.
- Wright, T. (1968) (reprint): *A History of Caricature and Grotesque in Literature and Art*. New York: Frederick Ungar.
- Zola, I.K. (1987): *The portrayal of disability in the crime mystery genre*. *Social Policy* 1892,34-39.

#### Recommended reading

- Cassuto, L. D. (1996): *The Inhuman Race: The Racial Grotesque in American Literature and Culture*. New York: Columbia University Press.
- Cohen, J. J. (1996): *Monster theory : reading culture*. University of Minnesota Press.
- Corker, M. Sally F. (eds.) (1999): *Disability Discourse*, Buckingham: Open University Press
- Hafferty, F.E., Foster, S. (1994): *Deconstructing disability in the crime mystery genre: the case of the invisible handicap*. *Disability and Society* 9,2.
- Halberstam, J. (1995): *Skin Shows: Gothic Horror and the Technology of Monsters*. Durham: Duke University Press.
- Kent, D. (1988): *In Search of a Heroine: Images of Women with Disabilities in Fiction and Drama*. In M. Fine and A. Asch (eds.), *Women with Disabilities*. Philadelphia: Temple University Press.
- Todd, D. (1995): *Imagining monsters : miscreations of the self in eighteenth-century England*. Chicago: University of Chicago Press.
- Van O'Connor, William (1962): *The Grotesque: An American Genre and Other Essays*. Carbondale: Southern Illinois University Press.

Works that qualify the lecturer to teach the course

- Ivančić, Đ., Stančić, Z. (2002): Didaktičko-metodički aspekti rada s učenicima s posebnim potrebama. In: Kiš-Glavaš, L., Fulgosi-Masnjak, R. (eds.). Do prihvaćanja zajedno: Integracija djece s posebnim potrebama, Priručnik za učitelje, str. 133-179., Hrvatska udruga za stručnu pomoć djeci s posebnim potrebama IDEM, Zagreb
- Ivančić, Đ.; Stančić, Z. (2004): Roditelji-suradnici škole. In: Igrić, Lj. (eds). Moje dijete u školi Hrvatska udruga za stručnu pomoć djeci s posebnim potrebama IDEM, 65-85.
- Mešalić, Š., Stančić, Z., Nikolić, B. (2001): Razlike u sociometrijskom položaju učenika usporenog kognitivnog razvoja u redovnoj osnovnoj školi s obzirom na spol učenika, Defektologija, časopis za defektološka, pedagoško-psihološka i socio-medicinska pitanja teorije i prakse rada sa djecom, omladinom i odraslim osobama ometenim u razvoju, 6, 6, 59-62.
- Stančić, Z., Glavaš-Kiš, L., Igrić, Lj. (2002): Teacher's Attitudes Toward Teaching as a Determinant of their Readiness for Additional Professional Special Education, file//D: papers-1.htm (CD-rom) Stavovi učitelja prema poučavanju kao determinanta njihove spremnosti za dodatno stručno usavršavanje, Revija za rehabilitacijska istraživanja, 37, 2, 143-153.
- Stančić Z., Ivančić Đ. (2004.) Podrška edukacijskoj uspješnosti učenika s posebnim obrazovnim potrebama. U: Škola bez slabih učenika. Međunarodni znanstveni skup. Zbornik znanstvenih radova. School without unsuccessful pupils. International science conference. Collection of scientific papers (ed. Stevanović), Pula, 28-30. oktobra, 432-440.
- Stančić, Z.; Ivančić, Đ. (2004): Škola-programi I postupci prikladni edukacijskim potrebama moga djeteta. In: Igrić, Lj. (ed). Moje dijete u školi Hrvatska udruga za stručnu pomoć djeci s posebnim potrebama IDEM, 49-64.
- Stančić, Z., Kudek - Mirošević, J. (2001): Uloga defektologa - stručnog suradnika u redovitoj osnovnoj školi. In: Matijević, M. (ed.). Zbornik učiteljske akademije Sveučilišta u Zagrebu str. 277 – 287, Učiteljska akademija, Zagreb.
- Stančić, Z., Mejovšek, M., Igrić, Lj., Heđever, M. (2003): Edukacijsko-rehabilitacijska znanost na kontinuumu društvenih i humanističkih znanosti. In: Bežen, A. (ed). Temeljne edukacijske znanosti i metodike rada. Osnova za multidisciplinarna i interdisciplinarna istraživanja odgoja i obrazovanja, str. 79-90., Akademija odgojnih znanosti Hrvatske, Zagreb.
- Stančić, Z., Mihaljević, H. (2002): Evaluacija programa podrške i pomoći u učenju u uvjetima edukacijske integracije. The Evaluation of Program of Helping and Supporting the Process of Learning in Terms of Educational Integration. In: Đurek, V. (ed.). Kvaliteta života osoba s posebnim potrebama, str. 69 – 79, Savez defektologa Hrvatske, 4. međunarodni seminar, Varaždin.

<b>Code: MSZP1</b>	<b>1.23 Research methodology</b>			
General information				
Specialization	Prevention Science - Prevention of mental and behavioral disorders and mental health promotion/Disability Studies			
Year of study	1 <sup>st</sup> year			
Course supervisor	Professor Milko Mejovšek			
Affiliation	University of Zagreb Faculty of Education and Rehabilitation Sciences			
Other instructors				
Prerequisites				
Type of course	<input checked="" type="checkbox"/> compulsory	<input type="checkbox"/> elective		
Course contents				
Science in general: definitions of science, the role of theory in science, scientific goals and methods, the influence of paradigm in science. Measurement: types of measurement and measurement scales, measuring instruments. Metric characteristics of instruments: validity, reliability, sensitivity, objectivity, instrument calibration. Measurement theories: Classical Test Theory, Image Theory, Generalizability Theory, Item Response Theory. Scientific research: types of scientific research, scientific research project, phases of scientific research, ethical issues. Research design: experimental design, quasi-experimental design, correlation research design, differential research design, single-case research design, moderator and mediator variables. Multivariate methods.				
Learning outcomes and competences				
<ul style="list-style-type: none"> <li>• research design</li> <li>• designing and implementing scientific projects</li> <li>• developing competences to interpret research results</li> </ul>				
Quality assurance				
Student questionnaire				
Assessment criteria				
<ul style="list-style-type: none"> <li>• attendance 40%</li> <li>• assignment 60%</li> </ul>				
Number of ECTS credits		4		
Hours per week	Lectures: 15	Seminars:	Exerc.5:	Total hours: 20
Assessment methods	<input checked="" type="checkbox"/> oral examination	<input type="checkbox"/> written examination	<input type="checkbox"/> continual assessment	<input type="checkbox"/> independent student work
Teaching methods				
<input checked="" type="checkbox"/> lectures	<input type="checkbox"/> seminars	<input type="checkbox"/> research study	<input checked="" type="checkbox"/> exercises	
<input checked="" type="checkbox"/> literature/Internet	<input type="checkbox"/> laboratory	<input type="checkbox"/> practical work	<input checked="" type="checkbox"/> tutorials	
Required reading				
Christensen, L.B. (2004): Experimental methodology (ninth edition). Pearson, Boston.				
Cook, T.D., Campbell, D.T. (1979): Quasi-experimentation. Design and analysis issues for field settings. Houghton Mifflin, Boston.				
Cooley, W.W., Lohnes, P.R. (1971): Multivariate data analysis. Wiley, New York.				
Fulgosi, A. (1987): Faktorska analiza (treće izdanje). Školska knjiga, Zagreb.				
Lord, F.M. (1980): Applications of item response theory to practical testing problems. Lawrence Erlbaum, Hillsdale.				
Mejovšek, M. (2003): Uvod u metode znanstvenog istraživanja u društvenim i humanističkim znanostima. Edukacijsko-rehabilitacijski fakultet - Naklada Slap, Zagreb-Jastrebarsko.				
Shaughnessy, J.J., Zechmeister, E.B., Zechmeister, J.S. (2003): Research methods in psychology (sixth edition). McGraw-Hill, Boston.				
Supek, R. (1981): Ispitivanje javnog mnijenja (drugo izdanje). Sveučilišna naklada Liber, Zagreb.				
Recommended reading				
Anastasi, A., Urbina, S. (1997): Psychological testing (seventh edition). Prentice Hall, Upper Saddle River.				
Cohen, J. (1988): Statistical power analysis for the behavioral sciences (second edition). Erlbaum, Hillsdale.				
Cronbach, L.J., Gleser, G.C., Nanda, H., Rajaratnam, N. (1972): The dependability of behavioral measurements: Theory of generalizability for scores and profiles. Wiley, New York.				
Kuhn, T.S. (1999): Struktura znanstvenih revolucija. Naklada Jasenski i Turk, Hrvatsko sociološko društvo, Zagreb.				
Popper, K. (2002): The logic of scientific discovery. Routledge, London.				
Works that qualify the lecturer to teach the course				
Kovačević, V., Stančić, V., Mejovšek, M. (1988): Osnove teorije defektologije. Fakultet za defektologiju,				

Zagreb.

Mejovšek, M. (2003): Uvod u metode znanstvenog istraživanja u društvenim i humanističkim znanostima.  
Edukacijsko-rehabilitacijski fakultet i naklada Slap, Zagreb-Jastrebarsko.

<b>Code: MSZP2</b>	<b>1.24 Searching through relevant resources of scientific information</b>			
General information				
Specialization	Prevention Science - Prevention of mental and behavioral disorders and mental health promotion/Disability Studies			
Course supervisor	Marija Maja Jokić, PhD			
Affiliation	National and University Library Zagreb			
Other instructors				
Type of course	<input checked="" type="checkbox"/> compulsory   <input type="checkbox"/> elective			
Course contents				
In the introductory part of the course students will be introduced to the most relevant sources of scientific literature available for their field of study. The following sources of literature will be dealt with: Sociological Abstracts, Social Services Abstracts, ERIC, PSycLIT, SAGE Fulltext: Criminology, Communication Studies, Education, Psychology, Sociology, PubMed (Medline), WoS (Web of Science: Social Science Citation Index) etc.				
Learning outcomes and competences				
Students will be introduced to the most relevant primary and secondary information sources for their field of study. They will develop skills to use and search through bibliographical databases and full text databases. The aim of this course is for students to have direct practical benefits for their research by learning how to use the relevant sources of scientific literature.				
Quality assurance				
Student questionnaire				
Assessment criteria				
<ul style="list-style-type: none"> <li>• attendance 50%</li> <li>• assignment 50%</li> </ul>				
Number of ECTS credits		1		
Hours per week	Lectures: 1	Seminars:	Exerc.: 5	Total hours: 6
Assessment methods	<input type="checkbox"/> oral examination	<input checked="" type="checkbox"/> written examination	<input checked="" type="checkbox"/> continual assessment	
Teaching methods				
<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> exercises/seminars	<input checked="" type="checkbox"/> independent assignment	<input type="checkbox"/> multimedia	
<input type="checkbox"/> Internet	<input type="checkbox"/> laboratory	<input type="checkbox"/> practical work	<input checked="" type="checkbox"/> tutorials	
Required reading				
<p>Jokić, M. Bibliometrijski aspekti vrednovanja znanstvenog rada. Zagreb: Sveučilišna knjižara, 2005.</p> <p>Mužić, V., Matijević, M., Jokić, M. Istraživati i objavljivati: elementi metodološke pismenosti u pedagogiji. Hrvatski pedagoško-književni zbor, Zagreb, 2003.</p>				
Recommended reading				
<p>Jokic, M. Analysis of Users' Search of CD-ROM Databases in the National and University Library in Zagreb. Information Processing &amp; Management, 1997, 33, 6, 785-802.</p>				
Works that qualify the lecturer to teach the course				
<p>Jokić, M. Bibliometrijski aspekti vrednovanja znanstvenog rada. Zagreb: Sveučilišna knjižara, 2005.</p> <p>Mužić, V., Matijević, M., Jokić, M. Istraživati i objavljivati: elementi metodološke pismenosti u pedagogiji. Hrvatski pedagoško-književni zbor, Zagreb, 2003.</p> <p>Jokić, M. Quality journals - basic evaluation elements. Periodicum biologorum, 2002, 104,4, 487-493.</p> <p>Jokić, M. Konzorcijalni pristup - model navabe politike. Zbornik radova i priloga "Specijalne knjižnice - izvori i korištenje znanja/4. dani specijalnog knjižničarstva Hrvatske, Opatija, 10. i 11. 4., 2002, 25-31.</p> <p>Jokić, M. Što znači biti zastupljen, a što citiran u bazama podatka ISI-ja (Institut for Scientific Information)? Kemija u industrija, 2003, 52 (1),17-19.</p> <p>Jokić, M. Evaluation of Croatian journals covered by the ISI databases (Institut for Scientific Information). Periodicum biologorum, 2003,105,1, 95-98.</p> <p>Jokic, M. Analysis of Users' Search of CD-ROM Databases in the National and University Library in Zagreb. Information Processing &amp; Management, 1997, 33, 6, 785-802.</p>				

<b>Code: MSZP3</b>	<b>Multivariate data analysis</b>
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<b>General information</b>				
Specialization	Prevention of mental and behavioral disorders and mental health promotion/Disability Studies			
Course supervisor	Professor Branko Nikolić			
Affiliation	University of Zagreb, Faculty of Education and Rehabilitation Sciences			
Other instructors				
Type of course	<input checked="" type="checkbox"/> compulsory	<input type="checkbox"/> elective		
<b>Course contents</b>				
<p>Preparing data for statistical analysis using the following software: STATISTICA, SPSS, SAS.  Regression analysis (regression analysis software, robust regression analysis software). Factorial analysis.  Canonical correlation analysis (software for canonical correlation analysis, software for quasi-canonical analysis). Analysis of variance. Discriminant analysis (software for canonical discriminant analysis, software for robust discriminant analysis, software for analysis of covariance). Taxonomic analysis (software for hierarchical grouping analysis, software for non-hierarchical analysis). Analysis of change (software for quantitative change, software for qualitative change).</p>				
<b>Learning outcomes and competences</b>				
<p>The aim of this course is to enable students to use basic multivariate statistical methods necessary to do their own research and evaluate their work. The course will focus on data analysis methods specifically used in prevention science, social pedagogy and disability studies in programming and controlling prevention and rehabilitation processes. Upon completion students will have skills to independently use software in analyzing data from their own research.</p>				
<b>Quality assurance</b>				
Student questionnaire				
<b>Assessment criteria</b>				
<ul style="list-style-type: none"> <li>• attendance 30%</li> <li>• assignment 70%</li> </ul>				
Number of ECTS credits				4
<b>Hours per week</b>	Lectures: 8	Seminars:	Exerc.: 17	Total hours: 25
Assessment methods	<input type="checkbox"/> oral examination	<input checked="" type="checkbox"/> written examination	<input checked="" type="checkbox"/> continual assessment	
<b>Teaching methods</b>				
<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> exercises/seminars	<input checked="" type="checkbox"/> independent assignment	<input type="checkbox"/> multimedia	
<input type="checkbox"/> Internet	<input type="checkbox"/> laboratory	<input type="checkbox"/> practical work	<input checked="" type="checkbox"/> tutorials	
<b>Required reading</b>				
<p>Cooly, W.W., Lohnes, P.R. (1971): Multivariate data analysis, John Wiley, New York.  Momirović, K. et al. (1987): Metode, algoritmi i programi za analizu kvantitativnih i kvalitativnih promjena, Fakultet za fizičku kulturu, Zagreb.  Nikolić, B. (1991): Neki modeli za rješavanje problema planiranja i kontrole transformacijskih procesa u primjeni kompjutera kod osoba s teškoćama socijalne integracije, Defektologija, 27, 1, 129-139.  Nikolić, B. (1997): Analysis of Change in Simple of Respondents Described by a Group of Characteristics in Two Points in Time. Rehabilitation And Inclusion. (in) Proceedings of the 5th Scientific Conference of Faculty of Special Education and Rehabilitation, University of Zagreb, Zagreb, 23-26. 9.1997., 103-114.  Nikolić, B. (1999): Kvantitativne promjene jednog uzorka ispitanika u više od dvije vremenske točke, Zbornik radova sa znanstvenog skupa - Kineziologija za 21. stoljeće. 25.-29.9.2002., Dubrovnik, 446-449.  Nikolić, B., Bilić-Prčić, A., Pejčinović, R. (2001): Problem uzoraka i moguća rješenja u pedagogiji. Zbornik radova s međunarodnog znanstvenog kolokvija: Teorijsko-metodološka utemeljenost pedagoških istraživanja. 27.-28. 4.2001. Opatija, 155-177.</p>				
<b>Recommended reading</b>				
<p>Dizdar, D., Maršić, T. (2000): Priručnik za korištenje programskog sustava STATISTICA. DIZIDOR. Zagreb.  Momirović, K., Gredelj, M., Szivoczka, L. (1979): Multivarijatna analiza. ZPR. Zagreb.  Nikolić, B. (1992): Robustna diskriminativna analiza uz parcijalizaciju efekata smetajućeg skupa varijabli. Znanstveni skup IV - Istaživanja na području defektologije, 88-89. (sažetak)  Nikolić, B. (1992): Rješavanje problema linearne regresije metodom linearnog programiranja. Znanstveni skup - Istaživanja na području defektologije IV, 89-90. (sažetak)  Nikolić, B. (1997): Povezanost dvaju skupova varijabli na temelju kanoničke analize kovarijance. Znanstveni skup 5. - Rehabilitacija i inkluzija. Edukacijsko-rehabilitacijski fakultet, Zagreb.  Žizak, A., Nikolić, B., Koller-Trbović, N. (2001): Procjena poštovanja prava djeteta u obitelji, Hrvatska revija za rehabilitacijska istraživanja. 37, 2, 127-142.  Nikolić, B., Bilić-Prčić, A., Pejčinović, R. (2005): Metrijske karakteristike instrumenata opisanih na malim</p>				

uzorcima. Hrvatska revija za rehabilitacijska istraživanja. 41, 1, 57-72.

Nikolić, B., Pejčinović, R., Sarić, J. (2005): Analiza pouzdanosti instrumenta YLS pod modelom paralelnih formi. Hrvatska revija za rehabilitacijska istraživanja. 41, 2, 111-124.

**Works that qualify the lecturer to teach the course**

Brestovci, B., Nikolić, B. (1977): Primjena modificiranog Johnsonovog algoritma za hijerarhijsko grupiranje glasova. Problemi glasa i artikulacije glasova. Savez društva defektologa Jugoslavije. Beograd. 126-138.

Nikolić, B. (1985): Praktična primjena algoritma za prepoznavanje uzoraka kod roditelja djece s umjerenom ili težom mentalnom retardacijom. (in) Teodorović, B., Levandovski, D. (eds.) Odnos roditelja prema djetetu s mentalnom retardacijom. Fakultet za defektologiju. Zagreb. 189-203.

Nikolić, B., Brestovci, B. (1985): Primjer prepoznavanja uzoraka opisanih nad skupom kvalitativnih varijabli uz konzistentna linearna ograničenja. Defektologija. 21, 1-2, 85-91.

Nikolić, B. (1987): Jednostavna metoda za analizu promjena na jednom entitetu opisanom nad skupom kvalitativnih varijabli. Defektologija. 23, 1, 71-76.

Nikolić, B. (1988): Algoritam za prepoznavanje uzoraka uz konzistentna linearna ograničenja. Acta Defectologica. 6, 1-2, 13-17.

Nikolić, B. (1991): Neki modeli za rješavanje problema planiranja i kontrole transformacijskih procesa u primjeni kompjutera kod osoba s teškoćama socijalne integracije. Defektologija. 27, 1, 129-139.

Nikolić, B. (1991): Modeli za analizu promjena nastalih uključivanjem kompjutera u transformatorske procese kod osoba s teškoćama socijalne integracije. Defektologija. 27, 1, 77-89.

Nikolić, B. (1992): Robustna diskriminativna analiza uz parcijalizaciju efekata smetajućeg skupa varijabli. Znanstveni skup IV - Istaživanja na području defektologije. Sažeci. Fakultet za defektologiju. Zagreb. 88-89.

Nikolić, B. (1992): Rješavanje problema linearne regresije metodom linearnog programiranja. Znanstveni skup - Istaživanja na području defektologije IV. Sažeci. Fakultet za defektologiju. Zagreb. 89-90.

Nikolić, B. (1997): Povezanost dvaju skupova varijabli na temelju kanoničke analize kovarijance. Znanstveni skup 5 - Rehabilitacija i inkluzija. Edukacijsko-rehabilitacijski fakultet, Zagreb.

Nikolić, B. (1997): Analysis of Change in Simple of Respondents Described by a Group of Characteristics in Two Points in Time. Rehabilitation And Inclusion. (in): Proceedings of the 5th Scientific Conference of Faculty of Special Education and Rehabilitation. University of Zagreb, Zagreb, September 23-26, 103-114.

Sarić, J., Nikolčić, B. (1997): Influence of Sport in the Institutional Treatment of Minors with Behaviour Disorders. Rehabilitation And Inclusion. (in): Proceedings of the 5th Scientific Conference of Faculty of Special Education and Rehabilitation. University of Zagreb, Zagreb, September 23-26, 209-218.

Kiš-Glavaš, L., Nikolić, B., Igrić, Lj. (1997): Stavovi učitelja prema integraciji učenika usporenog kognitivnog razvoja. Hrvatska revija za rehabilitacijska istraživanja. 33, 1, 62-76.

Žic, A., Nikolić, B., Igrić, Lj. (1997): Utjecaj integrativne gestalt terapije na usvojenost vještina i navika svakodnevnog života. Hrvatska revija za rehabilitacijska istraživanja. 33, 2, 133-142.

Nikolić, B. (1999): Kvantitativne promjene jednog uzorka ispitanika u više od dvije vremenske točke, Zbornik radova sa znanstvenog skupa - Kineziologija za 21. stoljeće, 25.-29.9.2002., Dubrovnik. 446-449.

Nikolić, B., Birkić, Ž. (1999): Analiza učinkovitosti specifično programiranog treninga za razvoj eksplozivne snage tipa skočnosti u košarkaša. Zbornik radova sa znanstvenog skupa - Kineziologija za 21. stoljeće, 25.-29.9.2002., Dubrovnik, 327-330.

Nikolić, B., Bilić-Prčić, A., Pejčinović, R. (2001): Problem uzoraka i moguća rješenja u pedagogiji. Zbornik radova s međunarodnog znanstvenog kolokvija: Teorijsko-metodološka utemeljenost pedagoških istraživanja. 27.-28. 4. 2001., Opatija, 155-177.

Žižak, A., Nikolić, B., Koller-Trbović, N. (2001): Procjena poštovanja prava djeteta u obitelji. Hrvatska revija za rehabilitacijska istraživanja. 37, 2, 127-142.

Nikolić, B., Bilić-Prčić, A., Pejčinović, R. (2005): Metrijske karakteristike instrumenata opisanih na malim uzorcima. Hrvatska revija za rehabilitacijska istraživanja. 41, 1, 57-72.

Nikolić, B., Pejčinović, R., Sarić, J. (2005): Analiza pouzdanosti instrumenta YLS pod modelom paralelnih formi. Hrvatska revija za rehabilitacijska istraživanja. 41, 2, 111-124.

<b>Code: MSZP4</b>	<b>1.25 Qualitative research methodology in social pedagogy</b>
General information	
Specialization	Prevention Science - Prevention of mental and behavioral disorders and mental health promotion/Disability Studies
Year of study	3 <sup>rd</sup> year
Course supervisor	Bojan Dekleva
Affiliation	Faculty of Education, University of Ljubljana, Slovenia
Other instructors	Urban Kordeš, Helena Jeriček

Type of course	<input checked="" type="checkbox"/> compulsory	<input type="checkbox"/> elective
Course contents		
Introduction: comparison of quantitative and qualitative methodology – a positivist and interpretative approach; ontological, epistemological and methodological approaches; The development of qualitative approaches and their historical, social and cultural context/background; Pluralization of life-worlds, individualization of the way of life and biographical patterns; Postmodernism as a time of local, temporally and spatially limited stories; Qualitative research as research of subjective meanings, everyday experiences, practice and social discourses; Reliability and validity in qualitative research; The role of theory in qualitative research: inductive vs. deductive; The notion of Grounded Theory; Designing qualitative research; Types of qualitative data and their collection: observation, texts, interviews and stories, group processes/interactions, materialized culture, discourses; Methods and ways of analyzing qualitative data; Approaches, techniques and steps in developing grounded theory; Selected features, typical issues and approaches in qualitative research in social pedagogy; Selected applications I: qualitative research in evaluation studies; Selected applications II: Epistemological analysis: research of complex systems, i.e. of non-trivial social systems, participative approach; Selected applications III: Action research; The social role and relevance of qualitative research.		
Learning outcomes and competences		
<ul style="list-style-type: none"> <li>• Basic knowledge and understanding of the characteristics of qualitative research methods</li> <li>• Understanding various types of qualitative data, their collection and adequate methods of their analysis</li> <li>• Becoming familiar with the advantages and disadvantages of quantitative and qualitative research methods, and being able to select adequate research methods for a given research problem</li> <li>• Applying basic criteria of assessing reliability, validity and representativeness of qualitative research</li> <li>• The skill to do a simple analysis of narrative interviews using Grounded Theory.</li> </ul>		
Quality assurance		
Student questionnaire		
Assessment criteria		
<ul style="list-style-type: none"> <li>• attendance 40%</li> <li>• participation 20%</li> <li>• assignment 40%</li> </ul>		
Number of ECTS credits		3
Hours per week	Lectures: 7	Seminars: 13    Exerc.:    Total hours: 20
Assessment methods	<input checked="" type="checkbox"/> oral examination	<input type="checkbox"/> written examination <input type="checkbox"/> continual assessment
Teaching methods		
<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> exercises/seminars	<input checked="" type="checkbox"/> independent assignment <input type="checkbox"/> multimedia
<input checked="" type="checkbox"/> Internet	<input type="checkbox"/> laboratory	<input checked="" type="checkbox"/> practical work <input checked="" type="checkbox"/> tutorials
Required reading		
Denzin, N.K., Lincoln, Y.S. (2005): <i>The SAGE Handbook of Qualitative Research</i> . Sage Publications, London.		
Halmi, A. (1999): <i>Kvalitativna metodologija u društvenim znanostima</i> . A.G. Matoš, Zagreb.		
Halmi, A. (2001): <i>Metodologija istraživanja u socijalnom radu</i> . Alinea, Zagreb.		
Flick, U. (2003): <i>An introduction to qualitative research</i> . Sage Publications, London.		
Mesec, B. (1998): <i>Uvod v kvalitativno raziskovanje v socialnem delu</i> . Visoka šola za socialno delo, Ljubljana.		
Robson, C. (2000): <i>Small scale evaluation</i> . London: Sage Publications.		
Silverman, D. (2001): <i>Interpreting Qualitative Data: Methods for Analysing Talk, Text and Interaction</i> . Sage Publications, London.		
Recommended reading		
Denzin, N.K. (2001): <i>Interpretive Interactionism (Applied Social Research Methods)</i> . Sage Publications, London.		
Denzin, N.K. Lincoln, Y.S. (2003): <i>Collecting and interpreting qualitative materials</i> . Sage Publications, London..		
Miles, M.B. in Huberman, A.M. (1994): <i>Qualitative Data Analysis: An Expanded Sourcebook</i> . Sage Publications, London.		
Thyer, B. A. (2001): <i>The handbook of social work research methods</i> . London: Sage Publications. Sage Publications, London.		
Yin, R. K. (2002): <i>Case Study Research: Design and Methods (Applied Social Research Methods)</i> . Sage Publications, London.		
Works that qualify the lecturer to teach the course		
<b>Prof. dr. sc. Bojan Dekleva</b>		
Žorga, S., Dekleva, B., Kobolt, A. (2001): The process of internal evaluation as a tool for improving peer supervision. <i>Int. j. adv. couns.</i> 123, 2, 151-162.		
Razpotnik, Š., Dekleva, B. (2005): <i>Kraljevi ulice: predhodno poročilo o poteku akcijske raziskave</i> . Socialna		



pedagogika, 9, 3, 265-300.

Razpotnik, Š., Dekleva, B., Uzelac, M. (2005): Konec koncev vsaj ni(h)če v moški kulturi. (in) Dekleva, B., Razpotnik, Š. (ed.) Čefurji so bili rojeni tu : življenje mladih priseljencev druge generacije v Ljubljani. Pedagoška fakulteta. Ljubljana.

Tancig, S., Dekleva, B. (2005): Predlog modela skupnih raziskav pedagoške prakse in neposredne uporabe rezultatov. V: Devjak, T. (ur.): Partnerstvo fakultete in vzgojno-izobraževalnih zavodov: izobraževanje - praksa - raziskovanje : education - practical work - research. Pedagoška fakulteta, Ljubljana, 179-185.

Dekleva, B., Purkart, B., Sande, M. (2002): Kvalitativna in kvantitativna analiza spreminjanja uporabe tobaka, alkohola in prepovedanih drog med ljubljansko mladino tekom srednjega šolanja. Združenje DrogArt, Ljubljana.

**Dr.sc. Helena Jeriček**

Jeriček, H. (2003): Pojmovanja netrivialnih socialnih sistemov. Doktorska disertacija. Pedagoška fakulteta Univerza v Ljubljani. Ljubljana.

Jeriček, H., Kordeš, U. (2003): Kondenzcijska jedra - osnova za grajenje skupnosti = Condensation nuclei - the basis for community building. Socialna pedagogika. 7, 391-405.

Jeriček, H. (2004): Skupnost, izziv osamljenosti: (ne)trivialni socialni sistemi: raziskovanje in delovanje v skupnosti. Jutro, Ljubljana.

**Dr.sc. Urban Kordeš**

Kordeš, U. (2005): A peaceful coexistence of epistemologies. Kybernetes. 34, 1-2, 1.

Kordeš, U. (2005): Participatory position. Interdisciplinary description of complex systems (Online), 3, 2, 77-83.

Kordeš, U. (2002): Metode v raziskovanju netrivialnih sistemov . Doktorska disertacija. Pedagoška fakulteta Univerze v Ljubljani.

<b>Code: MSZP6</b>	<b>1.26 Organizing and analyzing data in the doctoral dissertation</b>			
General information				
Specialization	Prevention Science - Prevention of mental and behavioral disorders and mental health promotion/Disability Studies			
Year of study	3 <sup>rd</sup> year			
Course supervisor	Professor Jadranka Božikov			
Affiliation	University of Zagreb, Medical School, Andrija Štampar School of Public Health			
Other instructors	Professor Josipa Kern			
Type of course	<input checked="" type="checkbox"/> compulsory	<input type="checkbox"/> elective		
Course contents				
The importance of a good definition of the notion of entity (the unit of observation) and attribute. Data structure, logical and physical data organization; hierarchical levels in data organization, graphical representation of data structure. Organizing files and databases, data analysis, operations with data. Software for manipulation of data: Excel, Access and others. Advantages, limitations, the importance of managing and organizing data in the right way. Selecting an adequate model of data analysis, different methods of data analysis, software for statistical data analysis, selecting statistical software. Presenting and interpreting results.				
Learning outcomes and competences				
This course is practical in nature and enables students to acquire skills and competences as described in the course contents, so as to be able to select the best possible procedures in data selection and analysis.				
Quality assurance				
Student questionnaire				
Assessment criteria				
<ul style="list-style-type: none"> <li>Continual assessment, attendance, practical assignments.</li> </ul>				
Number of ECTS credits	1			
Hours per week	Lectures: 1	Seminars:	Exerc.: 5	Total hours: 6
Assessment methods	<input type="checkbox"/> oral examination	<input type="checkbox"/> written examination	<input checked="" type="checkbox"/> continual assessment	
Teaching methods				
<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> exercises/seminars	<input checked="" type="checkbox"/> independent assignment	<input type="checkbox"/> multimedia	
<input type="checkbox"/> Internet	<input type="checkbox"/> laboratory	<input type="checkbox"/> practical work	<input checked="" type="checkbox"/> tutorials	
Required reading				
Different manuals for the MS Office software package and manuals for statistical software packages. Petrie A, Sabin C. Statistics at a glance. Oxford: Blackwell Science; 2000.				
Recommended reading				
/				
Works that qualify the lecturer to teach the course				
<p>Petrak J, Božikov J. Journal publications from Zagreb University Medical School in 1995-1999. Croat Med J 2003; 44:681-9.</p> <p>Marušić M, Božikov J, Katavić V, Hren D, Kljaković-Gašpić M, Marušić A. Authorship in a small medical journal: a study of contributorship statements by corresponding authors. Sci Eng Ethics, 2004; 10:493-502.</p> <p>Hlupić L, Jakić-Razumović J, Božikov J, Ćorić M, Belev B, Vrbanec D. Prognostic value of different factors in breast carcinoma. Tumori, 2004;90:112-119.</p> <p>Miličić J, Bujas Petković Z, Božikov J. Dermatoglyphs of digito-palmar complex in autistic disorder: Family analysis. Croat Med J, 2003;44: 469-476.</p> <p>Malčić I, Jelušić M, Kniewald H, Barišić N, Jelašić, D, Božikov, J. Epidemiology of cardiomyopathies in children and adolescents: a retrospective study over the last 10 years. Cardiol Young, 2002;12,: 253-9.</p> <p>Hećimović S, Klepac N, Vlašić J, Vojta A, Janko D, Škarpa-Prpić I, Canki-Klain N, Marković D, Božikov J, Relja M, Pavelić K. Genetic background of Huntington disease in Croatia: Molecular analysis of CAG, CCG, and 2642 (E2642del) polymorphisms. Hum Mutat, 2002; 12:233.</p> <p>Deželić Đ, Kern J, Božikov J. Medicinska informatika - doprinos Škole narodnog zdravlja "Andrija Štampar" hrvatskoj medicini i zdravstvu za prijelaz u XXI. stoljeće. Liječ Vjesn. 124 (suppl. 2):21-7.</p> <p>Božikov J. Matematička podloga kliničkog prosuđivanja. U: Ivančević D, Bakran I. urednici. Osobitosti kliničkih medicinskih istraživanja. Priručnik. Zagreb:Medicinska naklada 2003:5-14.</p> <p>Grce M, Husnjak K, Božikov J, Magdić L, Zlački M, Lukač J, Fističić I, Šikanić-Dugić N, Pavelić K. Evaluation of genital human papillomavirus infections by polymerase chain reaction among Croatian</p>				

women. *Anticancer Res.*, 2001, 21:579-584.

<b>Code: MSZP7</b>	<b>Preparing a paper for publication</b>			
General information				
Specialization	Prevention Science - Prevention of mental and behavioral disorders and mental health promotion/Disability Studies			
Year of study	3 <sup>rd</sup> year			
Course supervisor	Professor Ana Marušić			
Affiliation	University of Zagreb, Medical School			
Other instructors	Professor Matko Marušić, MD., Aleksandra Mišak, MD, Kristina Fišter, Darko Hren, Marko Kljaković-Gašpić (Each unit requires two instructors in order to optimize the organization and students' practical work)			
Type of course	<input type="checkbox"/> compulsory	<input checked="" type="checkbox"/> elective		
Course contents				
<p>Organization of an article – IMRaD. The contents and the function of each part of IMRaD. Writing the Introduction. “The triangle”, from more general to more specific – the hypothesis. Quoting statements. Patients and procedures. Section parts. Patients, sample. Inclusion and exclusion criteria. Section by section overview. Measuring outcomes. Statistical procedures. Results. The relationship between the text and graphics (figures and tables). The layout of tables and figures. The need for the text to be independent of the graphics and vice versa. The need for texts and graphics to be self-explanatory. Not including other parts of the article in this section. Discussion. “The triangle” from more specific (main result) to more general (comparisons and generalizations). Mentioning the weak points of the study, comparison with other results, cautious conclusion, suggesting future research. Not including other parts of the article in this section. References. Checking each reference on the Internet. Checking the correctness of each reference according to ICMJE standards (<a href="http://www.icmje.org">www.icmje.org</a>). Abstract – maximum 250 words. Structured abstract with sections Aim, Procedures, Results, Conclusion. Including hypothesis in the Aim section, relevant information in the Procedures section, numbers and significant differences in the Results section, only results based on the research. Technical and graphical layout of the article to be sent in to a journal. Sections, new pages, font size, margins, special symbols, figures and legends, tables, references.</p>				
Learning outcomes and competences				
The aim of this practical course is to enable students to develop skills and competences to write high quality research articles.				
Quality assurance				
Student questionnaire				
Assessment criteria				
<ul style="list-style-type: none"> <li>Continual assessment, attendance, practical assignments.</li> </ul>				
Number of ECTS credits		1		
Hours per week	Lectures: 1	Seminars:	Exerc.: 5	Total hours: 6
Assessment methods	<input type="checkbox"/> oral examination	<input checked="" type="checkbox"/> written examination	<input checked="" type="checkbox"/> continual assessment	
Teaching methods				
<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> exercises/seminars	<input checked="" type="checkbox"/> independent assignment	<input type="checkbox"/> multimedia	
<input type="checkbox"/> Internet	<input type="checkbox"/> laboratory	<input type="checkbox"/> practical work	<input checked="" type="checkbox"/> tutorials	
Required reading				
Marušić M, ed. Uvod u znanstveni rad u medicini. 3. izdanje. Zagreb: Medicinska naklada. ICMJE pravila za pisanje znanstvenih radova ( <a href="http://www.icmje.org">www.icmje.org</a> )				
Recommended reading				
/				
Works that qualify the lecturer to teach the course				
<p>Marušić A, Marušić M. Croatian Medical Journal and the war. Nat Med J India, 1998; 11:190-2.  Marušić A, Kovačić N, Petrak J. Presenting randomised trial reports. Lancet, 1998;351-369.  Marušić A, Meštović T, Petrovečki M, Marušić M. Peer review in the Croatian Medical Journal from 1992 to 1996. Croat Med J, 1998;39:3-9.  Marušić A, Marušić M. Authorship criteria and academic award. Lancet, 1999;353: 1712-1713.  Marušić A, Marušić M. Small scientific journals from small countries: breaking from a vicious circle of inadequacy. Croat Med J, 1999; 40:508-514.</p>				

Marušić M, Marušić A. Good editorial practice: editors as educators. *Croat Med J*, 2001; 42: 113-120.

Marušić A. Croatia opens a national centre for the prevention of smoking. *Lancet*, 2002;359-954.

Marušić A. Peace through public health in southeast Europe? *Lancet*, 2002;359-354.

Marušić A, Lukić I.K, Marušić M, McName D, Sharp D, Horton R. Peer review in a small and a big medical journal: case study of the Croatian Medical Journal and The Lancet, *Croat Med J*, 2002; 43:286-9.

Marušić, A., Mišak, A., Kljaković-Gašpić, M., Marušić, M. Educatione ad excellentiam – ten year of the Croatian Medical Journal. *Croat Med J*, 2002;43:1-7.

Marušić A, Marušić M. What can medical journal editors do in war? *Lancet*, 2002;360 (Suppl):s59-s60.

<b>Code: ZP1</b>		<b>Public policies</b>		
<b>General information</b>				
Specialization	Prevention Science - Prevention of mental and behavioral disorders and mental health promotion/Disability Studies			
Year of study	1 <sup>st</sup> year			
Course supervisor	Professor Zdravko Petak			
Affiliation	University of Zagreb, Faculty of Political Science			
Other instructors				
Prerequisites				
Type of course	<input checked="" type="checkbox"/> compulsory	<input type="checkbox"/> elective		
<b>Course contents</b>				
<p>The aim of this course is to introduce students to public policy studies by analyzing social, educational, healthcare and other public policies. The course will deal with the following issues: who creates public policies, where they are created, what is their purpose and what is their relationship with alternatives such as public administration or public management. Dealing with these issues will enable the students to obtain insights necessary for dealing with disability studies, prevention of mental and behavioral disorders and mental health promotion.</p> <p>The course also deals with the basic issues of public policy typology, various methodological approaches to studying public policies (the concept of science policy, public policy as a government's choice, public policy as a series of cycles...) and with the analysis of public policies.</p>				
<b>Learning outcomes and competences</b>				
<ul style="list-style-type: none"> <li>• Understanding public policies;</li> <li>• Understanding the importance of public policy;</li> <li>• Understanding the aims of public policies, the means of their realizations and the subjects that realize them;</li> <li>• Basic knowledge of policy analysis and policy learning</li> </ul>				
<b>Quality assurance</b>				
Student questionnaire				
<b>Assessment criteria</b>				
<ul style="list-style-type: none"> <li>• Attendance and participation 10%</li> <li>• Literature study and short reports 30%</li> <li>• Presenting a paper (16 to 20 pages) 60%</li> </ul>				
Number of ECTS credits		3		
Hours per week	Lectures: 10	Seminars: 10	Exerc.:	Total hours: 20
Assessment methods	<input type="checkbox"/> oral examination	<input checked="" type="checkbox"/> written examination	<input type="checkbox"/> continual assessment	<input checked="" type="checkbox"/> independent student work
<b>Teaching methods</b>				
<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> seminars	<input type="checkbox"/> research study		<input type="checkbox"/> exercises
<input checked="" type="checkbox"/> literature/Internet	<input type="checkbox"/> laboratory	<input checked="" type="checkbox"/> assignment		<input checked="" type="checkbox"/> tutorials
<b>Required reading</b>				
<p>Bobrow, D. B. (1977): The Place of Policy Analysis in Political Science. American Journal of Political Science. 21, 2, 415-433.</p> <p>Colebatch, H. K. (2004): Policy. Fakultet političkih znanosti, Zagreb.</p> <p>Grdešić, I. (1995): Političko odlučivanje. Alinea, Zagreb.</p> <p>Hague, R., Harrop, M., Breslin, S. (2002): Komparativna vladavina i politika.: Fakultet političkih znanosti, Zagreb, 418-428.</p> <p>Hogwood, B. W., Gunn, L. A. (1984): Policy Analysis for the Real World. Oxford University Press, Oxford.</p> <p>Howlet, M., Ramesh, M. (2003): Studying Public Policy: Policy Cycles and Policy Subsystems. Oxford University Press, Toronto.</p> <p>Parsons, W. (1995): Public Policy: An Introduction to the Theory and Practice of Policy Analysis. Edward Elgar, Cheltenham, 16-31.</p> <p>Peters, G. B. (2004): American Public Policy: Promise and Performance. CQ Press, Washington, DC.</p> <p>Weimer, D. L., Vining, A. R. (1999): Policy Analysis: Concepts and Practice. Prentice Hall, Upper Saddle River, NJ, 27-42.</p>				

Wildavsky, A. (1979): *Speaking Truth to Power: The Art and Craft of Policy Analysis.*: Transaction Books, New Brunswick, NJ, xxiii-40.

#### Recommended reading

- Barton, W. (1969): *Toward a Policy Science of Democracy*, *The Journal of Politics*. 31, 1, 32-51.
- Bickers, K. N., Williams, J. T. (2001): *Public Policy Analysis: A Political Economy* Houghton Mifflin Company., Approach. Boston/New York, 165-182.
- Birkland, T. A. (2001): *An Introduction to the Policy Process: Theories, Concepts, and Models of Public Policy Making*. Armonk, M.E. Sharpe, New York, 105-149.
- Bobrow, D. B. (1977): *The Place of Policy Analysis in Political Science*. *American Journal of Political Science*. (21), 2, 415-433
- Castles, F. G. (1998): *Comparative Public Policy: Patterns of Post-war Development*. Cheltenham: Edward Elgar. 1-58. (u pripremi je prijevod za Jesenski & Turk)
- Colebatch, H.K. (2005). "Javne politike i policy analiza: modeli, kultura i praksa". *Analiza Hrvatskog politološkog društva 2004*, str. 31-39.
- Colebatch, H. K. (2004): *Policy*. Fakultet političkih znanosti, Zagreb, 5-37, 63-87, 101-112.
- Hogwood, B. W., Gunn, L. A. (1984): *Policy Analysis for the Real World*. Oxford University Press. Oxford, 104-136, 150-170, 196-260.
- Howlett, M., Ramesh, M. (1995): *Studying Public Policy: Policy Cycles and Policy Subsystems*. Oxford University Press, Toronto, 1-102, 122-233.
- John, P. (1998): *Analysing Public Policy*. Pinter, London, 38-65, 116-143.
- Lasswell, H. D. (1987): *Policy orijentacija*. *Politička misao*. 24, 3, 57-69.
- Laver, M. (2005): *Privatne želje i politika*. Jesenski & Turk, Zagreb.
- Lowi, T. J. (1972): *Four Systems of Policy, Politics, and Choice*". *Public Administration Review*. 32, 4, 298-310.
- Lowi, T. J. (1988): *Foreword: New Dimensions in Policy and Politics*". (in): Raymond Tatalovich i Byron W. Daynes, (eds): *Social Regulatory Policy: Moral Controversies in American Politics*. Boulder, CO: Westview Press. x-xxi.
- McLean, I. (1997): *Uvod u javni izbor*. Fakultet političkih znanosti, Zagreb.
- Ostrom. E. (2005): *Governing the Commons: The Evolution of Institutions for Collective Action*. Cambridge: Cambridge University Press. 1-28. (u pripremi je prijevod za Jesenski & Turk)
- Ostrom, E., Ostrom, V. (1977): *Public Goods and Public Choice*. (in): E.S. Savas, (ed): *Alternatives for Delivering Public Services*. Boulder. CO: Westview Press. 7-49.
- Parsons, W. (1995): *Public Policy: An Introduction to the Theory and Practice of Policy Analysis*. Edward Elgar, Cheltenham, 16-41, 67-77, 184-207, 323-336, 461-490, 542-616.
- Petak, Z. (2001): *Javna dobra i političko odlučivanje*. Fakultet političkih znanosti, Zagreb, 1-19.
- Petak, Z. (2001): *Proračunska politika Sabora*. (u): Mirjana Kasapović (ur): *Hrvatska politika 1990.-2000*. Fakultet političkih znanosti. Zagreb, 149-177.
- Peters, G. B. (2004): *American Public Policy: Promise and Performance*. CQ Press, Washington, DC, 47-95, 127-188, 447-461.
- Rubin, I. S. (1999): *The Politics of Public Budgeting: Getting and Spending, Borrowing and Balancing*. Chatham House Publishers, Chatham. NJ, 1-33.
- Sabatier, P. A. (1991): *Toward Better Theories of Democracy*. *PS: Political Science and Politics*. 24, 2, 147-156.
- Weimer, D. L., Vining, A. R. (1999): *Policy Analysis: Concepts and Practice.*: Prentice Hall, Upper Saddle River. NJ 27-42.
- Wildavsky, A. (1979): *Speaking Truth to Power: The Art and Craft of Policy Analysis*. Transaction Books. New Brunswick. NJ: xxiii-40, 1-20, 23-46, 69-113.

#### Works that qualify the lecturer to teach the course

- Petak, Z. (2001): *A Comparative Analysis of Financing Parties in Croatia and in Other Countries*. *Politička misao*. 38, 5, 18-33.
- Petak, Z. (2006): *Fazni pristupi javnim politikama: zatvara li se krug? Analiza Hrvatskog politološkog društva 2*. (u pripremi za tisak)
- Petak, Z. (2003): *Financing Political Parties in Croatia: Parliamentary Elections*. *Politička misao*. 38, 5, 68-74.
- Petak, Z. (2005): *Financiranje predsjedničkih izbora u Hrvatskoj 2005: uloga regulativnih institucija*. *Politička misao*. 40, 1.
- Petak, Z. (2001): *Javna dobra i političko odlučivanje*. Fakultet političkih znanosti, Zagreb.
- Petak, Z. (2002): *Komparativne javne politike: mogu li se uspoređivati rezultati djelovanja vlada*. *Politička misao*. 39, 1, 51-62.
- Petak, Z. (2006): *Policy in a Transitional Context: Performing Decentralization in Croatia*. (in): Colebatch, H. K. (ed.). *The Work of Policy: An International Survey*. Lexington Books. Lanham. 83-106.
- Petak, Z. (2002): *Politologija, javno dobro in teorija javne izbire*. (u): Fink-Hafner, D. ,Lajh D. (ur.), *Analiza*

- politik. Fakulteta za društvene vede. Ljubljana. 187-206.
- Petak, Z. (2001): Proračunska politika Sabora. (u): Kasapović, M. (ur). Hrvatska politika 1990.-2000. Fakultet političkih znanosti. Zagreb. 149-177.
- Petak, Z. (2006): Regionalna politika Europske unije i oblikovanje regija u Hrvatskoj. Politička misa. 41, 2. (u pripremi za tisak)
- Petak, Z. (2004): Usporedna analiza financiranja stranaka i izbora u Hrvatskoj i svijetu. (u): Prpić, I. (ur.). Država i političke stranke. Narodne novine i Hrvatski pravni centar. Zagreb. 107-122.
- Petak, Z., Kasapović, M., Lalić, D. (2004): Lokalna politika u Hrvatskoj. Fakultet političkih znanosti .Zagreb.



<b>Code: ZP2</b>		<b>Research Ethics</b>		
General information				
Specialization	Prevention Science - Prevention of mental and behavioral disorders and mental health promotion/Disability Studies			
Year of study	3 <sup>rd</sup> year			
Course supervisor	Professor Ivan Šegota			
Affiliation	University of Rijeka, School of Medicine			
Other instructors	Iva Sorta-Bilajac, MSc			
Type of course	<input checked="" type="checkbox"/> compulsory	<input type="checkbox"/> elective		
Course contents				
Topics: Ethical theories, principles and regulations; What is medical ethics?; The Hippocratic Oath; Ethical analysis of the Hippocratic Oath; What is bioethics?; Potter's vision of bioethics; Hellegers' medicalization of bioethics; Encyclopedic definitions; Division of bioethics; Bioethical scandals related to research; Privacy as a bioethical issue; Informed Consent / Informed Choice; Clinical bioethics, Bioethical consultation				
Learning outcomes and competences				
<ul style="list-style-type: none"> <li>• Knowledge of ethical/bioethical theories, principles and regulations and research.</li> <li>• Satisfying the prerequisite of obtaining valid informed consent from the patient/subject.</li> <li>• Knowledge and application of bioethical theories, principles and regulations, ethical codices, declarations and legal provisions connected with providing healthcare services and research on human subjects (special emphasis on informed consent and the rights of patients).</li> <li>• Being familiar with and applying bioethical theories, principles and regulations, as well as legal provisions related to research.</li> </ul>				
Quality assurance				
<ul style="list-style-type: none"> <li>• Student questionnaire to be given at the beginning and at the end of the course. This will enable students to list their expectations and any topics of special interest to them at the beginning of the course, and give their assessment of the course and any suggestions to improve the course at the end.</li> </ul>				
Assessment criteria				
<ul style="list-style-type: none"> <li>• Attendance 30%</li> <li>• Paper 30%</li> </ul>				
Number of ECTS credits		2		
Hours per week	Lectures: 6	Seminars: 6	Exerc.:	Total hours: 12
Assessment methods	<input checked="" type="checkbox"/> oral examination	<input type="checkbox"/> written examination	<input type="checkbox"/> continual assessment	
Teaching methods				
<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> exercises/seminars	<input checked="" type="checkbox"/> assignment	<input type="checkbox"/> multimedia	
<input checked="" type="checkbox"/> internet	<input type="checkbox"/> laboratory	<input checked="" type="checkbox"/> practical work	<input checked="" type="checkbox"/> tutorials	
Required reading				
Šegota, I. (2000): Nova medicinska etika (bioetika) – kompendij. Medicinski fakultet, Rijeka.				
Šegota, I. (1999): Privatnost kao bioetički pojam. Bioetički svesci, 2.				
Šegota, I. (1999): Informed Consent. Bioetički svesci, 20.				
Recommended reading				
Beauchamp, T.L., Childress, J.F. (2001): Principles of Biomedical Ethics. Oxford University Press, Oxford.				
Andre, J., (2002): Bioethics as Practice (Studies in Social Medicine). The University of North Carolina Press.				
Singer, P., (ed). (2002): A Companion to Ethics (Blackwell Companions to Philosophy). Blackwell Publishers Ltd, Oxford.				
Bosk, C.L. (2003): Forgive and Remember: Managing Medical Failure. The University of Chicago Press, Chicago.				
Feinberg, J.S., Feinberg, P.D. (1993): Ethics for a Brave New World. Crossway Books, Wheaton.				
Wolfensohn, S., Lloyd, M. (2003): Handbook of Laboratory Animal Management and Welfare. Blackwell Publishing Ltd., Oxford.				
Hedrich, H. (2004): The Laboratory Mouse (Handbook of Experimental Animals). Elsevier Limited, London.				
Carbone, L. (2004): What Animals Wont: Expertise and Advocacy in Laboratory Animals Welfare Policy. Oxford University Press, Oxford.				
Works that qualify the lecturer to teach the course				
<b>Professor Ivan Šegota</b>				
<i>Articles</i>				
Šegota, I. (2000): Ethics Education to Counter War. Reflectins: Narratives of Professional Helping, 6, 63-68.				

- Šegota, I. (2002): Sociologija bioetike: nova akademska disciplina. Filozofska istraživanja, 84, 147-152.
- Šegota, I. (2000): The First Code of Ethics of Croatian Nurses. International Journal of Bioethics.
- Šegota, I., Gosic, N. (2000): Moral Education in Croatia (The Rijeka Model). Brazilian Journal of Medical Education.
- Šegota, I., Gosic, N. (2001): Bioethics education in Croatia (The Rijeka Model). Eubios Journal of Asian and International Bioethics, 11, 105-108.
- Šegota, I. (2002): Sociologija bioetike: nova akademska disciplina. Filozofska istraživanja, 84, 147-152.
- Šegota, I. (2002): Sociology of Bioethics: A New Academic Discipline. Formosan Journal of Medical Humanities, 1-2, 3-9.
- Šegota, I., Sorta-Bilajac, I. (2005): Bioetika i zahtjevi Jehovinih svjedoka za beskrvno liječenje. Acta Medica Croatica, 59, 128.

### **Manuals**

- Šegota, I. i sur. (2003): Kako komunicirati (s gluhima)? Katedra za društvene znanosti, Medicinski fakultet, Sveučilišta u Rijeci.
- Šegota, I. (ur.). (2004): Bioetički svesci 1999-2004. Katedra za društvene znanosti, Medicinski fakultet Sveučilišta u Rijeci.

### **Books, monographs, proceedings**

- Šegota, I. (2000): Nova definicija bioetike. (u) Čović A, (ur) Izazovi bioetike. Pergamena d.o.o., Zagreb, 11-24.
- Šegota, I. (2001): Kako definirati bioetiku? (u) Kurjak, A., Silobrčić, V. (ur.). Nakladni zavod Globus, Zagreb.
- Šegota, I. (2001): Bioetika i bioetička edukacija. (u) Ivanišević, G., Šegota, I. (ur.). Bioetička edukacija medicinara. Hrvatski liječnički zbor, Zagreb, 9-10.
- Šegota, I. (2001): Bioetika i zahtjevi za beskrvno liječenje. (u): Šegota, I. (ur.): Bioetika i potanje odbijanja transfuzije krvi (zbornik radova). Medicinski fakultet Sveučilišta u Rijeci; Hrvatsko bioetičko društvo, 15-23.
- Šegota, I. (2001): Bioetika, Informed Consent i Jehovini svjedoci (u): Kulenović, H., Haračić, M. (ur.) Beskrvno liječenje: medicinski, etički i pravni aspekti (zbornik radova). Institut za naučno-istraživački rad i razvoj KCUS, Sarajevo.
- Šegota, I., Tomašević, L. (2004): Predgovor hrvatskom izdanju (u) Pessini, L. Distanzija: do kada produžavati život? Medicinski fakultet Sveučilište u Rijeci; Hrvatsko bioetičko društvo; Teologija u Rijeci.
- Sorta-Bilajac, I., Šegota, I. (2006): Živjeti bioetiku. (u) Votava Rajić, A. (ur) Osamdeset godina života i pedeset i pet godina rada u biomedicini i bioetici profesorice Ljiljane Zergollern- Čupak. Poliklinika Svjetlost, Zagreb.

### **Iva Sorta-Bilajac, MSc**

- Sorta-Bilajac, I. (2005): Utjecaj edukacije iz kliničke bioetike na poimanje distanzije i ostalih aspekata smrti i umiranja. Medicinski fakultet Sveučilišta u Rijeci. (magistarski rad).

<b>Code: ZP3</b>	<b>1.27 Public Relations, the Media and Public Campaigns</b>		
<b>General information</b>			
Specialization	Prevention Science - Prevention of mental and behavioral disorders and mental health promotion/Disability Studies		
Year of study	3 <sup>rd</sup> year		
Course supervisor	Professor Smiljana Leinert Novosel		
Affiliation	University of Zagreb, Faculty of Political Science		
Other instructors	Marijana Grbeša, MSc, Božo Skoko, MSc, Igor Kanižaj, MSc		
Type of course	<input checked="" type="checkbox"/> compulsory	<input type="checkbox"/> elective	
<b>Course contents</b>			
<p>This course consists of five parts:  The role of the media in constructing social reality; The media in Croatia; Science and the media; Public campaigns; Media communication and public relations.  <b>The first part</b> of the course will deal with media effects theories, especially cultivation theory and agenda-setting theory, which will give students an insight into the effects that a media message can have on the audience. In addition to effects theories, this part will also deal with framing, i.e. the theory which deals with the tendency of the media to represent particular social groups in a particular context, which, eventually, results in the creation of stereotypes. Finally, this part will deal with the concept of “media construction of social reality”.  <b>The second part</b> will introduce the existing tendencies on the Croatian media scene.  <b>The third part</b> will deal with tendencies in reporting on science.  In <b>the fourth part</b> students will acquire marketing, communication and other skills and competences necessary to create a public campaign with the aim of informing the public and promoting a particular type of behavior.  <b>The last part</b> will familiarize students with public relations and related disciplines, target audiences, basic types of public relations and their legal and ethical aspects. Students will learn how to communicate with the media, i.e. how to translate a scientific text into media-acceptable language, how to make science interesting for the media, how to present scientific achievements without being sensationalist, and how to communicate with the media and the public so as to promote mental health and prevent behavioral disorders of children and youth.  Each of the five parts consists of lectures, case analyses and exercises.</p>			
<b>Learning outcomes and competences</b>			
<p>Students will become familiar with the effects that the media may have on the audience and the way in which media messages influence the understanding of social reality. Practical exercises and case analyses will develop skills of critically watching television and reading newspapers, and of adapting one’s own messages to the contemporary media environment.  Upon the completion of this course students will be able to recognize differences in reporting, mechanisms that editors use in selecting news and characteristics of reports about particular social groups. Moreover, students will gain practical skills in media communication and public relations, i.e. they will acquire competences which will be sufficient for practicing public relations on a basic level. This course aims at emphasizing the importance, types and characteristics of public relations techniques, and enable the students to use these communication and organization skills.  The course primarily emphasizes media relations because they are the most significant communication channel in relaying messages to target audiences.</p>			
<b>Quality assurance</b>			
Student questionnaire			
<b>Assessment criteria</b>			
<ul style="list-style-type: none"> <li>• attendance and participation                      20%</li> <li>• seminar paper    20%</li> <li>• exercises    30%</li> <li>• assignment    30%</li> </ul>			
Number of ECTS credits		2	
Hours per week	Lectures: 4	Seminars: 4	Exerc.: 4      Total hours: 12
Assessment methods	<input type="checkbox"/> oral examination	<input checked="" type="checkbox"/> written examination	<input checked="" type="checkbox"/> continual assessment
<b>Teaching methods</b>			
<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> exercises/seminars	<input checked="" type="checkbox"/> assignment	<input type="checkbox"/> multimedia
<input type="checkbox"/> Internet	<input type="checkbox"/> laboratory	<input type="checkbox"/> practical work	<input checked="" type="checkbox"/> tutorials
<b>Required reading</b>			
Cutlip, S., Center, A., Broom, G. (2003): Odnosi s javnošću. Mate, Zagreb,			

Hall–Jamieson, K., Campbell, K. K. (2001): *The Interplay of Influence: News, Advertising, Politics and the Mass Media*. Wadsworth, Stamford.

Kanižaj, I. (2004): Previše politizacije, premalo razumijevanja. (u) Malović, S. (ur) *Bogatstvo različitosti*. IZVORI, Zagreb, 83 – 117.

Malović, S. (2004): *Medijski prijepori*. Izvori, Zagreb.

Verčić, D. i dr. (2004): *Odnosi s medijima*. Masmedia, Zagreb.

Severin, W. J., Tankard, J. W. (2000): *Communication Theories: Origins, Methods and Uses in the Mass Media*. Longman: New York. (odabrana poglavlja)

#### **Recommended reading**

Eldridge, J. (ur) (1993): *Getting the Message: News, Truth and Power*. Routledge, London.

Graber, D. A. (1988): *Processing the News: How People Tame the Information Tide*. Longman, New York.

Kanižaj, I., Šalaj, B. (2004): *Medijska slika manjina* (u) Obradović, S. (ur) *Javnost i mediji*. STINA, 30-40.

Kunczik, M. (2006): *Odnosi s javnošću*. Politička misao.

Malović, S. (2003.): *Novine*. Sveučilišna knjižara, Zagreb.

Philo, G. (1990): *Seeing and Believing: The Influence of Television*. Routledge, London.

Street, J. (2003.): *Masovni mediji, politika i demokracija*. Politička misao, Zagreb.

Vilović, G. (2004.): *Etički prijepori u Globusu i Nacionalu 1999. – 2000*. Politička misao, Zagreb.

*Zakon o medijima*. Narodne novine, 59/2004.

Works that qualify the lecturer to teach the course

#### **Professor Smiljana Leinert Novosel**

Leinert-Novosel, S. (1999): *Žena na pragu 21. stoljeća - Između majčinstva i profesij*. Biblioteka TOD i EDAC, Zagreb.

#### **Marijana Grbeša, MSSc**

Grbeša, M. (2005): *Kriza javnog komuniciranja i ideja građanskog novinarstva*. Političko obrazovanje, 3, 184-196.

Grbeša, M. (2005): *Suvremene izborne kampanje i kako one utječu na demokratski proces*. Politička misao, 1, 49-59.

Grbeša, M. (2004): *Personalisation in Presidential Elections in Croatia in 2000: How Personal Did the Candidates Go and What Did the Press Cover?* Politička misao, 5, 52-73.

Grbeša, M. (2003): [Why if at all is the Public Sphere a Useful Concept?](#) Politička misao, 5, 110-121.

Grbeša, M. (1999): *Internet – New Chapter in Election Campaigns*. Politička misao, 4, 179-191.

Grbeša, M. (1999): *War Reporting in Croatia (1991-1995)*. *International Crossroads*. Missouri Southern State College.

#### **Božo Skoko, MSSc**

Skoko, B. (2004): [Hrvatska - identitet, image i promocija](#). Školska knjiga, Zagreb.

Skoko, B. (2004): [Kako očuvati hrvatski identitet, učiniti ga prepoznatljivim, privlačnim i profitabilnim u svijetu?](#) (u) Tuđman, M., Bekavac, I. (ur): *Globalizacija i identitet UHIP*, Zagreb.

Skoko, B. (2005): [Uloga televizijskih sučeljavanja u predizbornoj kampanji za predsjedničke izbore - hrvatska iskustva 2005](#). Politička misao, 42, 1, 61-83.

Skoko, B. (2004): [Odnosi s javnošću kao doprinos demokratizaciji i profesionalizaciji procesa javnoga komuniciranja](#). Politička misao, 41, 1, 92-101.

Skoko, B. (2004): [Kvantitativni i kvalitativni dosezi odnosa s javnošću u Hrvatskoj 2003](#). *Medijska istraživanja*, 1, 10, 67-83.

#### **Igor Kanižaj, MSSc**

Kanižaj, I. (2004): *Previše politizacije, premalo razumijevanja*. (u): Malović, S. (ur): *Bogatstvo različitosti*. IZVORI: Zagreb, 83-117.

Kanižaj, I. (2004): *Medijska slika manjina* (u): Obradović, S. (ur): *Javnost i mediji*. STINA, 30-40.

Kanižaj, I. (2004): *Predstavljenost nacionalnih manjina u hrvatskim dnevnim novinama – komparativni pregled 2001. – 2003*. *Politička Misao*, 41, 2, 30-46.

Kanižaj, I. (2003): *Izvještavanje o nacionalnim manjinama u hrvatskim dnevnim novinama*. *Međunarodne studije*, 3, 27-44.

Dragojević S., Kanižaj, I., Žebec, I. (2004): *Medijska analiza odabranih tiskovina na temu strani poduzetnici u Hrvatskoj*. *Društvena istraživanja*, 1-2, 97-122.

<b>Code: ZP4</b>	<b>1.28 Project writing</b>			
General information				
Specialization	Prevention Science - Prevention of mental and behavioral disorders and mental health promotion/Disability Studies			
Year of study	3 <sup>rd</sup> year			
Course supervisor	Professor Ljiljana Igrić			
Affiliation	University of Zagreb, Faculty of Education and Rehabilitation Sciences			
Other instructors	/			
Prerequisites	/			
Type of course	<input type="checkbox"/> compulsory		<input checked="" type="checkbox"/> elective	
Course contents				
The course will deal with the following topics: Developing prevention / disability studies projects; Key stages in project development; The project cycle (programming, identification, formulation, implementation and evaluation); Needs assessment and identification; The levels of including the public; Description of the problem (preparation for description – problem tree); Defining aims; Defining activities (Gantt chart); Development of project proposal using the logical framework approach (the LFA method); Risk management				
Learning outcomes and competences				
<ul style="list-style-type: none"> <li>• The ability to develop projects in the fields of prevention / disability studies, in accordance with the social needs</li> <li>• The skill to develop and write project proposals</li> <li>• The ability to evaluate projects</li> </ul>				
Quality assurance				
Student questionnaire				
Assessment criteria				
<ul style="list-style-type: none"> <li>• attendance 30%</li> <li>• writing two projects 40%</li> <li>• presenting a project 30%</li> </ul>				
Number of ECTS credits		2		
Hours per week	Lectures: 4	Seminars: 4	Exerc.: 4	Total hours: 12
Assessment methods	<input type="checkbox"/> oral examination	<input type="checkbox"/> written examination	<input type="checkbox"/> continual assessment	<input checked="" type="checkbox"/> independent student work
Teaching methods				
<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> seminars	<input type="checkbox"/> research	<input checked="" type="checkbox"/> exercises	
<input checked="" type="checkbox"/> literature/Internet	<input type="checkbox"/> laboratory	<input checked="" type="checkbox"/> practical work	<input checked="" type="checkbox"/> tutorials	
Required reading				
<p>Ivanović, M., Medić, M., Milosavljević, A: (2001): Priručnik za organizatore zajednice. OGI. Osijek.</p> <p>Laginja, I., Pavić, L.(2001): Putokaz za djelotvoran rad lokalne zajednice. ODRAZ. Zagreb.</p> <p>Manual Project Cycle Management (2001): European Commission, EuropeAid Co-operation Office General Affairs.</p> <p>Priručnik za radionice: Izrada i pisanje projekata (2004): PLS, Rambol, Nacionalna zaklada za razvoj civilnoga društva.Zagreb.</p> <p>Vakanjac, N.(2003): SMART: Korak do uspješnog prijedloga projekta. SMART. Rijeka.</p>				
Recommended reading				
/				
<b>Works that qualify the lecturer to teach the course</b>				
<p>Došen, A.; Igrić, Lj. (2002): Unapređenje skrbi za osobe s mentalnom retardacijom. Edukacijsko -rehabilitacijski fakultet.Zagreb. 119-132.</p> <p>Igrić Lj.(2004): <a href="#">Društveni kontekst, posebne potrebe, invaliditet, teškoće u razvoju i edukacijsko uključivanje</a>. Hrvatska revija za rehabilitacijska istraživanja. 40, 2, 151-165.</p> <p>Igrić, Lj. (2004): Kako mogu biti zadovoljene edukacijske potrebe mog djeteta?. U:Moje dijete u školi - priručnik za roditelje djece s posebnim edukacijskim potrebama. Zagreb:Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti i Hrvatska udruga za stručnu pomoć djeci s posebnim potrebama IDEM. 42-49.</p>				

- Igrić, Lj. (2004): Tko su djeca s posebnim edukacijskim potrebama.(u): Moje dijete u školi- priručnik za roditelje djece s posebnim edukacijskim potrebama. Zagreb: Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti i Hrvatska udruga za stručnu pomoć djeci s posebnim potrebama IDEM. 10-16.
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- Igrić, Lj. (2001): Nevladin sektor i edukacijska integracija u Hrvatskoj. Škola u Europi, između tradicije i reforme / Serra, Edda (ur): Trst: Soroptimist International D'Italia. 53-61.
- Igrić, Lj. (2000): Improvement of Teacher Attitudes Toward Pupils with Special Needs through a Teacher-Training Programme. Journal of Intellectual Disability Research. New Millennium Research to Practice. Congress Abstracts. Fraser, W. I. (ed).Seattle, Washington, USA : Blackwell Science Ltd. 330.
- Igrić, Lj., Kiš-Glavaš, L.; Sekušak-Galešev, S.; Wagner Jakab, A. (2001): Perceived Professional Competence and Attitudes of Teachers Toward the Integration of Student of Students with Learning Difficulties. Making a World of Difference / Aloyzy Zera, D. ; Bleszynska, K. (eds): Varšava : International association of Special Education. 75-78.
- Igrić, Lj., Kiš-Glavaš, L., Fulgosi-Masnjak, R. (2002): Do prihvaćanja zajedno: Integracija djece s posebnim potrebama. Udruga IDEM. Zagreb. 7-9.
- Igrić, Lj., Wagner Jakab, A. (2002): Model of educational integration in Croatia: Application of scientific research results through work of NGO. Inaugural Conference of IASSID Europe / Felce, D. (ur.).Dublin : IASSID. 44.
- Igrić, Lj., Wagner Jakab, A.; Đajo, M. (2003): Continual Education of Teachers and it's influence on educational inclusion. 4th European Congress "Mental Health in mental retardation: a lifespan multidisciplinary approach". Cartagena. Letizia S., Bertelli, M. (eds.). Rome : MH-MR, SIRM, ISEI. 116-117.
- Kuipers, H., Igrić, Lj. (2001): Support to parents in Policy Making Care for Persons with Mental Retardation.Mental Health (in): Mental Retardation Theory and Practice. Berlin: 3rd European Congress. 33.
- Stančić, Z.; Kiš-Glavaš, L.; Igrić, Lj. (2000): Teacher's Attitudes Toward Teaching as a Determinant of their Readiness for the Additional Professional Special Education. Including the Excluded. International Special Education Congress 2000: Book of Abstracts. Manchester : The University of Manchester. 342.
- Stančić, Z.; Kiš-Glavaš, L.; Igrić, Lj. (2001): Stavovi učitelja prema poučavanju kao determinanta njihove spremnosti za dodatno stručno usavršavanje. Hrvatska revija za rehabilitacijska istraživanja. 37, 2, 143-153.
- Žic, A.; Igrić, Lj. (2001): Self-assessment of relation with peers in children with intellectual disability. Journal of Intellectual Disability Research. 45, 3, 202-211.

## **2. Biographies of instructors and collaborators**

## 2. Biographies of instructors and collaborators

Biographies are listed in alphabetical order, regardless of the program of study.

Name	<b>Josipa Bašić</b>
E-mail	<a href="mailto:basic@erf.hr">basic@erf.hr</a>
Web-site	<a href="http://www.erf.hr">www.erf.hr</a>
Affiliation	University of Zagreb Faculty of Education and Rehabilitation Sciences
Present Position	Full Professor (tenure)
Appointed Full Professor	1999
<b>Biography</b>	
<p>Josipa Bašić was born in 1947 in Šibenik, where she attended the local primary school and a pedagogy-oriented secondary school. She graduated from the University of Zagreb Faculty of Defectology (1970), obtained her M.A. degree from the University of Zagreb Medical School – Andrija Štampar School of Public Health (1977), and was awarded her Ph.D. from the University of Zagreb Faculty of Defectology, (1985). She is a Full Professor with Tenure at the University of Zagreb Faculty of Education and Rehabilitation Sciences. In the undergraduate and graduate degree programs she teaches the following courses: <i>Prevention Theory</i>, <i>Training in Communication Skills</i> and <i>Counseling</i>. She teaches or has taught in the postgraduate degree programs at the University of Zagreb Faculty of Education and Rehabilitation Sciences, the University of Zagreb Faculty of Humanities and Social Sciences, Departments of Psychology and Pedagogy, the University of Zagreb Medical School and the University of Ljubljana Faculty of Education, Department of Social Pedagogy. She has collaborated on more than 20 scientific projects as a researcher and coordinated three scientific projects in Croatia and three international scientific projects. At the moment she is the principal researcher on the following projects: <i>Communities that Care as Models of Prevention of Behavioral Disorders</i> (financed by the Ministry of Science, Education and Sport), <i>Social Inclusion and Living Strategies of Unemployed Youth in Croatia and Slovenia in the European Context</i> (a bilateral project of the Ministries of Science of Croatia and Slovenia), <i>Implementing Mental Health Promotion into Action</i> (IMHPA, EU Commission International Project, project supervisor for Croatia). She has published over 90 research papers in national and international journals, and co-authored 10 monographs. From 2000 to 2005 she participated in scientific conferences in Croatia and abroad on the topic of prevention. She acted as the editor in chief of the <i>Croatian Review of Rehabilitation Research</i> between 2000 and 2005, and as a member of the editorial board of the journal <i>Social Pedagogy</i>, Slovenia. She is an instructor, supervisor and member of the Regional Advisory Board of The William Glasser Institute, USA. She works at the Parenting Center at the University of Zagreb Faculty of Education and Rehabilitation Sciences Rehabilitation Centre. She has acted as the head of the Department for Behavioral Disorders, head of the postgraduate degree program of the Faculty and head of the Module of Behavioral Disorders, the Vice Dean for Science, and Chair of the 5<sup>th</sup> International Scientific Conference (1997) at the University of Zagreb Faculty of Defectology. She was a member of the Education Quality Improvement Committee of the University of Zagreb and a member of the University of Zagreb Board of Referees for the Appointments in the field of Pedagogy, Kinesiology and Defectology. She is also a member of The William Glasser Institute, USA and Society for Prevention Research, USA. In 1969 she was awarded the University of Zagreb Rector's Award, and in 2003 the National Science Award for her achievements in developing a model for the prevention of behavioral disorders in children and youth.</p>	
<b>List of works published in the past five years</b>	
<p>Papers in journals and books:</p> <p>Bašić, J., Kranželić Tavra, V., Ferić Šlehan, M. (2005): Croatia country story (in): Mental Health Promotion and Mental Disorder Prevention across European Member States: a collection of country stories. European Commission, Generalitat de Catalunya Department de Salut, 43-47.</p> <p>Bašić, J., Ferić Šlehan, M., Kranželić Tavra, V. (2005): Zajednice koje brinu kao model prevencije poremećaja u ponašanju: predstavlanje projekta. Hrvatski časopis za javno zdravstvo, 1, 3, <a href="http://www.hcjz.hr/clanak.php?id=12554">www.hcjz.hr/clanak.php?id=12554</a></p> <p>Kranželić Tavra V., Bašić, J. (2005): Školski neuspjeh i napuštanje škole. Dijete i društvo, 7, 1, 15-28.</p> <p>Bašić, J. (2005): Lokalna zajednica u prevenciji ovisnosti i drugih rizičnih ponašanja – primjer Istarske županije. (u) Zbornik radova Borba protiv ovisnosti – borba za zdravu obitelj, Vlada RH, Ured za suzbijanje opojnih droga. 114-121.</p> <p>Bašić, J. (2004): Prevencija školskog neuspjeha i napuštanja škole. (u) Stevanović, M. (ur.) Škola bez slabih učenika. Filozofski fakultet u Puli, Pula. 524-538.</p> <p>Bašić, J., Kranželić Tavra, V. (2004): O ponašanjima učenika i njihovoj pojavnosti u školi. (u) Bašić, J., Koller-Trbović, N., Uzelac, S. (ur.) Poremećaji u ponašanju: pristupi i pojmovna određenja. Faculty of Education and Rehabilitation Sciences, University of Zagreb, 107-118.</p> <p>Bašić, J., Žizak, A., Koller-Trbović, N. (2004): Prijedlog pristupa rizičnim ponašanjima i poremećajima u</p>	



- ponašanju djece i mladih (u) Bašić, J., Koller-Trbović, N., Uzelac, S. (ur.) Poremećaji u ponašanju: pristupi i pojmovna određenja. Faculty of Education and Rehabilitation Sciences, University of Zagreb, 147-156.
- Bašić, J., Ferić, M. (2004): Djeca i mladi «u riziku» i rizična ponašanja. (u) Bašić, J., Koller Trbović, N., Uzelac, S. (ur.) Poremećaji u ponašanju i rizična ponašanja: pristupi i pojmovna određenja. Faculty of Education and Rehabilitation Sciences, University of Zagreb, 57-71.
- Malley, J., Bašić, J., Beck, M., Kranželić Tavra V., Ferić, M., Conway, J. (2003): Student Perceptions of Their Schools: An International Perspective. *International Journal of Reality Therapy*, 23, 1, 4-11.
- Koller-Trbović, N., Žižak, A., Bašić, J. (2001): Određenje, prevencija i tretman poremećaja u ponašanju djece i mladih. *Dijete i društvo*, 3, 3, 319-342.
- Bašić, J. (2003): Djeca u preventivnim istraživanjima. *Dijete i društvo*, 5, 1, 13-22.
- Bašić, J. (2003): Epidemiološka istraživanja i prevencija poremećaja u ponašanju djece i mladih u lokalnoj zajednici. (u) Bašić, J., Janković, J. (ur.) *Lokalna zajednica – Izvorište nacionalne strategije prevencije poremećaja u ponašanju djece i mladih*. Državni zavod za zaštitu obitelji, materinstva i mladeži, Povjerenstvo Vlade Republike Hrvatske za prevenciju poremećaja u ponašanju djece i mladih, Zagreb, 18-30.
- Bašić, J. (2002): The Youth and the Risk to their Development. (in) Tivadar, B., Polona, M. (eds.) *Flying over or falling through the cracks? Young people in the risk society*, Ministry of education and sport of the republic of Slovenia, Office of the Republic of Slovenia for Youth, 160 - 165.
- Koller-Trbović, N., Žižak, A., Bašić, J. (2001): Određenje, prevencija i tretman poremećaja u ponašanju djece i mladih. *Dijete i društvo*, 3, 3, 319-342.
- Bašić, J. (2001): Lokalna zajednica u prevenciji poremećaja u ponašanju. (u) Janković, J., Bašić, J. (ur.) *Prevencija poremećaja u ponašanju djece i mladih u lokalnoj zajednici*. Povjerenstvo Vlade RH za prevenciju poremećaja u ponašanju i zaštitu djece s poremećajima u ponašanju, Zagreb, 33-47.
- Bašić, J. (2000): Rizični i zaštitni čimbenici u razvoju poremećaja u ponašanju: teorijsko motrište. (u) Bašić, J., Janković, J. (ur.) *Rizični i zaštitni čimbenici u razvoju poremećaja u ponašanju djece i mladeži*. Povjerenstvo Vlade Republike Hrvatske za prevenciju poremećaja u ponašanju djece i mladeži i zaštitu djece s poremećajima u ponašanju, Zagreb, 31-46.
- Bašić, J., Ferić, M. (2000): Rizici u komunikaciji obitelji adolescenata. *Zbornika radova savjetovanja Položaj adolescenta u obitelji*. Ministarstvo rada i socijalne skrbi, Državni zavod za zaštitu obitelji, materinstva i mladeži, Zagreb, 81-97.
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- Kranželić, V., Bašić, J. (2000): Prosocijalno i agresivno ponašanje djece predškolske dobi kao zaštitno-rizični čimbenici njihovog razvoja (u) Bašić, J., Janković, J. (ur.) *Rizični i zaštitni čimbenici u razvoju poremećaja u ponašanju djece i mladih*. Povjerenstvo Vlade RH za prevenciju poremećaja u ponašanju i zaštitu djece s poremećajima u ponašanju, Zagreb, 107-120.
- Books:
- Bašić, J., Koller-Trbović, N., Uzelac, S. (ur.) (2004): *Poremećaji u ponašanju: pristupi i pojmovna određenja*. Faculty of Education and Rehabilitation Sciences, University of Zagreb. Zagreb.
- Bašić, J., Janković, J. (ur.) (2003): *Lokalna zajednica – izvorište Nacionalne strategije prevencije poremećaja u ponašanju djece i mladih*. Povjerenstvo Vlade Republike Hrvatske za prevenciju poremećaja u ponašanju djece i mladih, Zagreb.
- Janković, J., Bašić, J. (ur.) (2001): *Prevencija poremećaja u ponašanju djece i mladih u lokalnoj zajednici*. Povjerenstvo Vlade Republike Hrvatske za prevenciju poremećaja u ponašanju djece i mladih, Zagreb.
- Bašić, J., Ferić, M., Kranželić, V. (2001): *Od primarne prevencije do ranih intervencija*. Faculty of Education and Rehabilitation Sciences, University of Zagreb.
- Bašić, J., Janković, J. (ur.) (2000): *Rizični i zaštitni čimbenici u razvoju poremećaja u ponašanju djece i mladeži*. Povjerenstvo Vlade Republike Hrvatske za prevenciju poremećaja u ponašanju djece i mladih, Zagreb.

Name	<b>Dejana Bouillet</b>
E-mail	<a href="mailto:dejana.bouillet@zg.htnet.hr">dejana.bouillet@zg.htnet.hr</a>
Web-site	<a href="http://www.idi.hr">www.idi.hr</a>
Affiliation	Institute for Social Research, Zagreb
Present Position	Assistant Professor
Appointed Assistant Professor	2004
<b>Biography</b>	
<p>Dejana Bouillet was born in 1967 in Varaždin. She graduated from the University of Zagreb Faculty of Defectology (today: Faculty of Education and Rehabilitation Sciences) in 1990. She defended her M.A. at the same University in 1994, and in 1997 she defended her Ph.D. thesis entitled <i>Suitability of the Structure of Educational Sanctions to the Psychosocial Maturity of Juvenile Delinquents in the Republic of Croatia</i>. From 1991 to 1999 she was employed as a Research Assistant at the Department of Behavior Disorders at the Faculty of Defectology, University of Zagreb. From April 2001 to January 2004 she worked as the assistant to the head of the State Institute for the Protection of the Family, Maternity and Youth. She has been employed at the Institute for Social Research in Zagreb in the Research Group on Youth Sociology since April 1, 2004. Since March 1, 2004 she has taught at the undergraduate degree program at the Faculty of Education and Rehabilitation Sciences in Zagreb, and has, on several occasions, been a guest lecturer in postgraduate courses at the same faculty. She has published 33 research papers, including three books, and participated in some 20 scientific and professional conferences. In September 2004 she was appointed Assistant Professor, and was appointed Research Associate in December of the same year.</p>	
<b>List of works published in the past five years</b>	
<p>Bouillet, D. (2001): Zaštita prava djece s invaliditetom u Republici Francuskoj. <i>Dijete i društvo</i>, 3, 3, 343-359.</p> <p>Dulčić, A., Bouillet, D. (2001): Uloga ombudsmana u zaštiti prava djeteta. <i>Dijete i društvo</i>, 3, 4, 419-437.</p> <p>Bouillet, D., Bračić-Ružić, G., Zrinščak, S. (2002): Neki aspekti zaštite obitelji u Republici Hrvatskoj s obzirom na europski kontekst. Državni zavod za zaštitu obitelji, materinstva i mladeži, Zagreb.</p> <p>Bouillet, D. (2002): Prikaz knjige <i>Djeca i mediji Vlaste Ilišin i dr.</i> u izdanju Državnog zavoda za zaštitu obitelji, materinstva i mladeži i Instituta za društvena istraživanja Zagreb 2001. godine. <i>Revija za socijalnu politiku</i>, 9, 2, 217-220.</p> <p>Žižak, A. i Bouillet, D. (2003): Standardi programa prevencije poremećaja u ponašanju djece i mladih, Državni zavod za zaštitu obitelji, materinstva i mladeži i Povjerenstvo Vlade RH za prevenciju poremećaja u ponašanju djece i mladih, Zagreb.</p> <p>Bouillet, D. (2003): Mogućnosti izvaninstitucionalnih oblika skrbi o starijim osobama. <i>Revija za socijalnu politiku</i>, 10, 3-4, 321-333</p> <p>Matijević, M., Uzelac, S., Bouillet, D. (2003): Povezanost ne/redovitosti školovanja romske djece s njihovom brojnošću i bračnim statusom roditelja, <i>Napredak</i>, 144, 3, 302-316.</p> <p>Bouillet, D. (2004): Odnos mladih prema vrijednostima i činiteljima obiteljskog života. <i>Sociologija sela</i>, 42, 1-2, 173-195.</p> <p>Bouillet, D., Uzelac, S., Kapac, V. (2005): Iskaz razrednika o nasilničkom ponašanju u hrvatskim školama. <i>Napredak</i>, 146, 2, 170-183.</p> <p>Bouillet, D. (2005): Obiteljske i šire socijalne odrednice ovisnosti mladih Hrvatske (u) <i>Zbornik radova Borba protiv ovisnosti – borba za zdravu obitelj</i>. Vlada RH, Ured za suzbijanje opojnih droga, 306-315.</p> <p>Bouillet, D. (2005): Sveučilišno obrazovanje socijalnih pedagoga u zemljama Europske unije, <i>Kriminologija i socijalna integracija</i>, 13, 1, 75-89.</p> <p>Bouillet, D. (2005): Primjena međunarodnih standarda i preporuka u djelovanju hrvatskog društva prema djeci i mladima s poremećajima u ponašanju. <i>Ljetopis Studijskog centra socijalnog rada</i>, 12, 1, 107-131.</p> <p>Bouillet, D. (2005): Poimanje uloge obrazovanja i obrazovnih institucija u osobnom i društvenom napretku. <i>Zbornik Učiteljske akademije u Zagrebu</i>, 7, 2, 195-213.</p>	

Name	<b>Jadranka Božikov</b>
E-mail	<a href="mailto:jbozikov@snz.hr">jbozikov@snz.hr</a>
Web-site	<a href="http://www.snz.hr">www.snz.hr</a>
Affiliation	University of Zagreb Medical School, School of Public Health Andrija Štampar
Present Position	Associate Professor
Appointed Associate Professor	2004
<b>Biography</b>	
<p>She was born in 1951 in Zagreb, graduated in Mathematics from the University of Zagreb, Faculty of Science. Since 1978 she has worked at the Institute for Medical Statistics, Epidemiology and Informatics at the Andrija Štampar School of Public Health. She completed her postgraduate studies in Public Health (degree program in <i>Management and Planning in Healthcare</i>) at the University of Zagreb Medical School and obtained her M.A. and Ph.D. in the field of Biomedicine and Health Sciences (Master's thesis entitled <i>A Computerized Epidemiological Model of Shigellosis and its Application in the Planning of the Measures of Prevention of the Illness</i> defended in 1988, and doctoral dissertation entitled <i>Reflection of the Multistage Model of Carcinogenesis on the Incidence of Cancer in the Human Population – Example of the Cancer of the Colon and Rectum</i>, defended in 1997). She has taught in the undergraduate degree program in Medical Informatics for the students of the University of Zagreb Medical School and School of Dentistry, and in the postgraduate degree programs at the same universities; she is assistant to the Head of Doctoral Degree Program in Biomedicine and Health Sciences. She has participated in several research projects, and has been on study leave in Japan (1985), Austria (1992) and Germany (2000). She started to study simulation modeling in the early 1980s, working with Dr. Branko Cvjetanović on the construction of an epidemiologic model of incidence and distribution of intestinal contagious diseases in the general population. After this, simulation modeling and its application in epidemiology and healthcare have become one of her main fields of scientific interest. She has been a member of The Croatian Society for Simulation Modeling since its foundation in 1992 and has held the posts of Vice-president and President. She has published several handbook instructional texts in the fields of medical informatics and application of IT in biomedicine, medical education and health sciences and more than 60 research papers, half of which are indexed in international index publications (MEDLINE), 15 indexed in CC and quoted in the SCI over 60 times (up to 2004).</p>	
<b>List of works published in the past five years</b>	
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Appointed Assistant Professor	2003
<b>Biography</b>	
<p>Daniela Bratković was born in Travnik, Bosnia-Herzegovina in 1968. She completed her primary and secondary education in Varaždin. She graduated from the University of Zagreb Faculty of Defectology (today: Faculty of Education and Rehabilitation Sciences) in 1993, in the undergraduate program: B.A. in Defectology (Rehabilitation). In 1993 she was employed as a Research Assistant at the University of Zagreb Faculty of Education and Rehabilitation Sciences, Department for Mental Retardation (today: Department for Inclusive Education and Rehabilitation). She started her postgraduate studies at the Faculty of Defectology in 1994, and obtained her Master's Degree in Defectology (the field of Mental Retardation) in 1996. She obtained her Ph.D. from the University of Zagreb Faculty of Education and Rehabilitation Sciences in 2002.</p> <p>In 2003 she was appointed Assistant Professor in Educational Sciences (the field of Defectology), and started teaching the course Practical Exercises in Professional Rehabilitation of Persons with Mental Retardation. In December 2005 she became the editor-in-chief of the Croatian Review of Rehabilitation Research.</p> <p>She is involved in different programs of educational and rehabilitation support for persons with intellectual difficulties, in counseling and training of professionals and parents of persons with intellectual difficulties. She has been collaborating with various rehabilitation institutions, national and international organizations and associations, the Ministry of Labor and Social Welfare of the Republic of Croatia, the former State Institute for the Protection of the Family, Maternity and Youth, etc. Her primary interest is the development of up-to-date community-based rehabilitation programs and programs aimed at the improvement of the quality of life of persons with severe intellectual difficulties. She has published 26 research papers and has edited one book. She has participated in a number of international scientific and professional conferences and seminars in Croatia and abroad. She has also participated in numerous scientific projects.</p>	
<b>List of works published in the past five years</b>	
<p>Alfirev, M., Bratković, D., Nikolić, B. (2002): Učinci programa razvijanja vještina samozastupanja na socijalnu kompetenciju osoba s umjerenom i težom mentalnom retardacijom. Hrvatska revija za rehabilitacijska istraživanja, 38, 1, 41-56.</p> <p>Bilić, M., Bratković, D. (2004): Neki pokazatelji subjektivnog doživljaja kvalitete življenja odraslih osoba s mentalnom retardacijom smještenih u domu za samostalno stanovanje, Zbornik radova 5. međunarodnog seminara: Dobra edukacijsko-rehabilitacijska praksa za 21. stoljeće. Savez defektologa Hrvatske 14.-16.05.2004., Trakošćan, 257-266.</p> <p>Barešić-Valić, V., Bratković, D. (2002): Prikaz životne priče deinstitutionalizirane odrasle osobe s mentalnom retardacijom. Zbornik radova međunarodnog seminara: Kvaliteta života osoba s posebnim potrebama Savez defektologa Hrvatske, 16.-18.05.2002. Varaždin, 151-159.</p> <p>Bilić, M., Bratković, D., Dujmović, R. (2005): Zapošljavanje uz podršku osoba s intelektualnim teškoćama. (u) Bratković, D. (ur.) Zapošljavanje uz podršku Udruga za promicanje inkluzije, Zagreb, 29-70.</p> <p>Bilić, M., Bratković, D., Nikolić, B. (2004): Evaluacija programa osposobljavanja osoba s mentalnom retardacijom za samozastupanje u području samopoštovanja, Hrvatska revija za rehabilitacijska istraživanja, 40, 1, 1-12.</p> <p>Bratković, D. (2002): Kvaliteta življenja osoba s umjerenom i težom mentalnom retardacijom u obiteljskim i institucionalnim uvjetima života. Doktorska disertacija. Faculty of Education and Rehabilitation Sciences, University of Zagreb.</p> <p>Bratković, D. (2002): Kvaliteta života odraslih s mentalnom retardacijom. Zbornik radova međunarodnog seminara: Kvaliteta života osoba s posebnim potrebama. Savez defektologa Hrvatske, 16.-18.05.2002. Varaždin, 141-150.</p> <p>Bratković, D. (2005): Kvaliteta življenja odraslih osoba s intelektualnim teškoćama. (u) Bratković, D. (ur.) Zapošljavanje uz podršku Udruga za promicanje inkluzije, Zagreb, 23-27.</p> <p>Bratković, D., Bilić, M. (2004): Stavovi prema spolnosti osoba s mentalnom retardacijom, Zbornik radova 5. međunarodnog seminara: Dobra edukacijsko-rehabilitacijska praksa za 21. stoljeće. Savez defektologa Hrvatske, 14.-16.05.2004., Trakošćan, 191-202.</p> <p>Bratković, D., Bilić, M., Nikolić, B. (2003): Mogućnost vršenja izbora u svakidašnjem životu osoba s mentalnom retardacijom, Hrvatska revija za rehabilitacijska istraživanja, 39, 2, 117-128.</p> <p>Bratković, D., Dujmović, R., Bilić, M. (2005): Evaluacija kvalitete podrške i kvalitete radnog življenja. (u)</p>	

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Teodorović, B., Bratković, D. (2005): Značajke odraslih osoba s intelektualnim teškoćama. (u) Bratković, D. (ur.) Zapošljavanje uz podršku. Udruga za promicanje inkluzije, Zagreb, 19-22.

Teodorović, B., Bratković, D. (2005) Značajke odraslih osoba s intelektualnim teškoćama. (u) Bratković, D. (ur.) Zapošljavanje uz podršku Udruga za promicanje inkluzije, Zagreb, 19-22.

Teodorović B., Bratković, D. (2001): Osobe s teškoćama u razvoju u sustavu socijalne skrbi, Revija za socijalnu politiku, 8, 3-4, 279-290.

Teodorović, B., Bratković, D. (2005): Značajke odraslih osoba s intelektualnim teškoćama. (u) Bratković, D. (ur.) Zapošljavanje uz podršku Udruga za promicanje inkluzije, Zagreb, 19-22.

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Present Position	Associate Professor
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<b>Biography</b>	
<p>J.Douglas Coatsworth has worked as an Associate Professor at The Pennsylvania State University and as a researcher at the Department of Human Development and Family Studies and Prevention Research Center for the Promotion of Human Development since 2000. In 1991 he obtained his Ph.D. in the field of Clinical Psychology/Child Development from the University of Minnesota, Minneapolis, MN. He was Research Assistant Professor at the Center for Family Studies, University of Miami School of Medicine (May 1994 - July 2000). From January 1997 to December 1998 he was Co-Director of Prevention Research Branch, Center for Family Studies, University of Miami School of Medicine, and worked as Assistant Director of the Research at the Center for Family Studies, University of Miami, School of Medicine.</p> <p>His main research interests are resilience; positive youth development; interventions to promote social emotional competence and prevent mental health problems in children and adolescents; family-centered and culturally-competent preventive interventions; family, community and cultural factors influencing adolescent identity exploration; youth sports as a context for development; youth sports coach training.</p> <p>He received the following awards for his work: Early Career Preventionist Award from the Society for Prevention Research (2001); Outstanding Research Publication Award from the American Association for Marriage and Family Therapy for the article: Coatsworth, J. D., Pantin, H., &amp; Szapocznik, J. (2002). Familias Unidas: A family-centered ecodevelopmental intervention to reduce risk for conduct problems and substance use among Hispanic adolescents. <i>Clinical Child and Family Psychology Review</i>, 5, 113-132. (2003); Evelyn R. Saubel Faculty Award, College of Health and Human Development, The Pennsylvania State University (2005).</p>	
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<p>Wolchik, S. A., West, S. G. Sandler, S. N., Tein, J., Coatsworth, D., Lengua, L., Weiss, L., Anderson, E. R., Greene, S. M., &amp; Griffin, W. A. (2000). An experimental evaluation of theory-based mother and mother-child programs for children of divorce. <i>Journal of Consulting and Clinical Psychology</i>, 68, 843-856.</p> <p>Coatsworth, J. D., Santisteban, D. A., McBride, C. K., &amp; Szapocznik, J. (2001). Brief Strategic family therapy versus community control: Engagement, retention and an exploration of the moderating role of adolescent symptom severity. <i>Family Process</i>, 40, 313-332.</p> <p>Perrino, T. Coatsworth, J. D., Briones, E., Pantin, H., &amp; Szapocznik, J. (2001). Initial engagement to parent-centered prevention interventions: A family systems perspective. <i>Journal of Primary Prevention</i>, 22, 21-44.</p> <p>Coatsworth, J. D., Pantin, H., McBride, C. K., Briones, E., &amp; Szapocznik, J. (2002). Ecosystemic predictors of behavior problems in young Hispanic females. <i>Applied Developmental Science</i>, 6, 126-143</p> <p>Coatsworth, J. D., Pantin, H., &amp; Szapocznik, J. (2002). Familias Unidas: A family-centered ecodevelopmental intervention to reduce risk for conduct problems and substance use among Hispanic adolescents. <i>Clinical Child and Family Psychology Review</i>, 5, 113-132. [Winner of the 2003 outstanding research publication award from the American Association for Marriage and Family Therapy]</p> <p>Robbins, M. S., Mitrani, V.B., Zarate, M., Perez, G. A., Coatsworth, J. D., &amp; Szapocznik, J. (2002). Change processes in family therapy with Hispanic adolescents. <i>Hispanic Journal of Behavioral Sciences</i>, 24(4), 505-519.</p> <p>Santisteban, D.A., Coatsworth, J. D, Perez-Vidal, A., Kurtines, W. M., Schwartz, S., Laperriere, A., &amp; Szapocznik, J (2003). The efficacy of brief strategic structural family therapy in modifying Hispanic adolescent behavior problems and substance abuse. <i>Journal of Family Psychology</i>, 17, 121-133.</p> <p>Pantin, H., Coatsworth, J. D., Feaster, D.J., Newman, F. L., Briones, E., Prado, G., &amp; Szapocznik, J. (2003). Familias Unidas: The efficacy of an intervention to increase parental investment in Hispanic immigrant families. <i>Prevention Science</i>, 4, 189- 201.</p> <p>Schwartz, S. J., Coatsworth, J. D., Pantin, H., &amp; Szapocznik, J. (2003). Ecodevelopmental theory. In J. R. Miller, R. M. Lerner, &amp; L. B. Schiamberg (Eds.), <i>Human Ecology: An Encyclopedia of Children, Families, Communities, and Environments</i>. Santa Barbara, CA: ABCCLIO.</p> <p>Coatsworth, J. D., &amp; Duncan, L. (2003). Fostering resilience: A strengths-based approach to mental health. Publication Series. Harrisburg, PA: PA CASSP Training and Technical Assistance Institute.</p> <p>Pantin, H. Schwartz, S., Sullivan, S., Coatsworth, J. D., &amp; Szapocznik, J. (2003). Preventing substance abuse in Hispanic immigrant adolescents: An ecodevelopmental, parent-centered approach. <i>Hispanic Journal of Behavioral Sciences</i>, 25, 469-500.</p>	

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- Conroy, D. E., Coatsworth, J. D., & Fifer, A. M. (2005). Testing dynamic relations between perceived competence and fear of failure in young athletes. *European Review of Applied Psychology, 26*, 99-110.
- Coatsworth, J. D., Sharp, E. H., Palen, L., Darling, N., Cumsille, P., & Marta, E. (2005). Exploring adolescent self-defining activities and identity experiences across three countries. *International Journal of Behavioral Development, 29*, 361-370.



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Affiliation	University of Ljubljana Faculty of Education
Present Position	Full Professor
Appointed Full Professor	2005
<b>Biography</b>	
<p>Bojan Dekleva was born in Ljubljana in 1953. He attended primary school and grammar school in Ljubljana and graduated in 1971. He received his B.A. in Economics from the Faculty of Economics in Ljubljana in 1974, and in 1976 he graduated in Psychology (as a single-honor student) from the Faculty of Arts, Ljubljana. In 1981 he was awarded his Master's Degree in Clinical Psychology / Psychology of Personality, and in 1988 his Ph.D. in Psychology, both from the Faculty of Arts, Ljubljana. In 1995 he specialized in supervision at Hogeschool van Arnhem en Nijmegen, in the Netherlands. In 1976 he started working at the Institute for Criminology at the Faculty of Law. Since the end of 1998, he has been employed full-time at the University of Ljubljana, Faculty of Pedagogy, and held the position of Research Associate since the beginning of 1999. From 1998 to 2002 he was head of the Department for Social Pedagogy at the University of Ljubljana, Faculty of Pedagogy. In 2005 he was appointed Full Professor of Criminology and Theory of Deviant Behavior. Since 1980 he has coordinated 20 research projects, basic, applied, and developmental. From 1994 to 1999 he was the national coordinator in the research field of <i>Criminology and Social Work</i>. From 1999 to 2003 he was head of the expert commission for social pedagogical and defectology research at the University of Ljubljana, Faculty of Pedagogy. Between 2004 and 2008 he was the supervisor of the research group <i>Systematic evaluation of education strategies and achieving social inclusion in education</i> at the Ljubljana Faculty of Pedagogy. His bibliography contains 200 published works, 118 of which classified as original scientific papers. He published 32 papers in international journals (27 in English or German and 5 in other languages, 4 of which in languages of the peoples of former Yugoslavia). He edited 11 books, journals, monographs or anthologies. Since 1989, he has been the course coordinator and lecturer of the course in <i>Social pathology</i> at the degree program in Psychology at the University of Ljubljana, Faculty of Arts and until 1994 he was also the course coordinator and lecturer of the course in <i>Psychology for lawyers</i> at the University of Ljubljana, Faculty of Law. Since 1990 he has been the course coordinator and lecturer of the course <i>Theoretical understanding of the difficulties in social integration</i> (previously <i>Theory of emotional disorders</i>) at University of Ljubljana, Faculty of Pedagogy. Since 1997 he has been the course coordinator of the courses <i>Selected Deviances</i> and <i>Undergraduate Seminar</i> at the same university. He has supervised 61 graduate theses, 7 of which received the Faculty's Prešern Awards. Since 1988 he has participated, first as a co-instructor, and later as the course coordinator, in teaching the course in <i>Psychology of Antisocial Characteristics</i> at the postgraduate degree program in Criminology at the University of Ljubljana, Faculty of Law. At the renewed postgraduate degree program in criminology he is the course coordinator of the course <i>Juvenile Delinquency</i>. From 1992 to 2000 he participated as the course coordinator and lecturer in teaching the course <i>Sociology of Deviancy</i> at the postgraduate degree program in <i>Sociology of Everyday Life</i> at the Faculty of Social Sciences. He has worked in the postgraduate degree program at the University of Ljubljana, Faculty of Pedagogy since 1995 as the course coordinator and lecturer of the course <i>Theory of Deviancy</i>. Since 1999 he has been the coordinator of the postgraduate program in Social Pedagogy at the University of Ljubljana, Faculty of Pedagogy. He has taught in the specialist program in the field of juvenile judiciary and he has been the course coordinator and lecturer of the course <i>Juvenile Criminology and Victimology</i> at the University of Ljubljana, Faculty of Law. He is the joint coordinator of the course <i>Supervision Process and Metasupervision</i> in the specialization degree program in supervision at the University of Ljubljana Faculty of Pedagogy. He has been the course coordinator and one of the lecturers of the course in <i>Social pathology</i> in the specialization program in Social Medicine. He has also been involved in specialized programs at the University of Ljubljana, Faculty of Arts, Department of Psychology, (as part of individual degree programs included in the study programs) and joint coordinator of two modules (<i>Sociology of Drug Use</i> and <i>Ethnography of Illicit Drug Use</i>), as parts of the course <i>Introduction to Harm Reduction</i> in the proposal for a specialized program in <i>Harm Reduction in the Field of Drug Use</i>, Social Work Junior College. He has supervised 11 M.A. theses (one specialist trainee) and two Ph.D. theses. He has worked as researcher and instructor at various international research institutes and universities. Bojan Dekleva has been member of several governmental or ministerial commissions or ministerial expert groups. He was the founder and initiator of four professional societies: <i>Society for Developing Preventive and Voluntary Work</i> (1991), <i>Association for Social Pedagogy</i> (1997), <i>Society for Supervision</i> (1998) and <i>DrogArt Association</i> (association for electronic media and reducing the harmful effects of drugs, 1999). In the 1990s he was the initiator, organizer and first editor of two journals: <i>Mreža drog</i> (The Network of Drugs) and <i>Socialna pedagogika</i> (Social Pedagogy).</p>	
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Research articles:

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- DEKLEVA, Bojan. Socialne reprezentacije odklonskosti med študentkami socialne pedagogike. *Soc. pedagog. (Ljubl.)*, april 2001, letn. 5, št. 1, str. 39-74. [COBISS.SI-ID [4250953](#)]
- SMITH, Peter K., COWIE, Helen, OLAFSSON, Ragnar F., LIEFOOGHE, Andy P. D., ALMEIDA, Ana, ARAKI, Hozumi, BARRIO, Cristina del, COSTABILE, Angela, DEKLEVA, Bojan, HOUNDOUMADI, Anastasia, KIM, Kenneth, ORTEGA, Rosario, PAIN, Jacques, PATERAKI, Lena, SCHAFFER, Mechthild, SINGER, Monika, SMORTI, Andrea, TODA, Yuichi, TOMASSON, Helgi, WENXIN, Zhang. Definitions of bullying : a comparison of terms used, and age and gender differences, in a fourteen-country international comparison. *Child dev.*, 2002, vol. 73, no. 4, str. 1119-1133, ilustr. [COBISS.SI-ID [4914761](#)]
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- DEKLEVA, Bojan. Nasilni odzivi mladih v socialnem kontekstu. V: ANŽIČ, Andrej (ur.), MEŠKO, Gorazd (ur.), PLAŽAR, Jože (ur.). *Mladoletniško nasilje : zbornik razprav*. Ljubljana: Ministrstvo za notranje zadeve Republike Slovenije, Policija, 2004, str. 59-67. [COBISS.SI-ID [5770569](#)]

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- DEKLEVA, Bojan. Gang-like groups in Slovenia. V: KLEIN, Malcolm W. (ur.). *The eurogang paradox : street gangs and youth groups in the U.S. and Europe*. Dordrecht; Boston: Kluwer Academic Publishers, cop. 2001, str. 273-281. [COBISS.SI-ID [4061001](#)]

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- DEKLEVA, Bojan, ZAMECKA, Joanna. Are the differences in attitudes towards drugs related to different demand reduction structures and services?. V: KENIS, Patrick (ur.), MAAS, Flip (ur.), SOBIECH, Robert (ur.). *Institutional responses to drug demand in Central Europe : an analysis of institutional developments in the Czech Republic, Hungary, Poland and Slovenia*, (Public policy and social welfare, vol. 27). Aldershot [etc.]: Ashgate, cop. 2001, str. 341-369. [COBISS.SI-ID [4544073](#)]
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<b>List of works published in the past five years</b>	
<p>Papers in journals and books:</p> <p>Bašić, J., Ferić Šlehan, M., Kranželić Tavra, V. (2005): Zajednice koje brinu kao model prevencije poremećaja u ponašanju: predstavljanje projekta. Hrvatski časopis za javno zdravstvo, 1, 3, <a href="http://www.hcjz.hr/clanak.php?id=12554">www.hcjz.hr/clanak.php?id=12554</a></p> <p>Ferić, M., Kranželić Tavra, V. (2005): Rizici u obiteljskom okruženju za zlouporabu sredstava ovisnosti: vide li mladi i njihovi roditelji isto (u) Zbornik radova Borba protiv ovisnosti – borba za zdravu obitelj. Vlada RH, Ured za suzbijanje opojnih droga, 269-276.</p> <p>Ferić, M. (2004): Kvaliteta škole: razlike u percepciji roditelja učenika osnovnih i srednjih škola. (u) Stevanović, M. (ur.) Škola bez slabih učenika, Filozofski fakultet u Puli, 264-270.</p> <p>Ferić, M., Žižak, A. (2004): Komunikacija u obitelji - percepcija djece i mladih. Hrvatska revija za rehabilitacijska istraživanja, 40,1, 25-38.</p> <p>Bašić, J., Ferić, M. (2004): Djeca i mladi «u riziku» i rizična ponašanja. (u) Bašić., J, Koller Trbović, N., Uzelac, S. (ur.) Poremećaji u ponašanju i rizična ponašanja: pristupi i pojmovna određenja. Faculty of Education and Rehabilitation Sciences, University of Zagreb, 57-71.</p> <p>Malley, J., Bašić, J., Beck, M., Kranželić Tavra V., Ferić, M., Conway, J. (2003): Student Perceptions of Their Schools: An International Perspective. International Journal of Reality Therapy, 23,1,4-11.</p> <p>Ferić, M. (2003): "Partnerstvo" programa usmjerenih obitelji i zajednice» (u) Bašić, J. Janković, J. (ur.) Lokalna zajednica – Izvorište nacionalne strategije prevencije poremećaja u ponašanju djece i mladih, Državni zavod za zaštitu obitelji, materinstva i mladeži, Povjerenstvo Vlade Republike Hrvatske za prevenciju poremećaja u ponašanju djece i mladih, Zagreb, 74-83.</p> <p>Ferić, M. (2002): Obitelj kao čimbenik rizika i zaštitite za razvoj poremećaja u ponašanju djece i mladih. Hrvatska revija za rehabilitacijska istraživanja, 38,1,13-24.</p> <p>Ferić, M. (2002): Intervencije usmjerene obiteljima - pregled programa. Kriminologija i socijalna integracija, 10,1-2, 1-13.</p> <p>Ferić, M. (2002): The Youth and Risk Factors in a Family Communication. (in) Tivadar, B., Polona, M. (eds.) Flying over or falling through the cracks? Young people in the risk society, Ministry of education and sport of the republic of Slovenia, Office of the Republic of Slovenia for Youth, 234-244.</p> <p>Ferić, M., Kranželić, V. (2001): Lokalna zajednica u osmišljavanju i postavljanju programa prevencije poremećaja u ponašanju. (u) Janković, J., Bašić, J. (ur.) Prevencija poremećaja u ponašanju djece i mladih u</p>	

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<b>List of works published in the past five years</b>	
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<b>List of works published in the past five years</b>	
<p>Grbeša, M. (2005): Kriza javnog komuniciranja i ideja građanskog novinarstva. <i>Političko obrazovanje</i>, 3, 184-196.</p> <p>Grbeša, M. (2005): Suvremene izborne kampanje i kako one utječu na demokratski proces, <i>Politička misao</i>, 1, 49 – 59.</p> <p>Grbeša, M. (2004): Personalisation in presidential elections in Croatia in 2000: How Personal Did the Candidates Go and What Did the Press Cover? <i>Politička misao</i>, 5, 52-73.</p> <p>Grbeša, M. (2003): <a href="#">Why if at all is the Public Sphere a Useful Concept?</a>, <i>Politička misao</i> 40, 5, 110-121.</p>	

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<b>Biography</b>	
<p><b>Present position:</b> Bennett Chair of Prevention Research; Director, Prevention Research Center (State College and Harrisburg); Human Development and Family Studies, Pennsylvania State University; Associate Director, Children Youth and Families Consortium; Affiliate Faculty, Gerontology Center, Pennsylvania State University; Adjunct Professor, Department of Pediatrics, Pennsylvania State College of Medicine.</p> <p><b>Educational background:</b> Johns Hopkins University: Baltimore, Maryland (B.A., 1973); University of Virginia: Charlottesville, VA. (M.A., 1976) University of Virginia: Charlottesville, VA. Major: Developmental Psychology, Minor: Pediatric Psychology (Child-Clinical) (Ph.D.,1978).</p> <p><b>Employment history and professional experience:</b> Professor of Human Development and Family Studies, Pennsylvania State Univ. (1997- ); Professor of Psychology, University of Washington (1990-1997); Associate Professor of Psychology, University of Washington (1983-1990); Acting Director, Child Clinical Training Program (1985-1987); Assistant Professor of Psychology, University of Washington (1977-1983); Acting Director, Clinical Training Program (Jan-June,1985); Acting Director, Child Clinical Psychology (1984-1985); Psychological Consultant, Special Foster Care Project, Region X Mental Health and Mental Retardation Board (Virginia) (1975-1977); Pediatric Psychology Internship (half time, 1200 hours) at Children's Rehabilitation Center, Department of Pediatrics, University of Virginia (1975-1976).</p>	
<b>List of works published in the past five years</b>	
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Appointed Full Professor	2004
<b>Biography</b>	
<p>Clemens M.H. Hosman, Ph.D. (1947) is Professor of Mental Health Promotion and Prevention of Mental Disorders at the Maastricht University (Health Sciences) and Radboud University Nijmegen (Clinical Psychology), the Netherlands, and the director of the Prevention Research Centre, located at both universities. He has been involved in the field of prevention since 1969 and has played a crucial role in the development of prevention and promotion in the Netherlands. He has written many publications on different aspects of prevention and prevention research, e.g. needs assessment methods, goal analysis, prevention theories, international classification of preventive interventions, program evaluation, effectiveness, effect prediction and effect management, prevention of depression, prevention of relationship problems, dissemination of evidence-based model programs, long term policies in prevention and mental health promotion and international collaboration. He is a member of the Prevention Effectiveness Research Committee of the Dutch Health Research and Development Council. He is playing a leading role in enhancing European and worldwide collaboration in prevention and mental health promotion. He was the chair of the European WHO Task Force on Mental Health Promotion and Prevention (1995-1998), the chair of the Clifford Beers Foundation (CBF) on Mental Health Promotion (1996-2000), and is a member of several international networks and committees, such as the European Community Psychology Network, the European Mental Health Promotion Network of the European Commission, the European Mental Health Policy Network, the Prevention Faculty of the World Federation of Mental Health (WFMH), the Prevention Section Staff of the World Psychiatric Association (WPA), the Project staff of the Global Effectiveness Program of the International Union for Health Promotion and Education (IUHPE), the Board of the International Society for Prevention Research (SPR; 1999-2003). Since 2004 he has been the Chair of the World Consortium for Prevention and Promotion in Mental Health (GCAPP), involving 17 international organizations (e.g. WHO, World Federation of Mental Health, World Psychiatric Association, World Bank, Society of prevention Research, CDC). From 1999 – 2003 he was the Chair of the Committee on International Affairs of the international Society for Prevention Research. He received the 2002 International Collaborative Prevention Research Award of the Society of Prevention Research; and the 2001 Friend of the Early Career Preventionist Award for his life long work in educating new generations of prevention experts in The Netherlands and other European countries. He chaired the 7<sup>th</sup> European Conference on Promotion of Mental Health (Maastricht, 1997), and was a member of the Planning Committee of the First World Conference on Promotion of Mental Health and Prevention of Mental and Behavioral Disorders at the Carter Center in Atlanta (2000). He chaired the Second World Conference in London (2002) and is a member of the Scientific Program Committee of the Fourth World Conference in Oslo (2006). He is a prevention consultant for the World Health Organization Headquarters and was invited by many European countries to support them in the development of prevention and prevention research. On invitation of the WHO, he is currently editing a scientific book on evidence-based prevention of mental disorders, offering an overview of the available knowledge on risk and protective factors and evidence-based programs to prevent the different mental disorders and to promote mental health (Oxford University Press 2006). The Summary Report has already been published and will serve as a basis for the future WHO prevention policy in this field (WHO: Hosman, Jane-Llopis &amp; Saxena, 2004). To facilitate the use of scientific knowledge on prevention, to enhance the dissemination of evidence-based prevention programs and to stimulate international research collaboration of effect predictors, the Nijmegen Prevention Research Center has developed an International database of Evidence-based Preventive Trials (IMHPA), a European Training Programme and a European Mental Health Promotion Policy Report. The project is based on grants of the European Union, supported by the World Health Organization and involves 24 European countries.</p>	
<b>List of works published in the past five years</b>	
<p>Beekman, A.T.F., Cuijpers, P., Marwijk, H.W.J. van Smit, F., Schoevers, R.A., &amp; Hosman, C. (2006). Preventie van psychische stoornissen. (Prevention of mental disorders). <i>Nederlands Tijdschrift voor Geneeskunde (Dutch Journal of Medicine)</i>, 150, 8, 419-423.</p> <p>Jané-Llopis, E., Barry, M.M., Hosman, C., &amp; Patel, V. (Eds.). (2005). The Evidence of Mental Health Promotion Effectiveness: Strategies for Action. <i>Promotion &amp; Education, Special Issue, Supplement 2</i>.</p> <p>Jané-Llopis, E., Barry, M.M., Hosman, C. and Patel, V. (2005) Mental health promotion works: A review. In: E. Jané-Llopis, M.M. Barry, C. Hosman and V. Patel (Eds.). <i>The Evidence of Mental Health Promotion Effectiveness: Strategies for Action</i>. Promotion &amp; Education, Special Issue, Supplement 2, 2005, 9-25.</p>	

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Present Position	Full Professor
Appointed Full Professor	2001
<b>Biography</b>	
<p>She was born in 1956 in Trogir, she graduated from the University of Zagreb Faculty of Law in 1979, obtained her Master's degree in 1986, and her Ph.D. in 1991 from the same university, with the thesis entitled <i>Rights of Children in Family Relations</i>. She has worked at the University of Zagreb Faculty of Law since November 1980, at first as a Research Assistant, later Assistant Professor teaching the course in <i>Family Law</i> in 1992, and was appointed Associate Professor in 1997. She was appointed Full Professor and Research Associate in 2001. She has been the head of the Institute for Civil Law and Family Law since 2001, and has been head of the Chair for Family Law since 1998. She has been the head of Social Sciences Committee for the Field of Law at the Ministry of Science, Education and Sports since 2005. She has participated and coordinated several projects funded by the Ministry of Science, Education and Sports; she was a member of several working groups at the Ministry to draft several bills; she was a member of the Council for Children at the State Institute for the Protection of the Family, Maternity and Youth in one term; she served as a member of the delegation of the Republic of Croatia for validation of the report on the rights of the child to the Committee on the Rights of the Child in Geneva; she is member of the Commission for ethics and deontology of the Croatian Medical Society (first term) and of several governmental working groups. In 2000 she was appointed a permanent external expert to The Constitutional Court of the Republic of Croatia. Since 2004 she has been the editor-in-chief of the <i>Collected Papers of the Zagreb Faculty of Law</i>. She is a member of the International Society of Family Law, the Croatian Society for Civil Law Sciences and Practice and the Croatian Society for International Law. She has served on the editorial boards of several journals (<i>Journal of Social Policy</i>, <i>The Child and the Society</i>). She has been a member of the Croatian Academy of Legal Sciences since 2000. She teaches at the undergraduate degree programs at the University of Zagreb Faculty of Law Study Center for Social Work, and Zagreb Polytechnic for Social Sciences (course: Family Law and Law Registrar). She is the coordinator of the postgraduate program in Civil Law at the University of Zagreb Faculty of Law, and the course coordinator and lecturer of the course Selected Institutes of Family Law at the same postgraduate program; she is a lecturer at the postgraduate program in European Private Law at the University of Zagreb Faculty of Law, lecturer at the postgraduate degree program in the Theory and Methodology of Social Work at the University of Zagreb Faculty of Law, at the postgraduate program of Pedagogy at the University of Zagreb Faculty of Humanities and Social Sciences, at the postgraduate degree program in Civil Law and Commercial Law at the University of Ljubljana School of Law. She has advised six M.A. theses and one doctoral dissertation. She has speaks and writes German, English, French and Italian, and understands Ancient Greek and Latin.</p> <p>Scientist Identification Number: 003762.</p>	
<b>List of works published in the past five years</b>	
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Present Position	Full Professor (tenure)
Appointed	1997
<b>Biography</b>	
<p>Ljiljana Igrić is a Full Professor (tenure) at the University of Zagreb Faculty of Education and Rehabilitation Sciences. She graduated from the University of Zagreb with a major in defectology and psychology, obtained her Master's degree in School Medicine from the University of Zagreb Medical School and obtained her Ph.D. in defectology. She has completed a training program in Integrative Gestalt Therapy and Supervision at the Fritz-Perls-Institute, Dusseldorf. She has worked at the Faculty of Defectology, Department of Mental Retardation since 1969. Her main interest lies in the psychological and social aspects of mental retardation, and she has written around 90 research papers in this field. She has worked on the development of diagnostic instruments for persons with special needs and on teamwork development. She is particularly interested in the field of mental health of children with intellectual disabilities. Recently she has been focusing on parent support for families of children with special needs through group work and individual psychotherapy. She is promoting the development of clinical practice through the Center for Rehabilitation at the Faculty of Education and Rehabilitation Sciences and through involvement in international projects. Ljiljana Igrić has participated in numerous international conferences in Croatia and abroad and has coordinated several research projects in the field of integration of children with special needs. She is the founder and president of the Croatian Association for Professional Help to Children with Special Needs – IDEM, which promotes educational integration in Croatia. She is a member of several professional association in Croatia, and international associations such as EAMHMR (board member), IASSID, NADD, IASE. She has served as the Dean of the Faculty of Education and Rehabilitation Sciences for two terms. She is a member of the Croatian Government Commission for Disabled Persons.</p>	
<b>List of works published in the past five years</b>	
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Žic, A., Igrić, Lj. (2001): [Self-assessment of relation with peers in children with intellectual disability](#), Journal of Intellectual Disability Research. 45, 3, 202-211.

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Present Position	
Appointed	
Biography	<p>Helena Jeriček was born in 1974 in Novo Mesto, Slovenia. She completed her primary school in 1989 as the best in her class. She graduated from the Novo Mesto high school in 1993 with top marks. During schooling she participated in different competitions in mathematics, the Slovenian language, Knowledge to Youth Movement, Happy School Movement and in various extra-curricular activities. She graduated from the University of Ljubljana, Faculty of Arts in 1998 with the average grade of 9.6, with a major in Slovenian language and literature. In November 1998 she was employed as a Research Assistant at the 'Jožef Stefan' Institute in the Center for Informatics and Continuing Education. She is currently employed at the Institute of Public Health of the Republic of Slovenia, in the Center for Health promotion, where she participates in different research programs. She is the national coordinator of the international study <i>Health Behavior in School-Age Children</i>. In 1998 she enrolled in the postgraduate degree program in social pedagogy at the University of Ljubljana Faculty of Pedagogy and successfully completed it in 2001. Her PhD thesis, which she defended in 2003, dealt with interpersonal relations and communication. She has participated in the following projects: <i>Strategy of Building Healthy Communities</i> and <i>Prevention of Family Pathologies: Building Families</i> as a part of <i>Target Research Program: Competitiveness of Slovenia 2001-2006, Models of Promotion of the Quality of Teacher's Work in the Process of Professional Development</i> and <i>Lone Parent Families and Reconstructed Families</i>. She regularly attends international conferences (e.g. the international pedagogic conference ECER 99 in Lahti, Finland (1999); the conference <i>Children, Youth and Media in Toronto, Canada</i> (2000); the scientific conference <i>Connecting Policy and Practice: Challenges for Teaching and Learning in Schools and Universities</i>) (Portugal, 2001). In 2002 she was on a one-month study leave in the USA, where she attended the conference in Palo Alto and had opportunity to work with the renowned communicologist Paul Watzlawick and Leonard Duhl, the founder of the <i>Healthy Cities</i> project. In 2003 she attended the conference of the Association for Systematic Science on the Island of Crete. She has written several research papers, for different Slovenian and international journals, and one book.</p>
List of works published in the past five years	<p>Articles</p> <p>Original scientific papers:</p> <p>JERIČEK, Helena. Zasvojenost z internetom - sedanjost ali prihodnost?. <i>Soc. pedagog. (Ljubl.)</i>, junij 2001, letn. 5, št. 2, str. 141-168. [COBISS.SI-ID <a href="#">4286025</a>]</p> <p>JERIČEK, Helena. Modro in roza - razlike med spoloma v uporabi Interneta. <i>Teor. praksa</i>, nov. 2001, let. 38, št. 5, str. 897-907. <a href="http://dk.fdv.uni-lj.si/tip/tip20015Jericek.PDF">http://dk.fdv.uni-lj.si/tip/tip20015Jericek.PDF</a>. [COBISS.SI-ID <a href="#">20905053</a>]</p> <p>JERIČEK, Helena. Internet i ovisnost o internetu u Sloveniji. <i>Medijska istraživanja</i>, 2002, vol. 8, str. 85-101. [COBISS.SI-ID <a href="#">17411879</a>]</p> <p>JERIČEK, Helena, KORDEŠ, Urban. Kondenzcijska jedra - osnova za grajenje skupnosti = Condensation nuclei - the basis for community building. <i>Soc. pedagog. (Ljubl.)</i>, 2003, vol. 7, str. 391-405. [COBISS.SI-ID <a href="#">17952039</a>]</p> <p>JERIČEK, Helena. Raziskovanje skupnosti v Sloveniji. <i>Soc. pedagog. (Ljubl.)</i>, november 2004, letn. 8, št. 4, str. 457-480. [COBISS.SI-ID <a href="#">5939273</a>]</p> <p>JERIČEK, Helena, ČEBAŠEK-TRAVNIK, Zdenka, DERNOVŠEK, Mojca Zvezdana. Patološko hazardiranje na slovenskem : anketiranje psihiatrov = The slovenian psychiatrists' opinion on pathological gambling in their patients : a survey. <i>Zdrav. vars.</i>, 2005, letn. 44, št. 3, str. 127-133. [COBISS.SI-ID <a href="#">1440997</a>]</p> <p>Review paper:</p> <p>JERIČEK, Helena. Mediji, ki vplivajo na vzgojo, ali vzgoja, ki vpliva na medije?. <i>Sodob. pedagog.</i>, 2000, letn. 51, št. 3, str. 40-56. [COBISS.SI-ID <a href="#">3739721</a>]</p> <p>JERIČEK, Helena. Mladostnikovo samovrednotenje in znamenja zasvojenosti z internetom. <i>Sodob. pedagog.</i>, 2001, letn. 52, št. 4, str. 128-146. [COBISS.SI-ID <a href="#">4452681</a>]</p> <p>JERIČEK, Helena, KORDEŠ, Urban. Smernice za delovanje v skupnosti in s skupnostjo. <i>Soc. pedagog. (Ljubl.)</i>, junij 2003, letn. 7, št. 2, str. 205-226. [COBISS.SI-ID <a href="#">5321289</a>]</p> <p>JERIČEK, Helena, KORDEŠ, Urban. Kondenzacijska jedra - osnova za grajenje skupnosti. <i>Soc. pedagog. (Ljubl.)</i>, november 2003, letn. 7, št. 4, str. 391-405. [COBISS.SI-ID <a href="#">5489737</a>]</p>

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<b>Biography</b>	
<p>Marija Maja Jokić was born in 1955 in Kijevo, Croatia. In 1978 she graduated in biology from the University of Zagreb, Faculty of Science. She obtained her M.A. in Information Science from the same university. She was awarded the doctoral degree in Information Science in 1995 from the University of Zagreb, Faculty of Humanities and Social Sciences. Her main scientific and professional interest field is related to the usage and availability of scientific information, with the emphasis on monitoring and evaluating electronic sources of information, studying communications in science, scientometric research and education of users (scientists and students) and library staff, as well the problem area of functioning and organization of library systems. She teaches courses, both as the course coordinator (the University of Zagreb: School of Dentistry, Faculty of Education and Rehabilitation Sciences, Faculty of Textile Technology) and as the collaborator on the course (Faculty of Science: Introduction to the Scientific Research). She was appointed Research Associate in 1999 and Senior Research Associate in 2005. She has published a series of scientific, review and professional papers and two books and chapters in books.</p>	
<b>List of works published in the past five years</b>	
<p>Books and chapters in books:</p> <p>Jokić, M Bibliometrijski aspekti vrednovanja znanstvenog rada. Zagreb: Sveučilišna knjižara, 2005.</p> <p>Mužić, Vladimir, Milan Matijević i Maja Jokić. Istraživati i objavljivati: elementi metodološke pismenosti u pedagogiji. Zagreb : Hrvatski pedagoško-književni zbor.</p>	
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<p>Papers in conference proceedings:</p> <p>Tadić, M. i M. Jokić. Primjena XML-a na primjeru tekstovne baze hrvatskih znanstvenih časopisa. Zbornik radova. Konferencija CROINFO2001 "Upravljanje informacijama u gospodarstvu i znanosti", Dubrovnik, 22.-24. studeni 2001, str. 113-121.</p> <p>Jokić, M. Obrazovanje korisnika specijalnih i visokoškolskih knjižnica - stanje u Hrvatskoj. Zbornik referatov IX. Posvetovanja Sekcije za specialne knjižnice Zveze bibliotekarskih društva Slovenije, Ljubljana, 14-15. November, 2002, str. 107-116.</p> <p>Jokić, M. Konzorcijalni pristup - model navabe politike. Zbornik radova i priloga "Specijalne knjižnice - izvori i korištenje znanja/4. dani specijalnog knjižničarstva Hrvatske, Opatija 10. i 11. travanj 2002.), 25-31.</p>	

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Appointed Research and Teaching Assistant	2001
<b>Biography</b>	
<p>Igor Kanižaj was born in 1977 in Virovitica. He graduated with a major in journalism in 2000 from the University of Zagreb, Faculty of Political Science. After graduation he worked as a journalist in the informative program of the Croatian Catholic Radio, and in the McCann Erickson Croatia agency, after which he transferred to the Faculty of Political Science, where he was a Research Assistant on the Media and Society research project. He obtained his MA in 2006. He has been doing research into media reporting on national minorities since 2001, and has participated in several international projects, including the project <i>After the Accession: The Socio-Economic Culture of Eastern Europe in Enlarged Europe: An Asset or a Liability?</i>, initiated and coordinated by the Wien Institut für die Wissenschaften vom Menschen (IWM). He was the Croatian representative in the international project of the Media Diversity Institute in London, <i>Mirroring Images: Ethnic Minorities in the South East European Press</i>. He is the author of a number of research papers, published in the journals <i>Politička misao</i> (Political Thought), <i>Međunarodne studije</i> (International Studies) and <i>Društvena istraživanja</i> (Social Research). He has collaborated in writing annual reports on the state of media for several international organizations. Research fields: national minorities in the media, reporting on foreign entrepreneurs, media ownership and the influence of PR on journalism. He is as an instructor for the Coris Educa company, and has led 16 media training programs for leading Croatian companies, attended by over 200 executives, managers and other high profile employees working in private and public companies.</p>	
<b>List of works published in the past five years</b>	
<p>Kanižaj, I. (2006): Manjine – između javnosti i stvarnosti, ICEJ &amp; Sveučilišna knjižara.  Kanižaj, I. (2005): Prikaz medijskih politika u programima za integraciju nacionalnih manjina u srednjoeuropskim državama 2001. – 2002. godine, <i>Međunarodne studije</i>, 5,3,70-82.  Kanižaj, I. (2004): Previše politizacije, premalo razumijevanja. (u) Malović, S. (ur) <i>Bogatstvo različitosti</i>, ICEJ &amp; Sveučilišna knjižara. Zagreb, 83-117. (poglavlje u knjizi)  Šalaj, B., Kanižaj, I. (2004): Medijska slika manjina. (u) Obradović, S. (ur) <i>Javnost i mediji</i>. Stina, Split, 30-40. (poglavlje u knjizi)  Kanižaj I. (2004): Predstavljenost nacionalnih manjina u hrvatskim dnevnim novinama – komparativni pregled 2001. – 2003, <i>Politička Misao</i>, 41,2,30-46.  Kanižaj, I. (2003): Izvještanje o nacionalnim manjinama u hrvatskim dnevnim novinama, <i>Međunarodne studije</i> 3,3,27 – 44.  Dragojević, S., Kanižaj, I., Žebec, I. (2004): Medijska analiza odabranih tiskovina na temu strani poduzetnici u Hrvatskoj, <i>Društvena istraživanja</i>, 13,1-2, 97-122.  Croatia Media Landscape 2004., World Association of Newspapers 2005.  Croatia Media Landscape 2003., World Association of Newspapers 2004.  Croatia Media Landscape 2002., World Association of Newspapers 2003.  Croatia Media Landscape 2001., World Association of Newspapers 2002.  Croatia Media Landscape 2002., ACCESS - Sofia 2003.</p>	



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Present Position	Associate Professor
Appointed Associate Professor	2005
<b>Biography</b>	
<p>Lelia Kiš-Glavaš was born in Zagreb in 1965, where she completed primary and secondary school. She graduated in 1989 from the University of Zagreb Faculty of Defectology (today the Faculty of Education and Rehabilitation Sciences) majoring in rehabilitation (B.A. thesis: <i>The Application of the Procedure of Behavior Modification with the Purpose of Reducing the Frequency of Self-mutilation and Mutilation in a Child with Autism</i>). Upon graduating, she volunteered at the Faculty of Defectology (Department for Mental Retardation) for four months, and was employed as a Research Assistant at the Faculty on October 1, 1989. She started her postgraduate studies at the Faculty of Defectology in 1989, and obtained her M.A. in 1994 (M.A. thesis: <i>Basic Perceptive-Motoric Stimulation in Working with Children with Severe Mental Retardation</i>).</p> <p>On October 16, 1995 the Faculty Council of the Faculty of Defectology appointed her Research Assistant, and on May 12, 1997 she was appointed a Teaching Assistant for the course <i>Practicum in Rehabilitation through Movement</i>.</p> <p>On December 22, 1999 she obtained her Ph.D. degree from the same Faculty, having defended her doctoral dissertation entitled <i>The Shift in Teachers' Attitudes towards Children with Delayed Cognitive Development</i>. She was appointed Assistant Professor in 2001 and Associate Professor at the University of Zagreb, Faculty of Education and Rehabilitation Sciences in 2005.</p> <p>She currently serves as the Vice-Dean for Science at the University of Zagreb, Faculty of Education and Rehabilitation Sciences (elected October 1, 2004).</p> <p>Lelia Kiš-Glavaš speaks and writes English. She is married, with two children.</p>	
<b>List of works published in the past five years</b>	
<p>Kiš-Glavaš, L., Ružkan, A., Rudić, D. (2006): Ured za studente s invaliditetom – osiguranje mogućnosti kvalitetnijeg pristupa visokom obrazovanju, rad prezentiran na Okruglom stolu: Promoviranje načela inkluzivnog građanstva u obrazovnoj politici (uključivanje osoba s invaliditetom), Fakultet političkih znanosti.</p> <p>Kiš-Glavaš, L., Sokač, K. (2005): Some Preliminary results of the project «Employers motivation to employ persons with disabilities», 7<sup>th</sup> EUSE Conference “Supported Employment: Naturally the right choice”, 15-17.6.2005., Barcelona.</p> <p>Kiš-Glavaš, L. (2004): Difficulties in employing persons with intellectual disabilities as perceived by employers, Books of Congress abstracts (12th IASSID World Congress, Montpellier, France, June 14-19), Journal of Intellectual Disability Research, 48, 406-410.</p> <p>Kiš-Glavaš, L. (2004): Teškoće pri zapošljavanju i radu osoba s oštećenjima sluha percipirane od strane poslodavaca, rad prezentiran na stručnom skupu Centra «Slava Raškaj» Komunikacijske potrebe – interdisciplinarnim pristupom do cjelovitih programa: zdravstvenih, edukacijskih i socijalnih, MC Mimara, 4. 3.2004., Zagreb.</p> <p>Kiš-Glavaš, L. (2004): Profesionalna rehabilitacija osoba s invaliditetom. Andragoški glasnik, 12, 5 – 6</p> <p>Kiš-Glavaš, L. (2003): Mišljenja zagrebačkih poslodavaca o zapošljavanju osoba s invaliditetom, Zbornik radova međunarodnog stručnog skupa o profesionalnoj rehabilitaciji i zapošljavanju osoba s invaliditetom, Zagreb, 43-50.</p> <p>Kiš-Glavaš, L. (2002): Profesionalna rehabilitacija osoba s posebnim potrebama (u) Zbornik radova 1. međunarodnog stručnog simpozija «Aktualnosti i perspektive zapošljavanja osoba s invaliditetom», Zagreb, 40-54.</p>	

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Affiliation	University of Zagreb Faculty of Law
Present Position	Associate Professor
Appointed Associate Professor	2002
<b>Biography</b>	
<p>Aleksandra Korać graduated from the University of Zagreb, Faculty of Law in 1988. In 1986 she was awarded the University of Zagreb Rector's Award. From April 1988 to 1989 she worked as a volunteer-trainee at the Municipal Court in Zagreb. She has worked at the University of Zagreb, Faculty of Law, Chair of Family Law since December 1988. She obtained her M.A. in 1992 with the thesis entitled <i>The Principle of Open Trial</i> in the Postgraduate program in Commercial Law from the University of Zagreb, Faculty of Law. She was awarded her Ph.D. in 1996 from the University of Zagreb, Faculty of Law (PhD dissertation: <i>The Institutes of Family Law in the Verdicts of the European Court of Human Rights</i>). She has been a Guest Lecturer at the University of Osijek Faculty of Law, Chair of Family Law since 1995, and the course coordinator for the course in Family Law since 1998. In 2002 she was appointed Associate Professor for Family Law.</p> <p>She is coordinates the course <i>European Family Law</i> at the postgraduate degree program in European Law at the University of Zagreb, Faculty of Law, teaches the course <i>Selected Institutions of Family Law</i> at the graduate degree program in Civil Law at the University of Zagreb, Faculty of Law and the course <i>Family Law</i> at the postgraduate degree program in <i>Theory and Methodology of Social Work</i>, the University of Zagreb School of Law, Center for Social Work. She is a lecturer of postgraduate courses in <i>Reproductive Health</i> organized by the Inter-University Center in Dubrovnik. She has served as expert (deputy) in the Council of Europe European Commission against Racism and Intolerance since 2002. She has been a member of several working groups of the Government of the Republic of Croatia for Monitoring the Process of Harmonizing Croatian Legislature with the European Convention for the Protection of Human Rights and Fundamental Freedoms and with the European Social Chart since 1996. She is an associate of the Ministry in charge of social welfare, working on the project of creating new Family Law regulations. She was a member of the Commission to draw up the National Family Policy for 2002 and a member of the expert team against discrimination. She is the coordinator of incentives programs and a researcher on several research projects funded by the Ministry of Science and Technology of the Republic of Croatia at the University of Zagreb, Faculty of Law and a co-coordinator (along with Dr. Dubravka Hrabar) on the research project funded by the Ministry of Labor and Social Welfare of the Republic of Croatia. She is a member of the Croatian Academy of Legal Sciences, the International Association for Family Law, the Science Board of the Croatian Society for Psychiatry and Law, the Commission of the Croatian Conference of Bishops 'Iustitia et pax', the secretary of the University of Zagreb Lawyer's Association <i>Almae Matris Alumnae et Alumni Croaticae-Facultas Iuridica</i>. She is the author of numerous research papers, and the co-author of university and secondary school textbooks in Family Law, and the commentary on the Family Law.</p>	
<b>List of works published in the past five years</b>	
<p>Books (chapters):</p> <p>Alinčić, M., Hrabar, D., Jakovac Lozić, D., Korać, A. (2001): <i>Obiteljsko pravo</i>, Narodne novine.</p> <p>Korać, A. (2001): <i>Pravo na sklapanje braka i osnivanje obitelji u Hrvatskoj</i>, u <i>Hrvatska obitelj na prekretnici</i> (uredio Baloban, S.), Centar za promicanje socijalnog nauka crkve, Glas Koncila.</p> <p>Korać, A. (2003): <i>Obiteljskopравни aspekti nacionalne obiteljske politike</i>, u <i>Nacionalna obiteljska politika</i> (uredio Puljiz, V.), Državni zavod za zaštitu obitelji, materinstva i mladeži.</p> <p>Hrabar, D., Korać, A. (2003): <i>Obiteljsko pravo s matičarstvom</i>, Narodne novine.</p> <p>Alinčić, M., Hrabar, D., Jelavić, Korać, A., M., Dika, M. (2003): <i>Novo obiteljsko zakonodavstvo – novine, perspektive i dvojbe</i>, Narodne novine.</p> <p>Hrabar, D., Korać, A. (2003): <i>Primjena obiteljskopравниh mjera za zaštitu dobrobiti djece te zasnivanje posvojenja bez pristanka roditelja – Istraživanje iskustva iz prakse</i>, Pravni fakultet, University of Zagreb.</p> <p>Alinčić, M., Hrabar, Korać, A., D., Belajac, V., Hrvatina, B. (2004): <i>Obiteljski zakon, tekst zakona s napomenama, uputama i sudskom praksom</i>, Narodne novine.</p> <p>Journals:</p> <p>Korać, A. (2002): <i>Izbjegavanje medicinskog vještačenja i razumni rok u paternitetskim sporovima</i>. Zbornik Pravnog fakulteta u Zagrebu, 52, 6, 1253-1284.</p> <p>Korać, A. (2003): <i>Posebnosti parničnih postupaka uređenih Obiteljskim zakonom</i>. Hrvatska pravna revija, 3, 1, 32-43.</p> <p>Korać, A. (2005): <i>Zastupanje djece u sklapanju pravnih poslova - teorijsko promišljanje i primjer iz bankarskog poslovanja</i>. Zbornik Pravnog fakulteta u Zagrebu, 55, 3-4, 927-959.</p> <p>Korać, A. (2005): <i>Ljudska prava i pravno uređenje istospolnih zajednica u domaćem zakonodavstvu</i>. Zbornik Pravnog fakulteta u Zagrebu, 55, 3-4, 927-959.</p>	

Korać, A. (2005): Posredovanje – prilog alternativnom rješavanju sporova. Hrvatska pravna revija, 5, 2, 73-85.

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Appointed Assistant Professor	2005
Biography	
<p>Urban Kordeš graduated with a major in Mathematical Physics from the University of Ljubljana, where he defended his master's thesis and doctoral dissertation in Philosophy. He works at the University of Ljubljana, Faculty of Education. He has taught the methodology course <i>Sensation, perception, communication</i> at the Faculty of Arts for many years. He was appointed Assistant Professor at the Faculty of Education in 2005, where he teaches a course in methodology. He is a member of many international and Slovenian scientific boards (including: President of Slovenian Society for Cognitive Science) and a member of the editorial and advisory board of two scientific journals (<i>Constructivist Foundations</i> and <i>Interdisciplinary Description of Complex Systems</i>). He is the author of one book (<i>From Truth to Trust</i>, 2004), he contributed to several monographs and published numerous research papers. His main fields of research are methodology and epistemology, with special interest in systems where separation of the observer from the observed system is impossible (the so called non-trivial systems).</p>	
List of works published in the past five years	
Original Scientific Papers:	
<p>JERIČEK, Helena, KORDEŠ, Urban. Kondenzcijska jedra - osnova za grajenje skupnosti = Condensation nuclei - the basis for community building. <i>Soc. pedagog. (Ljubl.)</i>, 2003, vol. 7, str. 391-405. [COBISS.SI-ID <a href="#">17952039</a>]</p>	
<p>KORDEŠ, Urban. Entropy - our best friend. <i>Interdiscip. descr. complex syst. (Online)</i>, 2005, letn. 3, št. 1, str. 17-26. [COBISS.SI-ID <a href="#">6480457</a>]</p>	
<p>KORDEŠ, Urban. Participatory position. <i>Interdiscip. descr. complex syst. (Online)</i>, 2005, letn. 3, št. 2, str. 77-83. [COBISS.SI-ID <a href="#">6480713</a>]</p>	
<p>KORDEŠ, Urban. A peaceful coexistence of epistemologies. <i>Kybernetes</i>, 2005, vol. 34, št. 1-2, str. 1. [COBISS.SI-ID <a href="#">6086473</a>]</p>	
Review Papers:	
<p>JERIČEK, Helena, KORDEŠ, Urban. Smernice za delovanje v skupnosti in s skupnostjo. <i>Soc. pedagog. (Ljubl.)</i>, junij 2003, letn. 7, št. 2, str. 205-226. [COBISS.SI-ID <a href="#">5321289</a>]</p>	
<p>JERIČEK, Helena, KORDEŠ, Urban. Kondenzacijska jedra - osnova za grajenje skupnosti. <i>Soc. pedagog. (Ljubl.)</i>, november 2003, letn. 7, št. 4, str. 391-405. [COBISS.SI-ID <a href="#">5489737</a>]</p>	
Papers in Conference Proceedings:	
<p>KORDEŠ, Urban. Konstruktivizem kot stvar izbire. V: <i>Aktual'nye problemy filosofii, sociologii i politologii, ekonomiki i psihologii. vypusk 5 : materialy meždunarodnoj naučnoj studenčesko-aspirantskoj konferencii, april' 2002 g. Perm, 2002</i>. Perm: Perskij universitet, 2002, str. 75-80. [COBISS.SI-ID <a href="#">17341735</a>]</p>	
<p>KORDEŠ, Urban. Artificial simulation of living processes and its conditions. V: <i>Evrstičeskie funkcii naučnoj filosofii : mežvuzovskij sbornik naučnih trudov : [10-11 aprlja, 2002, Perm]</i>, (Novie idei v filozofiji, vipusk 11). Perm: Permskii universitet, 2002, str. 240-248. [COBISS.SI-ID <a href="#">17045287</a>]</p>	
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MATURANA, Humberto R., VARELA, Francisco J.. *Drevo spoznanja*, (Studia humanitatis). 2. natis. Ljubljana: Studia Humanitatis, 2005. ISBN 961-6262-08-4. [COBISS.SI-ID [222170112](#)]

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1998 with the BA thesis entitled *Work with Children and Youth with Behavior Disorders, Based on the Development of Social Skills*. Since July 1, 1999 she has been employed as a Research Assistant at the University of Zagreb, Faculty of Education and Rehabilitation Sciences on the project *Models of Intervention with the Purpose of Preventing Behavior Disorders in Children, Youth and Adults in the Republic of Croatia*. In 1999 she enrolled in the postgraduate degree program in Behavioral Disorders at the University of Zagreb, Faculty of Education and Rehabilitation Sciences, and obtained her master's degree in 2002, having defended her M.A. thesis entitled *Behavior in the School Environment as the Basis of Prevention Programs*. After the initial activities and setting up of the project *Behavior Disorders* she started working on her Ph.D. dissertation thesis entitled *The Role of the Local Community and School in Preventing Behavior Disorders in Children and Youth – the County of Istria Case Study* which has undergone the required procedure and was accepted by the Scientific Council of the Faculty of Education and Rehabilitation and the Senate of the University in Zagreb in 2004. She is currently working on her doctoral dissertation, which she is expected to defend at the end of 2006. In 2002 she was awarded the National Science Award for Junior Researchers for her research on the book *From Primary Prevention to Early Intervention* (Bašić, J., Ferić, M., Kranželić, V.). She is involved in the training program Active Learning and Critical Thinking in Higher Education (2004/05), organized by the Forum for Freedom in Education, Zagreb. She has participated in 5 research projects (2 national and 3 international). She has presented at 18 conferences in Croatia (8) and abroad (10). She has published a total of 27 research papers and one book.

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<p>Josip Kregar is Full Professor at the University of Zagreb, Faculty of Law, presently serving as the Dean of the Faculty. He graduated from the University of Zagreb, Faculty of Law in 1975, obtained his M.A. in Law from the University of Zagreb, Faculty of Law in the field of Law and Political Science in 1982, and defended his Ph.D. dissertation in 1991, when he was awarded a PhD in Legal Science (Public Administration). From 1975 - 1982 he worked at the Institute for Social Research in the field of empirical sociological research. He has been employed at the University of Zagreb, Faculty of Law since 1982 as a Research Assistant. He was appointed Assistant Professor in 1991, and Associate Professor in 1995. He was appointed Full Professor in 1999. He was also visiting scholar at eminent universities abroad, e.g. the University in Graz (1992/1993) and the Yale Law School, USA (1995/6). He taught at LLM program in European Integrations at the University of Sofia in 2004. He is a lecturer in the postgraduate degree programs in Ljubljana and Zagreb where he teaches courses in <i>Public Administration, Sociology and Sociology of Law, Psychology and Sociology (of Fiscal Affairs)</i> and is the coordinator of the postgraduate seminar in <i>Economy and Democracy</i> at the Inter-University Center in Dubrovnik.</p> <p>Dr. Kregar has been involved in different research fields: he taught the course in <i>Public Administration</i> at the University of Zagreb, Junior College of Management 1981-1982, worked as a researcher 1982-2000, and taught a course in the <i>Science of Management</i> 1982 –1987. He also worked as a consultant to the Croatian Government (2001), and coordinates local administration research (2006). He has taught courses in sociology at the Faculty of Law (1987 - present), he is the author of a university textbook and a secondary school textbook on sociology. He is the coordinator of the Sociology Degree Program at the University Center for Croatian Studies in Zagreb.</p> <p>Other posts: editor of the University of Zagreb Faculty of Law University Press (1982 -1990); member of the <i>Multidisciplinary Group on Corruption</i>, Council of Europe (1995); Head of the Department of Sociology at the University of Zagreb Faculty of Law (1999 - present); expert advisor of the Organisation for Economic Co-operation and Development (2004 -); head of the Working Group for the National Anti-Corruption Program (1991), (1994 - 1996). Member of PIEN (Public Integrity Educational Network) since 2005.</p>	
<b>List of works published in the past five years</b>	
<p>Kregar, J., Marko J. (2004): Il sistema politico Croato u Bertole, di Cortona, Transizione e consolidamento democarico nell'Europa Centro-Orientale, Giappichelli Editore- Torino, 145-151.</p> <p>Kregar J., Marko J. (2004): Financiranje političkih stranaka (u) Prpić, I. (ur.) Država i političke stranke. Narodne novine, Hrvatski pravni centar, Zagreb, 83- 107.</p> <p>Kregar, J. (2004): Introduction to the national integrity system study: country report. Transparency International Croatia, Sveučilišna tiskara, Zagreb.</p> <p>Kregar, J., Gotovac V., Đorđe Gardašević, Đ. (2004): Regulacija prava na pristup informacijama. Transparency International Hrvatska, Zagreb.</p> <p>Kregar, J., Polšek, D., Petković, S., Rogić, I., Ajduković, M., Malenica, Z. (2003): Sociologija: udžbenik za 3. razred gimnazije. Školska knjiga, Zagreb</p> <p>Kregar, J., Gardašević, Đ., Petak, Z. (2003): Novac u politici: prijedlozi za uređenje pravila o financiranju političkih stranaka i izbornih kampanja. Transparency International Hrvatska, Zagreb.</p> <p>Kregar, J. (2002): Strategija razvitka Republike Hrvatske "Hrvatska u 21 stoljeću". Javna uprava, Zagreb.</p> <p>Kregar, J.(2002): Znanost o društvu: osnovni pojmovi i razvoj / Nikola Skledar, Josip Kregar / Zaprešić : Visoka škola za poslovanje i upravljanje s pravom javnosti</p> <p>Kregar, J. (2001): Bureaucratic Obstacles to Partnership (u) NGOs and Public Administration: Perspectives of Partnership in the Process of European Integration, Institute for International Relations, Zagreb, 93- 101.</p> <p>Kregar, J. (2000) : Treći put :novi politički i ideološki okviri socijalne politike. Revija za socijalnu politiku, 7.</p>	



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Appointed Full Professor	2004
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<p>Smiljana Leinert Novosel was born in 1952 in Zagreb. She graduated from the University of Zagreb Faculty of Political Science in 1975, obtained her M.A. in 1978, and her Ph.D. in 1990 (thesis entitled <i>Causes of Inadequate Participation of Women in the Social and Political Decision Making Processes</i>). Since 1975 she has been employed at the University of Zagreb, Faculty of Political Science, first as a Teaching Assistant, then as an Assistant Professor, later as an Associate Professor (appointed 1998), and since 2004 as a Full Professor. She teaches statistics at the undergraduate degree program in politology and journalism, and the course <i>Women and Politics</i> at the graduate degree program <i>Croatian Political System and Government</i>. She was awarded the National Science Award in 1990 for her research into the position and role of women in society.</p> <p>Dr. Novosel is a consultant to the Croatian Government Committee for Gender Equality, the State Institute for the Protection of the Family, Maternity and Youth, the Croatian Parliament Committee for Gender Equality and numerous women NGOs. She was a member of the Council of Europe Expert Commission for Gender Balance in Political and Public Decision Making Processes from 2001 to 2003. She has authored numerous research papers, and is currently coordinating several research projects (<i>Communication in the Parliament with a Special Focus on Gender Differences</i>) including the international project <i>Women in Parliament: Hungary, Croatia, Slovenia</i>). She has organized and attended a number of scientific conferences and seminars on communication. She speaks English and has a working knowledge of German and French.</p> <p>Posts held: 2002 – 2004 Vice Dean of the University of Zagreb, Faculty of Political Science; 2004 - present, Dean of the University of Zagreb Faculty of Political Science. Appointed Full Professor: March 29 2004.</p> <p>Smiljana Leinert Novosel is a Croatian citizen, a widow and a mother of four.</p>	
<b>List of works published in the past five years</b>	
<b>Books:</b>	
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Leinert, Novosel (2001): <i>Žene Hrvatske u brojkama</i> . Povjerenstvo Vlade RH za pitanja jednakosti spolova, Zagreb.	
<b>Chapters in books:</b>	
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<p><i>Između autoritarizma i demokracije: Srbija, Crna Gora, Hrvatska institucionalni okvir</i>, CEDETBgd., CEDEM, Podgorica, CTCSR, Zagreb, 2002., str 81 - 95 ; objavljeno i na engleskom jeziku : "The Political System of Croatia (1990.- 2000.) and Possible Developmental Perspectives" u "Between Authoritarianism and Democracy : Serbia , Montenegro , Croatia – Institutional Framework" , CEDET, Belgrade , 2003.g., str.91 - 105 .</p>	
Research articles in international peer reviewed journals (a1)	

Leinert Novosel, S. (2003) Politika zapošljavanja žena. Politička misao, 3,103-128

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List of works published in the past five years	<p>Maleš, D. (2003): Afirmacija roditeljstva. (u) Puljiz, V.; Bouillet, D. (ur.) Nacionalna obiteljska politika. Državni zavod za zaštitu obitelji, materinstva i mladeži, Zagreb, 275-302.</p> <p>Maleš, D. (2002): Odgojem i obrazovanjem do odgovornog roditeljstva. (u) Pavletić, V. (ur.) Hrvatska demografska i demostateška drama. AG Matoš, Zagreb, 273-291.</p> <p>Maleš, D. (2003): Problems of Education for Human Rights in Croatia. (in) Kozłowska, A. (ed.) Multicultural Education in the Unifying Europe. Czestochowa: Wydawnictwo Wyzszej Szkoły Pedagogicznej, 69-77.</p> <p>Maleš, D. (2003): Redefiniranje uloge učenika u svjetlu Konvencije o pravima djeteta. (u) Vrgoč, H. (ur.) Odgoj, obrazovanje i pedagogija u razvitku hrvatskog društva. Hrvatski pedagoško-književni zbor, Zagreb, 209-216.</p> <p>Maleš, D. (2004.): Roditelji i učitelji zajedno. (u) Vrgoč, H. (ur.) Strategija odgojnog rada razrednika. Hrvatski pedagoško-književni zbor, Zagreb, 26-38.</p> <p>Maleš, D. (2003): Suradnja škole, obitelji i lokalne zajednice u prevenciji poremećaja u ponašanju djece i mladih. (u) Bašić, J.; Janković, J. (ur.) Lokalna zajednica – izvorište Nacionalne strategije prevencije poremećaja u ponašanju djece i mladih. Državni zavod za zaštitu obitelji, materinstva i mladeži, Povjerenstvo Vlade Republike Hrvatske za prevenciju poremećaja u ponašanju djece i mladih, Zagreb, 84-104.</p> <p>Maleš, D., Milanović, M., Stričević, I. (2003): Živjeti i učiti prava. Odgoj za ljudska prava u sustavu predškolskog odgoja. Filozofski fakultet Sveučilišta u Zagrebu – Istraživačko-obrazovni centar za ljudska prava i demokratsko građanstvo, Zagreb, 298.</p> <p>Maleš, D., Stričević, I. (2000): Mi poznajemo i živimo svoja prava. Školska knjiga, Zagreb, 290.</p> <p>Maleš, D., Stričević, I. (2001): Knowing and living our Rights. Školska knjiga, Zagreb, 290.</p> <p>Maleš, D., Stričević, I. (2005): Odgoj za demokraciju u ranom djetinjstvu. Udruženje Djeca prva, Zagreb.</p> <p>Maleš, D., Stričević, I. (2003): Roditeljsko poticanje čitalačkih vještina u djece predškolske dobi. Napredak, 144, 2., 168-179</p> <p>Maleš, D., Stričević, I. (2002): Strengthening Parents' Competences. (in) Korintus, M. and Arato, K. (eds.) Better Parenting Initiatives. Budapest: National Institute for Family and Social Policy, 25-34</p> <p>Maleš, D., Stričević, I. (2005): Zlostavljanje među učenicima može se spriječiti. Udruženje Djeca prva, Zagreb.</p> <p>Milanović, M., Stričević, I., Maleš, D., Sekulić-Majurec, A. (2000): Skrb za dijete i poticanje ranog razvoja djeteta u Republici Hrvatskoj. I i II izdanje. UNICEF – Ured za Hrvatsku, Zagreb, 163.</p> <p>Milanović, M., Stričević, I., Maleš, D., Sekulić-Majurec, A. (1999): Early Childhood Care and Development in the Republic of Croatia. Zagreb: UNICEF – Office for Croatia, 165.</p> <p>Miljević-Ridički, R., Maleš, D., Rijavec, M. (1999): Odgoj za razvoj. Slap, Zagreb, 168.</p>

Miljević-Ridički, R.; Maleš, D.; Rijavec, M. (1999): Education for development. Slap, Zagreb, 168.

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Present Position	Associate Professor
Appointed Associate Professor	1997
<b>Biography</b>	
<p>Ana Marušić was born in 1962 in Mostar, Bosnia-Herzegovina. She was awarded the degree of Doctor of Medicine from the University of Zagreb, Medical School in 1985. She has worked at the Institute for Anatomy at the Medical School since 1986. She obtained her M.A. from the University of Zagreb, Faculty of Sciences in 1987, and her Ph.D. from the University of Zagreb, Medical School in 1989. She completed her postdoctoral study at the University of Connecticut, Institute of Internal Medicine, Farmington, Connecticut, USA, 1989-1990. She was appointed Assistant Professor in 1992 and Associate Professor in 1997.</p> <p>She has published 34 papers in Current Contents indexed journals in narrow specialty, and 15 papers related to her publishing activities. She has published 22 papers in journals indexed in other index publications, and 16 papers in non-indexed journals. She has published one book, which has been translated into English and Russian. According to the ISI Web of Science database she has 275 citations, 183 of which were independent. She has published five texts in the University of Zagreb Medical School textbooks, and has edited or authored five textbooks or manuals. Her editorial work on the first Croatian edition of Sobotta Atlas of Human Anatomy and on a textbook in human anatomy stand out, because both were awarded the Croatian Academy of Sciences and Arts J.J.Strossmayer award.</p> <p>Dr. Marušić has coordinated six national and international projects. She has organized a workshop on the anatomy and embryology of the mouse, under the auspices of the European Molecular Biology Organization (EMBO), and a workshop on writing scientific papers, as part of her collaboration with <i>The Lancet</i> journal. She is the editor-in-chief of the Croatian Medical Journal, which is indexed in Medline and Current Contents/Clinical Medicine.</p>	
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Present Position	Full Professor (tenure)
Appointed Full Professor (tenure)	1999
<b>Biography</b>	
<p>Dr. Mejovšek graduated with a major in Psychology and a minor in French from the Faculty of Philosophy, University of Zagreb in 1966. He obtained his MA in 1973 and his PhD in 1976 from the Faculty of Kinesiology, University of Zagreb. On April 1, 1979 he became Research and Teaching Assistant at the Faculty of Education and Rehabilitation Sciences (formerly the Faculty of Defectology). He was appointed Full Professor at the same Faculty on June 14, 1984, reappointed on March 15, 1990 and was awarded tenure on February 2, 1999.</p> <p>Dr. Mejovšek is the author of two university manuals: <i>Uvod u penološku psihologiju</i> (Introduction to Penological Psychology) and <i>Uvod u metode znanstvenog istraživanja u društvenim i humanističkim znanostima</i> (Introduction to Research Methods in Social Sciences and Humanities). He has supervised a number of diploma papers, five master's theses and eight doctoral dissertations.</p> <p>He teaches two undergraduate courses: <i>Introduction to Scientific Research</i> and <i>Penological Psychology</i>. He also teaches three postgraduate courses: <i>Data Collecting Methods</i> and <i>Measurement Theories, Treatment Evaluation, and Cybernetic Models of Penological Treatment</i>. He coordinated five research projects, and collaborated on over twenty projects in the fields of psychology, education and rehabilitation sciences, kinesiology, criminology and penology. He is currently the coordinator of the research project <i>Perception of the Psychosocial Climate and Personality Traits of Inmates</i>. He authored, co-authored or edited nine books, two of which are university manuals. He published 80 research papers and review articles and 11 professional papers. He participated in numerous conferences in Croatia and abroad. He was the editor of the <i>Croatian Review of Rehabilitation Research</i>.</p> <p>Dr. Mejovšek is currently serving his second term as Dean of the Faculty of Education and Rehabilitation Sciences (he served his first term from 1987 to 1991). He was a member of the National Scientific Committee for Pedagogy and Defectology from 1987 to 1993.</p> <p>Dr. Mejovšek was born in 1942 in Đurđevac, Croatia. He is a Croat by nationality, and is married, with two children. He speaks English and French.</p>	
<b>List of works published in the past five years</b>	
<p>Research Papers:</p> <p>Mejovšek, M., Buđanovac, A., Šućur, Z. (2000): Povezanost između agresivnosti zatvorenika i njihova socioekonomskog statusa. <i>Hrvatska revija za rehabilitacijska istraživanja</i>, 36, 63-74.</p> <p>Mejovšek, M., Buđanovac, A., Šućur, Z. (2001): Usporedba između recidivista i nerecidivista s obzirom na agresivnost i socioekonomski status. <i>Hrvatska revija za rehabilitacijska istraživanja</i>, 37, 91-100.</p> <p>Mejovšek, M. (2001): Prema modelu intervencija. (u) Mejovšek, M. (ur.) Prema modelu intervencija u kaznenim zavodima Faculty of Education and Rehabilitation Sciences, University of Zagreb, 13-20.</p> <p>Mejovšek, M. (2001): Temeljni problemi penološkog tretmana. (u) Mejovšek, M. (ur.) Prema modelu intervencija u kaznenim zavodima Faculty of Education and Rehabilitation Sciences, University of Zagreb, 21-34.</p> <p>Mejovšek, M. (2001): Komponente agresivnosti u populaciji zatvorenika. (u) Mejovšek, M. (ur.) Prema modelu intervencija u kaznenim zavodima Faculty of Education and Rehabilitation Sciences, University of Zagreb, 59-72</p> <p>Mejovšek, M., Buđanovac, A., Šućur, Z. (2002): Povezanost dviju razina čimbenika rizika delinkventnog ponašanja. <i>Kriminologija i socijalna integracija</i>, 10, 13-24.</p> <p>Mejovšek, M (2002): Uvod u penološku psihologiju. Faculty of Education and Rehabilitation Sciences, University of Zagreb i Naklada slap, Zagreb-Jastrebarsko</p> <p>Mejovšek, M. (2003): Uvod u metode znanstvenog istraživanja u društvenim i humanističkim znanostima. Faculty of Education and Rehabilitation Sciences, University of Zagreb i Naklada slap, Zagreb-Jastrebarsko</p> <p>Stančić, Z., Mejovšek, M., Igrić, Lj., Heđever, M. (2004): Edukacijsko-rehabilitacijska znanost u sustavu društvenih i humanističkih znanosti. (u) Zbornik radova znanstvenog skupa: "Redefiniranje sustava odgojnih znanosti". Temeljne edukacijske znanosti i metodike nastave, Akademija odgojnih znanosti Hrvatske, Zagreb, 79-90.</p> <p>Gojčeta, M., Joković-Turalija, I., Mejovšek, M. (2005): Neke metrijske karakteristike upitnika za samoprocjenu kvalitete života adolescenata. <i>Hrvatska revija za rehabilitacijska istraživanja</i>, 41, 17-26.</p>	

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Appointed Full Professor	2006
<b>Biography</b>	
<p>Branko Nikolić was born in 1950 in Momići (municipality of Kula Norinska). He finished primary school in Kula Norinska, and secondary school in Metković. He graduated from the University of Zagreb Faculty of Electrical Engineering and Computing in 1975 (majoring in Computer Science and Informatics). He obtained his MA in 1984 from the University of Zagreb Faculty of Electrical Engineering and Computing, in the field of Computer Science, and received his Ph.D. in 1992 from the University of Zagreb Faculty of Defectology (today: Faculty of Education and Rehabilitation Sciences).</p> <p>In 1975 he was employed at the Faculty of Defectology, working as an application engineer, on data-processing for research projects, doctoral dissertations, masters' thesis, graduate thesis and programs for multivariate and univariate data analysis. He started working in the construction company Industrogradnja in Zagreb, as IT organizer and programmer in 1978. In 1980 he moved to Rukotvorine, Zagreb, to work as the head of the IT department and application organizer. He returned to the Faculty of Defectology in 1981, as an IT officer, working on data processing for scientific projects, doctoral dissertations, masters' thesis and graduate thesis, and the University Computer Center terminal connection maintenance.</p> <p>In the undergraduate degree program at the University of Zagreb Faculty of Defectology he taught practical courses in Statistics, and in the postgraduate degree program he taught practical courses in Quantitative Methods. He was first appointed Teaching Assistant in Defectology for the course Quantitative Methods in Defectology the Faculty of Defectology in 1986. He was reappointed Teaching Assistant in Defectology for the course Quantitative Methods in Defectology at the same Faculty in 1990. In September 1993 he was appointed Research Associate in Defectology and in 1996 the Faculty of Defectology Council appointed him Assistant Professor in Social Sciences (field of Defectology), for the course Statistics. On May 22, 2000 he was appointed Associate Professor for the course in Statistics. He was elected Full Professor on January 17, 2006.</p> <p>Dr. Nikolić is the course coordinator and lecturer for two undergraduate courses: Statistics and Rehabilitation Informatics (in the full-time and part-time program). He has taught or collaborated in teaching the following courses at the postgraduate degree program at the University of Zagreb Faculty of Education and Rehabilitation Sciences: <i>Sampling Theory, Data Gathering Methods and Measurement Theory, Methods of Data Processing and Hypothesis Testing, Expert Systems and Classification Theory in Logopedics</i>. He is the course coordinator and lecturer for the courses <i>Quantitative Methods of Data Processing and Hypothesis Testing</i> and <i>Multivariate Data Analysis</i> at the postgraduate degree program. He was the head and one of the founders of the Department for Diagnostics, Rehabilitation Informatics and Technology and head of the General Education/Rehabilitation Department at the University of Zagreb Faculty of Education and Rehabilitation Sciences. He has published 50 papers, 44 of which scientific.</p>	
<b>List of works published in the past five years</b>	
<p>Papers in journals and books:</p> <p>Igrić, L.J., Žic A., Nikolić, B. (1999): Integrativna terapija nepoželjnog ponašanja djece usporenog spoznajnog razvoja, Hrvatska revija za rehabilitacijska istraživanja, 35,1, 21-27.</p> <p>Nikolić, B. (1999): Kvantitativne promjene jednog uzorka ispitanika u više od dvije vremenske točke, Zbornik radova sa znanstvenog skupa - <i>Kineziologija za 21. stoljeće</i>, Dubrovnik, 446-449.</p> <p>Nikolić, B., Birkić, Ž. (1999): Analiza učinkovitosti specifično programiranog treninga za razvoj eksplozivne snage tipa skočnosti u košarkaša, Zbornik radova sa znanstvenog skupa - <i>Kineziologija za 21. stoljeće</i>, 327-330., Dubrovnik.</p> <p>Mešalić, Š., Stančić, Z., Nikolić, B. (2000): Razlike u sociometrijskom položaju učenika usporenog kognitivnog razvoja u redovnoj osnovnoj školi s obzirom na spol učenika, <i>Defektologija</i>, Tuzla, 6, 59-62.</p> <p>Ibralić, F., Čišić, Nikolić, B. (2001): Procjena perspektive osoba sa mentalnom retardacijom kao indikator uvođenja novih oblika socijalne zaštite u Bosni i Hercegovini, <i>Defektologija</i>, Tuzla, 7, 117 – 123.</p> <p>Žižak, A., Nikolić, B., Koller-Trbović, N. (2001): Procjena poštovanja prava djeteta u obitelji, Hrvatska revija za rehabilitacijska istraživanja, 37,2, 127-142.</p> <p>Nikolić, B., Bilić-Prcić, A., Pejčinović R. (2001): Problem uzoraka i moguća rješenja u pedagogiji, Zbornik radova s međunarodnog znanstvenog kolokvija: Teorijsko-metodološka utemeljenost pedagoških istraživanja, 27.-28. 4. 2001., Opatija, 155-177.</p> <p>Alfirev, M., Bratković, D., Nikolić, B. (2002): Učinci programa razvijanja vještina samozastupanja na socijalnu kompetenciju osoba s umjerenom i težom mentalnom retardacijom, Hrvatska revija za rehabilitacijska istraživanja, 38,1, 41-55.</p>	

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- Šunić, N., Heđever, M., Nikolić, B. (2003): Utjecaj pušenja na vokalne i somatske poteškoće nastavnika, Hrvatska revija za rehabilitacijska istraživanja, 39,2, 147-156.
- Bilić, M., Bratković, D., Nikolić, B. (2004): Evaluacija programa osposobljavanja osoba s mentalnom retardacijom za samozastupanje u području samopoštovanja, Revija za rehabilitacijska istraživanja, 40,1, 1-12.
- Prstačić, M., Nikolić, B., Hojanić, R. (2004): Motorički poremećaji, kronične bolesti, art terapija i sofrologija, Hrvatska revija za rehabilitacijska istraživanja, 40,1, 91-103.
- Prstačić, M., Eljuga, D., Matijević, A., Nikolić, B., Čepulić, M., Stepan, J. (2004): Psihosocijalna onkologija, Hrvatska revija za rehabilitacijska istraživanja, 40,1, 77-90.
- Nikolić, B., Bilić-Prčić, A., Pejčinović, R. (2005): Metrijske karakteristike instrumenata opisanih na malim uzorcima, Hrvatska Hrvatska revija za rehabilitacijska istraživanja, 41,1, 57-72.
- Nikolić, B., Pejčinović, R., Sarić, J. (2005): Analiza pouzdanosti instrumenta YLS pod modelom paralelnih formi. Hrvatska Hrvatska revija za rehabilitacijska istraživanja, 41,2, 111-124.



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Affiliation	University of Zagreb Faculty of Economics
Present Position	Full Professor
Appointed Full Professor	2003
<b>Biography</b>	
<p>Silvije Orsag was born in 1956 in Otočac, Croatia. He completed primary school in Samobor, secondary school in Zagreb and graduated from the University of Zagreb Faculty of Economics and Business.</p> <p>He obtained his M.A. and Ph.D. from the University of Zagreb Faculty of Economics and Business, receiving his Ph.D. in Social Sciences, the field of Economy.</p> <p>He started working at the University of Zagreb Faculty of Economics and Business in 1981, first at the position of Research Assistant and now has the position of Full Professor. He coordinates and teaches courses in Financial Management of Companies and Financial Management of Business Combinations.</p> <p>He is the founder and head of the postgraduate degree program <i>Company Finances</i> where he is one of the course coordinators in External and Internal Financial Analysis. He is also one of the course coordinators for the course Financial Management of Companies, a common course of postgraduate degree programs at the University of Zagreb Faculty of Economics and Business. Additionally, he coordinates courses in Investment Analysis, Capital Budgeting, Business, Derivative Products and Personal Finances in the postgraduate degree program <i>Company Finances</i>. He has also taught in the postgraduate degree programs in Rijeka and Osijek, in the field of internal financial analysis, and he coordinates a course in Finances in the one-term postgraduate degree program at the University of Zagreb Faculty of Electrical Engineering and Computing.</p> <p>Dr. Orsag is the President of the Croatian Association of Financial Analysts, a member of the Croatian Association of Economists and of the Croatian Association of Accountants and Financial Experts. He is also member of the Publishing Board and the Editorial Board of the journal <i>Računovodstvo i financije</i> (Accounting and Finance). He has designed the training program for the profession of Investment Consultant and Financial Analyst for the Croatian Association of Financial Analysts. He has also worked with the Association on organizing and directing several educational programs and examinations for the profession of Investment Consultant, as a prerequisite for obtaining the license from the Croatian Securities Commission. He was a member of the Training Program Committee of the Croatian Agency for Supervision of Pension Funds and Insurance. He has participated in the creating training programs for brokers, specialists in banking and insurance, pension funds managers and pension funds management companies. He is a member of the International WHO'S WHO Historical Society.</p> <p>Dr. Orsag has authored several books. His book <i>Vrijednosni papiri</i> (Securities), published in Sarajevo, Bosnia and Herzegovina, is the essential examination textbook to obtain a license for Investment Consultant under the Securities Commission of the Federation of Bosnia-Herzegovina. It is also used in the program of Investment Analysis, in postgraduate programs at the University of Zagreb and the University of Sarajevo. His books <i>Financiranje emisijom vrijednosnih papira</i> (Funding through Issuing Securities), <i>Budžetiranje kapitala</i> (Capital Budgeting), <i>Vrednovanje poduzeća</i> (Company Assessment) and <i>Poslovne kombinacije</i> (Business Combinations) are used in graduate and postgraduate degree specialist programs in the fields of external and internal financial analysis. He has authored the secondary school textbook in Financial Management as well as numerous research papers in the fields of Economics and Traffic Economics. He has attended several national and international conferences, and has been a collaborator in a series of research projects.</p>	
<b>List of works published in the past five years</b>	
<p>Orsag, S. (2005): "Suvremeni financijski benchmarking" (u) Zborniku radova 6. međunarodnog simpozija Računovodstvena, porezna i reforma javnog sektora, Jafis, 277-302.</p> <p>Orsag, S. (2005): Regulacija tržišta (u) Zbornik s 40 simpozija Usklađivanje hrvatskog računovodstvenog i financijskog zakonodavstva s pravnom stečevinom Europske unije, Hrvatska zajednica računovođa i financijskih djelatnika, Zagreb, 95-99.</p> <p>Orsag, S., Dedi, L. (2004): Nova paradigma i budžetiranje kapitala (u) Zbornik radova sa sedmog međunarodnog simpozija, Udruženje – Udruga računovođa i revizora Federacije Bosne i Hercegovine, Neum, 229-760.</p> <p>Orsag, S., Dedi, L. (2004): Model novčanog toka u predviđanju finansijskog neuspjeha (u) Zbornik radova s IV. međunarodnog savjetovanja, "Računovodstvena i porezna reforma u BiH", 253-274.</p> <p>Orsag, S. (2004): Uloga i perspektive financijske profesije u razvoju korporacijskog upravljanja (u) Zbornik referata s 39. Simpozija Hrvatske zajednice računovođa i financijskih djelatnika Računovodstvo, revizija i financije u suvremenim gospodarskim uvjetima, Zagreb, 29-43</p> <p>Orsag, S. (2003): Profesija financijski analitičar (u) Zbornik Finansijske i nefinansijske informacije: Osnov analize u funkciji investiranja i njihova uloga u zaštiti dioničara, Sarajevo, 265-278.</p>	

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Appointed	2002
Biography	<p>Gordana Pavleković was born in 1950 in Zagreb, where she completed her primary and secondary education. She graduated from the University of Zagreb, Medical School in 1974, completed her postgraduate studies in Public Health at the University of Zagreb, Medical School in 1976, and her residency in Family Medicine in 1980. She obtained a postgraduate degree in Health Behavior and Health Education in 1983 from the University of North Carolina at Chapel Hill, USA. She obtained her M.A. in 1991, and her Ph.D. in 1997. Since 1976 she has been employed at the University of Zagreb Medical School, as an instructor in the undergraduate degree program, teaching courses in Social Medicine and Introduction to Medicine, Field Practice in the Community, Organization of Healthcare and Healthcare Economics, Medical Ethics and elective courses (What and How to Study in Medicine, Basic Communication Skills). She teaches courses in health behavior, the doctor-patient relationship, health education and health promotion in all postgraduate degree programs in public health and clinical medicine at the University of Zagreb, Medical School. She is the course coordinator for the course Community and Individual Health Behavior in the doctoral degree program in Biomedicine, and she teaches in the module Basic Research Methods in Epidemiology. She is an active researcher in national and international projects in chronic non-communicable diseases, the relation between subjective and objective health and the relation between organized self-treatment and mutual treatment. She is the head of the program of health promotion in schools, maternity hospitals and the community. She is an active member of national and international associations dealing with issues of cooperation between professionals and lay people, a WHO consultant and the President of the Croatian Association for Health Promotion and Health Education. She has published research articles, professional papers and textbooks in the fields of medical ethics, domestic violence, health education and health promotion.</p>
List of works published in the past five years	<p>Pavleković, G., Kuzman, M., Jureša, V. (ur.) (2001): Promicanje zdravlja u školi. School of Public Health "Andrija Štampar", Medical School, University of Zagreb i UNICEF.</p> <p>Lingstrom, B., Stanistrat, D., Koelen, M., Pavleković, G., Contu, P. (ur) (2003): Strategy for Health in Europe. ETC-PHHP, Wageningen.</p> <p>Pavleković, G. (2000): Zdravstveno ponašanje. (u) Jakšić Ž. (ur.) Socijalna medicina. Medicinska naklada, Zagreb, 149-151.</p> <p>Ajduković, M., Pavleković, G. (ur.) (2003): Nasilje nad ženom u obitelji. Društvo za psihološku pomoć, Zagreb. (drugo dopunjeno izdanje)</p> <p>Pavleković, G., Šošić, Z. (2003): Metode rada u zdravstvenom odgoju. (u) Kovačić, L. (ur.) Organizacija i upravljanje u zdravstvenoj zaštiti. Medicinska naklada, Zagreb, 90-95.</p> <p>Kušec, S., Jakšić, Ž., Vuletić, G., Kovačić, L., Pavleković, G. (2002): Hipermedija u medicinskoj edukaciji: Kvaliteta zdravstvene zaštite. Liječnički Vjesnik, 124, 2, 28-31.</p> <p>Pavleković, G., Ajduković, M., Mamula, M. (2000): Nasilje nad ženom u obitelji: Osobni, obiteljski ili javnozdravstveni problem? (u) Ajduković, M., Pavleković, G., (ur.) Nasilje nad ženom u obitelji. Društvo za psihološku pomoć, Zagreb, 17-28.</p> <p>Mamula, M., Pavleković, G. (2000): Tjelesni, psihički i socijalni znakovi zlostavljanja žene u obitelji. (u) Ajduković, M., Pavleković, G. (ur.) Nasilje nad ženom u obitelji. Društvo za psihološku pomoć, Zagreb, 103-105.</p> <p>Pavleković, G. (2000): Zdravstveni djelatnik i nasilje u obitelji: Umijeće razgovora i ranog otkrivanja problema. (u) Ajduković, M., Pavleković, G. (ur.) Nasilje nad ženom u obitelji. Društvo za psihološku pomoć, Zagreb, 123-128.</p> <p>Pavleković, G. (2000): Zdravstveni djelatnik i nasilje u obitelji: Postupci u kriznoj situaciji i kontinuiranoj skrbi. (u) Ajduković, M., Pavleković, G. (ur.) Nasilje nad ženom u obitelji. Društvo za psihološku pomoć, Zagreb, 141-149.</p> <p>Pavleković, G. (2000): Međuprofesionalna suradnja u rješavanju problema nasilja nad ženom u obitelji. (u) Ajduković, M., Pavleković, G. (ur.) Nasilje nad ženom u obitelji. Društvo za psihološku pomoć, Zagreb, 209-217.</p> <p>Pavleković, G. (2000): Zdravstveno ponašanje (u) (u) Jakšić Ž. (ur.) Socijalna medicina. Medicinska naklada, Zagreb, 149-151.</p>

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<p>Zdravko Petak is an Associate Professor at the University of Zagreb, Faculty of Political Science. He graduated with a major in Political Science in 1985, was awarded his M.A. from the same Faculty in 1989, and his Ph.D. in 1999. A Fulbright scholarship holder, his professional development included the study of political economics at the <i>Institut für Volkswirtschaftslehre</i> (Linz), public management at the University of North Florida, and public politics at the Indiana University. He worked (1989-1990) at the Agricultural and Food Science Professional School in Zagreb teaching in politics and economics. He worked at the University of Zagreb, Faculty of Political Science from 1985 to 1989 and again from 1990 to the present.</p> <p>Dr. Petak was the President of the Croatian Political Science Association, and has been the Dean of Studies of the University of Zagreb, Faculty of Political Science. He is the editor of the Annals of the Croatian Political Science Association and vice coordinator of the postgraduate degree program in Comparative Politics. He is a member of International Political Science Association (IPSA) and American Political Science Association (APSA).</p>	
<b>List of works published in the past five years</b>	
<p>Petak, Z. (2006): Policy in a Transitional Context: Performing Decentralization in Croatia. (u) Colebatch, H. K. (ed.). <i>The Work of Policy: An International Survey</i>, Lexington Books, Lanham, 83-106.</p> <p>Petak, Z. (2005): Financiranje predsjedničkih izbora u Hrvatskoj 2005: uloga regulativnih institucija. <i>Politička misao</i>, 40,1.</p> <p>Petak, Z. (2003): Financing Political Parties in Croatia: Parliamentary Elections. <i>Politička misao</i>, 38, 5,68-74.</p> <p>Petak, Z. (2002): Komparativne javne politike: mogu li se uspoređivati rezultati djelovanja vlada, <i>Politička misao</i>, 39,1, 51-62.</p> <p>Petak, Z. (2002): Politologija, javno dobro in teorija javne izbire. U: Fink-Hafner, D. ,Lajh D. (ur.) <i>Analiza politik</i>, Fakulteta za družbene vede, Ljubljana, 187-206.</p> <p>Petak, Z. (2001): Javna dobra i političko odlučivanje, <i>Fakultet političkih znanosti</i>, Zagreb</p> <p>Petak, Z. (2001): Proračunska politika Sabora. U: Kasapović, M. (ur). <i>Hrvatska politika 1990.-2000.</i>, Fakultet političkih znanosti, Zagreb,149-177.</p> <p>Petak, Z. (2001): A Comparative Analysis of Financing Parties in Croatia and in Other Countries, <i>Politička misao</i>, 38, 5, 18-33.</p>	

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Biography	<p>Špela Razpotnik was born in 1976 in Ljubljana. Upon completing her primary education in 1991, she enrolled at the Poljane secondary school, which she completed in 1995, and went on to study Social Pedagogy at the University of Ljubljana, Faculty of Pedagogy. In 1999 she graduated from the Department of Social Pedagogy and enrolled in the master's degree program in Social Pedagogy, which she completed in 2002. She then pursued her studies in Social Pedagogy at the doctoral level and successfully defended her doctoral dissertation in 2004. She was employed as a secretary of the Association for Social Pedagogy in 1999-2000, and in 2000 she became a Research Assistant at the University of Ljubljana, Faculty of Pedagogy. After obtaining her Ph.D. she started working at the Faculty of Pedagogy as a researcher and instructor. In the academic year 1998/99 she started working at the Department for Social Pedagogy as a Teaching Assistant teaching the course Theoretical Conceptions of Difficulties in Social Integration. In 2000 she started teaching exercises in the same course. In the academic year 2004/2005 she taught exercises and seminars for the course Theoretical Conceptions of Difficulties in Social Integration, exercises for the course Basics of Social Pedagogy, and seminars and exercises for the elective course Total Communication, all part of the degree program in Social Pedagogy. She co-teaches exercises for the course Methodology of Scientific Research in the master's degree program in Social Pedagogy. She has given two invited lectures in the graduate degree program in Behavior Disorders at the University of Zagreb, Faculty of Education and Rehabilitation. In the last few years she has been designing a new program of Circus Pedagogy, still unknown in Slovenia.</p> <p>Dr. Razpotnik has participated in several research projects: Deviation, Violence and Crime – problems of the Ljubljana Youth of non-Slovenian National Background or Second Generation Immigrants; Applied Research Project, 1999-2000 at the University of Ljubljana Faculty of Pedagogy Institute for Criminology (project director Bojan Dekleva); <i>Altern in fremden Kulturen - handlungsansatze und soziale Interventionen</i> at the Fachhochschule Hildesheim/Holzminen/Goettingen. (Principle researcher for Slovenia Alenka Kobolt); <i>Qualitative and Quantitative Analysis of Changes in the Usage of Tobacco, Alcohol and Illegal Drugs with the Youth of Ljubljana during Secondary School</i>. Applied Research Project, 2002-2003 at the Društvo Drogart (project director Bojan Dekleva); <i>Concepts and Strategies of Socio-Pedagogic Intervention in the Field of Social Exclusion of Youth</i>. Basic Research Project, 2004-2007 at the University of Ljubljana, Faculty of Pedagogy (Ministry of Education, Science and Sport), project director Bojan Dekleva); <i>Ausgrenzung, Gewalt und Kriminalitaet im Leben junger Menschen</i>, 1998-2000, common research project of six European states (project director Christian Pfeifer, Principle researcher for Slovenia Bojan Dekleva); <i>Problems of the Homeless in Ljubljana</i>. Applied Research Project, 2005-2006 at the Association for Social Pedagogy, project director Bojan Dekleva).</p> <p>Dr. Razpotnik has been an active member of the Association for Social Pedagogy, has participated in the organization of three national congresses and coauthored the Ethics code. She is the co-founder and current president of the Society for Help and Self-Help for the Homeless People <i>Kings of the Street</i> (since November 2005).</p>
List of works published in the past five years	<p>Original Scientific Papers:</p> <p>RAZPOTNIK, Špela. Socialnopedagoška diagnostika : delo z negotovostjo. <i>Soc. pedagog. (Ljubl.)</i>, september 2004, letn. 8, št. 3, str. 253-274. [COBISS.SI-ID <a href="#">5908809</a>]</p> <p>RAZPOTNIK, Špela, DEKLEVA, Bojan. Kralji ulice : predhodno poročilo o poteku akcijske raziskave. <i>Soc. pedagog. (Ljubl.)</i>, september 2005, letn. 9, št. 3, str. 265-300, ilustr. [COBISS.SI-ID <a href="#">6322761</a>]</p> <p>Review Papers:</p> <p>RAZPOTNIK, Špela. Vzgoja in ljubezen. <i>Soc. pedagog. (Ljubl.)</i>, april 2001, letn. 5, št. 1, str. 86-101, ilustr. [COBISS.SI-ID <a href="#">4251465</a>]</p> <p>RAZPOTNIK, Špela. Naše vsakdanje nakupovanje, težave okoli tega in ali je komu sploh mar zanje. <i>Soc. pedagog. (Ljubl.)</i>, november 2001, letn. 5, št. 4, str. 423-444. [COBISS.SI-ID <a href="#">4449865</a>]</p> <p>RAZPOTNIK, Špela. Nasilnost in moškost. <i>Rev. krim. kriminol.</i>, apr./jun. 2002, letn. 53, št. 2, str. 143-151. [COBISS.SI-ID <a href="#">787790</a>]</p> <p>RAZPOTNIK, Špela. Priseljenka med patriarhatom in neoliberalnim kapitalizmom. <i>Soc. pedagog. (Ljubl.)</i>, november 2003, letn. 7, št. 4, str. 369-389. [COBISS.SI-ID <a href="#">5489481</a>]</p> <p>RAZPOTNIK, Špela. Jaz še vem kdo sem in od kod prihajam : o konceptu etične identitete. <i>Soc. pedagog.</i></p>



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<b>List of works published in the past five years</b>	
<p>Rioux, M., Raphael, D. Bryant,T.(2006): <i>Staying Alive: Critical Perspectives on Health, Illness and Health Care</i>. Toronto: Canadian Scholars’ Press Inc</p> <p>Rioux, M., L., Basser, M. Jones (2006):<i>Constructing Disability and Illness (Forthcoming) Key Cases in Disability Law</i>, The Hague: Martinus Nijhoff</p> <p>Rioux, M., E. Zubrow, M. Stutt Bunch, W. Miller (2006) (Forthcoming): <i>Inclusive Barriers and Accommodation: The Geography of Literacy and Disability in Canada</i>, London, England: Springer Press</p> <p>Rioux, M., Basser, L.A.,Jones, M. (2006) (forthcoming):<i>Equality as a Human Rights Principle</i>. In <i>Critical Perspectives on Human Rights and Disability Law</i>.</p> <p>Rioux, M., Basser, L.A. (2006)(forthcoming): <i>Bodily Integrity – The Case of Sterilization</i>. In <i>Critical Perspectives on Human Rights and Disability Law</i></p> <p>Rioux, M., (2006) (Forthcoming): <i>Special Education Needs: A Legal Right?</i>. In L. Florian (ed.), <i>Handbook of Special Education</i>, England: Sage Books</p> <p>Rioux, M. Raphael, D., Bryant, T. (2006): <i>Human Rights Approaches to Health</i>. in <i>Staying Alive: Critical Perspectives on Health, Illness and Health Care</i>. Toronto: Canadian Scholars’ Press Inc (85-110)</p> <p>Rioux, M., Daly,T.(2006) <i>Constructing Disability and Illness in Staying Alive: Critical Perspectives on Health, Illness and Health Care</i>. Toronto: Canadian Scholars’ Press Inc (305-324)</p> <p>Rioux, M., Bryant,T.,Raphael, D.(2006): <i>Toward the Future:Curent Themes in Health Research and Practice in Canada</i>, in <i>Staying Alive: Critical Perspectives on Health, Illness and Health Care</i>. Toronto: Canadian Scholars’ Press Inc. (373-382)</p> <p>Rioux, M., Lindqvist, B. ,Carbert A. (2005)(Forthcoming):<i>International Human Rights and Intellectual Disability</i>. In I. Brown &amp; M. Percy, <i>Intellectual and Developmental Disabilities: International Edition</i>. Baltimore, USA, Paul H. Brookes</p> <p>Rioux, M. Samson, R. (2005) (forthcoming): “Trends in Disability” in M. A. McColl &amp; L. Jongbloed (Eds.) <i>Disability and Social Policy in Canada (2<sup>nd</sup> edition)</i>, Captus Press</p> <p>Rioux, M., Valentine, F. (2005): <i>Does Theory Matter? Exploring the Nexus between Disability, Human Rights and Public Policy</i>” in D. Pothier &amp; R. Devlin (Eds.) <i>Critical Disability Theory: Essays in</i></p>	

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<b>List of works published in the past five years</b>	
<p>Books:</p> <p>Skoko, B. (2005): <a href="#">Hrvatska - identitet, image i promocija</a>. Školska knjiga, Zagreb.</p>	
<p>Book Chapters:</p> <p>Skoko, B. (2004): <a href="#">Kako očuvati hrvatski identitet, učiniti ga prepoznatljivim, privlačnim i profitabilnim u svijetu?</a> (u) Tuđman, M., Bekavac, I. (ur.) Globalizacija i identitet. Udruga za promicanje hrvatskog identiteta i prosperiteta - UHIP, Zagreb.</p>	
<p>Papers in journals and books:</p> <p>Skoko, B. (2005): <a href="#">Uloga televizijskih sučeljavanja u predizbornoj kampanji za predsjedničke izbore - hrvatska iskustva 2005</a>. Politička misao, XLII, 1, 61-83.</p> <p>Skoko, B. (2004): <a href="#">Propaganda i odnosi s javnošću kao sredstva utjecanja država u međunarodnim odnosima</a>. Međunarodne studije, 2, 4, 77-96.</p> <p>Skoko, B. (2004): <a href="#">Odnosi s javnošću kao doprinos demokratizaciji i profesionalizaciji procesa javnoga komuniciranja</a>. Politička misao, 1, 41, 92-101.</p> <p>Skoko, B. (2003): <a href="#">Image Hrvatske iz perspektive inozemnih diplomata akreditiranih u Hrvatskoj</a>. Međunarodne studije, 2, 3, 99-111.</p> <p>Skoko, B. (2004): <a href="#">Kvantitativni i kvalitativni dosezi odnosa s javnošću u Hrvatskoj 2003</a>. Medijska istraživanja, 1, 10, 67-83.</p> <p>Skoko, B. (2003): <a href="#">Komparacija obrazovnih programa za odnose s javnošću u Hrvatskoj, SAD-u i Austriji</a>. Gaudeamus, 7-8, 5, 125-132.</p> <p>Skoko, B., Jurčević, M., Magzan, A. (2003): <a href="#">The development of traffic and tourism of the Croatia as an incentive to join the European Union</a>. (u) Malič, A. (ur.) Promet-Traffic-Traffico Fakultet prometnih znanosti, Portorož-Trieste-Zagreb, 48-57.</p> <p>Skoko, B., Jurčević, M., Brnjac, N. (2003): <a href="#">Importance of Promotion in the Development of Railway Traffic in Croatia</a> (u) Malič, A. (ur.) Promet-Traffic-Traffico Fakultet prometnih znanosti, Portorož-Trieste-Zagreb, 147-154.</p>	
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#### List of works published in the past five years

##### Chapters in Books:

Karshin, C., Henry, K., Luppino, C., Swisher, J., Vicary, J., Minner, D., Bechtel, L., & Smith, E. (2000). Integrating prevention into education practice. In Hansen, W.B., Giles, S.M., & Fearnow-Kennedy, M.D. (Eds.) *Improving Prevention Practice*. Greensboro, NC: Tanglewood Research, pp. 281-291.

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<p>Iva Sorta-Bilajac was born in Rijeka in 1976. She attended primary school, secondary school and elementary music school in Opatija. She graduated with honors from the University of Rijeka Medical School, with a major in Medicine in 2001. She started the postgraduate degree program in Biomedicine, which she completed on Feb 08 2005, by defending her Master's thesis entitled The Influence of Education in Clinical Bioethics on the conception of dysthanasia and other aspects of death and dying. She has been involved in the field of Bioethics since she was a student, assisting in the course Medical Ethics and Bioethics. She was employed as a Research Assistant in June 2002 on the project <i>Bioethics and Social Sciences: Formation of the Sociology of Bioethics</i> directed by Dr. Ivan Šegota, Ph.D. at the Chair for Social Sciences at the University of Rijeka, Medical School. This February she was appointed Teaching Assistant.</p> <p>Ms. Bilajac is a member of numerous scientific and professional associations, secretary of the International Society for Clinical Bioethics and Vice-President of the Ethical Committee of the University in Rijeka, Medical School. She has participated in 24 conferences in Croatia and abroad. She is a member of the New Century Lions Club <i>Adriatic</i> and Vice-President of the Town Council of Opatija.</p>	
<b>List of relevant works published in the past five years</b>	
<p>Sorta-Bilajac I. Utjecaj edukacije iz kliničke bioetike na poimanje distanzije i ostalih aspekata smrti i umiranja. Medical School Sveučilišta u Rijeci, 2005. (Master's thesis)</p> <p>Scientific papers:</p> <p>Sorta-Bilajac I. Indian Bioethics: the Issue of Female Foeticide and Infanticide. A Sikh Perspective. <i>Ethics &amp; Politics</i> 2004; 6. Available from: URL:<a href="http://www.units.it/~etica/2004_2/sorta-bilajac.htm">http://www.units.it/~etica/2004_2/sorta-bilajac.htm</a></p> <p>Sorta-Bilajac I, Pessini L, Dobrila-Dintinjana R, Hozo I. Dysthanasia: the (II)legitimacy of Artificially Postponed Death. <i>Medical Archives</i> 2005;59:199-202.</p> <p>Šegota I, Sorta-Bilajac I. Bioetika i zahtjevi Jehovinih svjedoka za beskrvno liječenje. <i>Acta Medica Croatica</i> 2005; 59:128.</p> <p>Sorta-Bilajac I, Juretić M, Muzur A. Bioethics of Appearance and the Quality of Life Issue: Who Makes the Decision? <i>Otolaryngology-Head and Neck Surgery</i> 2006; 134: 351-2.</p> <p>Instructional texts:</p> <p>Sorta-Bilajac I. Bioetika i maloljetni pacijenti. <i>Bioetički svesci</i> br. 47. Rijeka: Katedra za društvene znanosti, Medical School Sveučilišta u Rijeci; 2003.</p> <p>Sorta-Bilajac I. Od eutanazije do distanzije. Rijeka: Medical School Sveučilišta u Rijeci, Katedra za društvene znanosti; 2005.</p> <p>Other works:</p> <p>Sorta-Bilajac I, Šegota I. Živjeti bioetiku. U: Votava Rajić A, urednik. <i>Ošamdeset godina života i pedeset i pet godina rada u biomedicini i bioetici profesorice Ljiljane Zergollern-Čupak</i>. Zagreb: Poliklinika Svjetlost; 2006.</p>	

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Present Position	Associate Professor
Appointed Associate Professor	2004
<b>Biography</b>	
<p>Zrinjka Stančić was born in Zagreb in 1959. She is married with two children. She completed primary and secondary education in Zagreb. She graduated, obtained her M.A. and Ph.D. from the University of Zagreb Faculty of Education and Rehabilitation Sciences. She has been working at the Department of Mental Retardation, the Faculty of Education and Rehabilitation Sciences since 1983. She has taught various courses, and is currently teaching <i>Methods and Techniques of Teaching Students with Special Needs</i>. She has participated in 9 research projects and 20 scientific or professional conferences in Croatia and abroad. She has published 25 research papers. She has improved the curriculum and the methodology of the various undergraduate and postgraduate courses. She has supervised 40 graduation theses and one master's thesis.</p> <p>Dr. Stančić is one of the authors of the Social Competence Program for Students with Mental Retardation in Extended Treatment Programs. She has participated in the development of the Croatian national education strategy and in training teachers working with students with special needs. She was the head of the Department for Mental Retardation and the head of the degree program in Rehabilitation from 2000 to 2005. She has also served as a member of the Faculty Publishing Committee. She is the head of the board of examiners for defectologists teaching at secondary schools works at the Ministry of Science, Education and Sports; she is a deputy member of the Board of Appeals at the Ministry of Labor and Social Welfare, and serves as a Consultant for the field of Education Science (working with children and youth with special needs) at the Office for the Development Strategy of the Republic of Croatia. She is a member of the Association of Defectologists of the City of Zagreb and the County of Zagreb, the Association of Defectologists of the Republic of Croatia, and the Croatian Association for Professional Help to Children with Special Needs – IDEM.</p>	
<b>List of works published in the past five years</b>	
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Present Position	Associate Professor
Appointed Associate Professor	2004
<b>Biography</b>	
<p>Marija Strnad graduated in 1966 from the University in Zagreb Medical School, obtaining the degree of MD. She enrolled in the postgraduate degree program in Public Health at the University of Zagreb Medical School – ‘Andrija Štampar’ School of Public Health, completed it 1969 and enrolled in the postgraduate degree program in Epidemiology at the Johns Hopkins University – School of Public Health, Baltimore, USA, from which she received her M.A. in 1975. She specialized in Hygiene (1971 - 1974) and was awarded the degree of Hygiene Specialist. In 1991 she defended her Ph.D. dissertation entitled <i>Testing and Assessment of WHO Experimental Classification of Impairments and Handicaps on the Data on Physical Disability in the Republic of Croatia</i>. She was appointed Research Associate in 1992 and has since then been the course coordinator for Selected Issues in Epidemiology of Non-communicable Diseases in the postgraduate degree program in Epidemiology. She has also coordinated the course in Cancer Epidemiology at the postgraduate degree program in Oncology since 1998, and the course Breast Cancer Epidemiology at the doctoral degree program Biomedicine and Health since 2000. In 1998 she was appointed Assistant Professor at the Chair for Medical Statistics, Epidemiology and Informatics, at the University of Zagreb Medical School – Andrija Štampar School of Public Health. In 1999 she was appointed Senior Research Associate in the field of Biomedicine and Healthcare, subfield of Public Health and Health Care. She has been an Associate Professor at the Chair for Medical for Medical Statistics, Epidemiology and Informatics at the University of Zagreb Medical School – ‘Andrija Štampar’ School of Public Health since 2004, and is currently undergoing appointment to Research Associate.</p> <p>Dr. Strnad has worked at the Croatian National Institute of Public Health in Zagreb since 1969, as the Head of the Department for Medical Statistics and Socio-Medical Research, as the deputy Director for Medical Issues, the Head of the Cancer Register in the Department for Prevention and Control of Chronic Non-Communicable Diseases, Director of the Croatian National Institute of Public Health (2002-2003), Deputy Director for Medical Issues at the Croatian National Institute of Public Health, and the Deputy Head of the Croatian National Institute of Public Health since 2003 until present. She has served or chaired many committees (including different international committees) and is a member of various associations and societies. She is the coordinator for the implementation of the National Strategy of Coherent Policy for the Disabled from the Year 2003 till the Year 2006 at the Croatian National Institute of Public Health. She is a member of the Working Group for Monitoring the Implementation of Prevention Programs and Designing Proposals for Monitoring Children at Risk of Neurological Injury at the Ministry of Health and Social Welfare of the Republic of Croatia. She has been a full member of the Croatian Academy of Medical Science since 1997.</p>	
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Present Position	Full Professor
Appointed Full Professor	1997
Biography	Ivan Šegota (1938) is a Full Professor and head of the Chair for Social Sciences at the University of Rijeka Medical School, President of the International Society for Clinical Bioethics (ISCB) and Honorary President for Life of the Croatian Bioethics Society. He teaches compulsory courses Medical Ethics and Bioethics, Medical Ethics, Nurse Ethics, Ethics in Business Communication, and elective courses How to Communicate with Deaf Patients?, and Bioethics and Philosophy of Medicine.

Dr. Šegota has published the following books: *New Medical Ethics (Bioethics)* (1994), *Medical Sociology* (1995) and *Nurse Ethics* (1997) as well as numerous research papers in prestigious journals in Croatia, USA, Japan, Germany, France, Taiwan and elsewhere. He has also directed several national and international research projects. He is currently the Senior Researcher on the project number 0062019 entitled Bioethics and Social Sciences: Formation of the Sociology of Bioethics, funded by the Ministry of Science, Education and Sport of the Republic of Croatia.

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Present Position	Full Professor (tenure)
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<b>Biography</b>	
<p>Slobodan Uzelac was born in 1947 in Kakma near Zadar. He is married with two children. He completed his secondary education in Zadar, and graduated from the University of Zagreb, Faculty of Defectology in 1973 majoring in Social Pathology, Mental Retardation and Physical Disability. After graduating he worked for a short time as youth counselor in Youth Male Reception Center in Zagreb. He obtained his master's degree in 1976 from the University of Zagreb Medical School, and his Ph.D. in 1981 from the University of Belgrade Faculty of Defectology. He held the following positions: Research and Teaching Assistant, Assistant Professor, Associate Professor, and Full Professor. Since 1973 he has been employed at the University of Zagreb Faculty of Education and Rehabilitation Sciences (formerly: Faculty of Defectology). Since 2004 he is a tenured Full Professor at the University of Zagreb, Faculty of Education and Rehabilitation Sciences. In addition to teaching the basic course Pedagogy of Persons with Behavioral Disorders, later changed into courses Basics of Social Pedagogy and Social Pedagogy Bases of Behavioral Disorders, he has occasionally taught courses in Statistics (exercises), Methodology of Working with Children and Youth with Behavioral Disorders, Treatment of Children and Youth and Penological Rehabilitation II. He participated in the establishment of the postgraduate degree program in Behavior Disorders, where he teaches the course Extra-institutional Rehabilitation Programs (previously entitled Intensified Care and Supervision). His research interests are closely related to his work as a lecturer. He has studied the issue of behavior disorders from several aspects, especially with regard to early behavioral phenomena in behavior disorders, and the possibility of social pedagogy treatment of the affected person in an open environment. He has directed three research projects funded by the Ministry and three projects funded from other sources, and has collaborated on twelve research projects. He is currently a State Secretary at the Ministry of Science, Education and Sports of the Republic of Croatia (appointed in 2004).</p>	
<b>List of works published in the past five years</b>	
<p>Book:  Uzelac, S. (2002): Zaštitni nadzor – metodika socijalnopedagoškog rada (sveučilišni udžbenik), Globus i Faculty of Education and Rehabilitation Sciences, Zagreb.</p> <p>Research papers in conference proceedings:  Uzelac, S., Vučinić-Knežević, M., Mikšaj-Todorović, Lj. (1999): Procjena nastavnika o rizičnosti socijalnog ponašanja učenika u: Zbornik radova Drugog međunarodnog znanstvenog kolokvija «Nastavnik – čimbenik kvalitete u odgoju i obrazovanju», Odsjek za pedagogiju Filozofskog fakulteta Sveučilišta u Rijeci, 504-509.  Mikšaj-Todorović, Lj, Vučinić-Knežević, M., Uzelac, S. (1999): Procjene nastavnika o obiteljskim prilikama kao čimbeniku rizičnosti socijalnog ponašanja, (u) Zbornik radova Drugog međunarodnog znanstvenog kolokvija «Nastavnik – čimbenik kvalitete u odgoju i obrazovanju», Odsjek za pedagogiju Filozofskog fakulteta Sveučilišta u Rijeci, 510-521.  Uzelac, S., Zakman, V. (2000): Young people in conflicts (in) Tivadar, B., Polona, M. (eds.) Flying over or falling through the cracks? Young people in the risk society, Ministry of education and sport of the republic of Slovenia, Office of the Republic of Slovenia for Youth, 177-183.  Uzelac, S., Matijević, M., Marcetić, A. (2003): Samioskaz učenika srednjih škola o njihovu izostajanju s nastave (u) Zbornik radova «Odgoj, obrazovanje i pedagogija u razvitku hrvatskog društva», Hrvatski pedagoško-književni zbor, Zagreb, 392-399.</p> <p>Research papers in journals:  Uzelac, S., Magdalenić, I. (2000): Rani poremećaji u društvenom ponašanju sudski sankcioniranih maloljetnih nasilnika iz hrvatskih ruralnih sredina. Sociologija sela, 38, 3/4, (149/150), 393-406.  Uzelac, S., Magdalenić, I. (2001): Modeli obrane učenika frustriranih vjerskom i nacionalnom pripadnošću u uvjetima globalnih međunarodnih sukoba. Zbornik učiteljske akademije u Zagrebu, 3, 1, 55-66.  Uzelac, S., Matijević, M., Marcetić, A. (2003): Kvizikanoničke relacije između sociodemografskog statusa učenika srednjih škola i neopravdanog izostajanja s nastave. Zbornik učiteljske akademije u Zagrebu, 5, 1, 43-53.  Matijević, M, Uzelac, S, Bouillet, D. (2003): Povezanost ne/redovitosti školovanja romske djece s njihovom brojnošću i bračnim statusom roditelja. Napredak, 144, 3, 302-315.  Uzelac, S. (2003): Školski uspjeh i stavovi učenika o ponašanju u socijalnim sukobima. Kriminologija i socijalna</p>	

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Present Position	Associate Professor
Appointed Associate Professor	2001
<b>Biography</b>	
<p>Darja Zaviršek was born in 1962 in Ljubljana. She graduated from the University of Ljubljana Faculty of Sociology, Political Science and Journalism in 1987. She obtained her M.A. from the same University in 1990 and defended her Ph.D. thesis in 1994. From 2002-2004 she worked as a researcher at the Institute for Criminology at the University of Ljubljana Faculty of Law. Since 2001 she has worked as an Associate Professor at the University of Ljubljana, Faculty of Social Work, and has since 2002 served as one of the Deans. Darja Zaviršek has authored numerous books and papers. She has participated in a number of international conferences in Croatia and abroad.</p>	
<b>List of works published in the past five years</b>	
<p>Zaviršek, D. (2005): Hendikepirane matere - hendikepirani otroci : antropološka perspektiva pri razumevanju družbenih ovir mater in otrok v socialnem varstvu in socialnem delu. Soc. delo, 44, 1-2, 3-15. [COBISS.SI-ID <a href="#">1669733</a>]</p> <p>Zaviršek, D. (2004): Kak vyžit' detjam s ograničennymi vozmožnostjami i detjam etničeskih men'sinstv v gosudarstvennyh učreždenijah dlitel'nogo prebyvanija. The journal of social policy studies, 2, 2, 189-202. [COBISS.SI-ID <a href="#">1473381</a>]</p> <p>Zaviršek, D. (2003): Luna polna, jaz pa bolna, luna prazna, jaz pa blazna : psihoanaliza in antropologija o menstruaciji. Čas. krit. znan., 31, 212, 53-66. [COBISS.SI-ID <a href="#">1113445</a>]</p> <p>Zaviršek, D. (2003): Nevidno nasilje - normativnost in normalizacija nasilja nad ljudmi z gibalnimi, senzornimi in intelektualnimi ovirami = [Invisible violence: norm-activity and norm-alisation of violence against people with motor, sensorial and intellectual disabilities]. Rev. krim. kriminol., jan/mar, 54, 1,3-14. [COBISS.SI-ID <a href="#">833614</a>]</p> <p>Zaviršek, D. (2003): Notranja nasprotja socialnega dela pri uresničevanju človekovih pravic v postmodernih družbah. Soc. delo, 42, 4/5, 219-229. [COBISS.SI-ID <a href="#">973669</a>]</p> <p>Zaviršek, D. (2002): Pictures and silences: memories of sexual abuse of disabled people. Int. j. soc. welf. (Print), 11, 4, 270-285. [COBISS.SI-ID <a href="#">673125</a>]</p> <p>Zaviršek, D. (2003): Preživljavajući etničnost i identitet : djeca pripadnici manjina u sustavu javne skrbi. Ljetop. Stud. cent. soc. rada, 10, 2, 197-209. [COBISS.SI-ID <a href="#">1147493</a>]</p> <p>Zaviršek, D. (2005): Tleči rasizem zahodnih demokracij. Soc. delo, 44, 4/5, 251-258. [COBISS.SI-ID <a href="#">2157925</a>]</p>	

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Affiliation	Study Centre for Social Work at the University of Zagreb Faculty of Law
Present Position	Assistant Professor
Appointed Assistant Professor	2000
<b>Biography</b>	
<p>Nino Žganec is an Assistant Professor at the University in Zagreb, Faculty of Law, Study Centre for Social Work, working in the field of Theory and Methodology of Social Work.</p> <p>He graduated from the University of Zagreb, Faculty of Law, Study Centre for Social Work in 1990. He obtained his Ph.D. in 1999 from the University of Zagreb Faculty of Defectology (now: Faculty of Education and Rehabilitation Sciences). From 1991 to 2000 he worked as a Research Assistant at the University of Zagreb, Faculty of Law, Study Centre for Social Work, in the field of Theory and Methodology of Social Work.</p> <p>From 2000 – 2004 he worked at the Ministry of Labor and Social Welfare of the Republic of Croatia as the Assistant Minister for Social Welfare, and from 2004 – 2005 at the Ministry of Health and Social Welfare as a State Secretary for Social Welfare.</p> <p>During his term as Assistant Minister and State Secretary for Social Welfare he was in charge of the entire social welfare system in Croatia, and worked on planning and implementation of its reform. At the same time he headed the Directorate of Social Welfare at the Ministry, supervising 50 civil servants.</p> <p>Dr. Žganec has undergone professional training in the field of Systematic Family Therapy at the Graz Institute of Family Therapy (Austria), and training in the field of Theory and methodology of social work at the University of Essen (Germany). He has published some twenty research papers and participated in numerous professional seminars.</p>	
<b>List of works published in the past five years</b>	
<p>Brajša-Žganec, A., Žganec, N. (2003): <u>Neka etička pitanja u istraživanjima s djecom smještenom u ustanove socijalne skrbi</u>. <i>Dijete i društvo</i>, 5, 1, 23-35.</p> <p>Kaliterna Lipovčan, Lj. Prizmić Larsen, Z., Žganec, N. (2004): <u>Quality of life, life satisfaction and happiness in shift- and non-shiftworkers</u>. <i>Revista de Saude Publica</i>. 38, 3-10.</p> <p>Puljiz, V., Bežovan, G., Šućur, Z., Žganec, N., Zrinščak, S. (2003): <u>Decentralizacija socijalnih službi</u>. <i>Revija za socijalnu politiku</i>, 10, 1, 69-84.</p> <p>Puljiz, V., Žganec, Nino. (2002): <u>Sustav socijalne pomoći i socijalne skrbi</u>. <i>Mirovinski sustav i socijalna skrb</i>. Ured za strategiju razvitka Republike Hrvatske, Zagreb.</p> <p>Šogorić, S., Vukušić-Rukavina, T., Brborović, O., Vlahušić, A., Žganec, N., Orešković, S. (2005): <u>Counties Selecting Public Health Priorities - A "Bottom-Up" Approach</u>. <i>Collegium Antropologicum</i>. 29, 1, 111-119.</p> <p>Žganec, N. (2004): <u>Croatia: National Report on Social Services</u> (in) Fultz, E.; Tracy, M. (eds.) <i>Good Practices in Social Services Delivery in South Eastern Europe</i>, International Labour Office, Budapest.</p> <p>Žganec, N. (2003): <u>Pojmovno određenje zajednice</u> (u) Ajduković, D. (ur) <i>Socijalna rekonstrukcija zajednice</i>, Društvo za psihološku pomoć, Zagreb.</p> <p>Žganec, N. (2002). <u>Social welfare in the Republic of Croatia</u>. (in) Kaliterna Lipovčan, Lj., Dahl, Sverre-Age (eds.) <u>On the road towards reform</u>. <i>Employment Policies and Welfare Reform</i>. Institut društvenih znanosti Ivo Pilar, Zagreb.</p>	

## **Appendix C**

Application form

Letter of Recommendation form

Student Contract

Teaching evaluation questionnaire



# Application Form

This is the Application Form for the doctoral degree program. The information in this form will be available only to the degree program management and the Applicant Selection Board.

**Specialization:** \_\_\_\_\_

<b>Personal information</b>	
Last name	
First name	
Date of birth	
Place of birth	
Contact address	
Telephone number	
E-mail	

<b>Education</b>	
Degree program	
Degree	
Year of obtaining degree	
Grade point average (on a scale of 1-5)	

<b>Other qualifications</b> (List the names, institutions, time, any certificates, etc. )	
other degree programs	
language courses	
additional training	
employment	
research and professional projects	
other	

**Publications**

**Letter of Motivation (maximum 500 words). The letter of motivation should include: (1) a description of research interests, research ideas and any questions concerning the doctoral degree program, (2) explanations detailing how your professional experience has influenced the choice of the doctoral degree program, (3) reasons for choosing this particular doctoral degree program**

In addition to the Application Form, the applicant must enclose:

- the Graduation Diploma, a grade transcript from the graduate degree program including the grade point average, the grade of the Diploma Thesis and its defense
- Curriculum Vitae, including a description of their professional and research activities (including copies of any published papers)
- two Letters of Recommendation from university professors teaching at the graduate degree program (on the Letter of Recommendation Form) in sealed envelopes
- A certificate of knowledge of English
- A signed statement confirming the acceptance of the terms of study, as stipulated in the Rules concerning the structure of the degree program and terms of study (see Appendix C3 for a draft of the Student Contract).

Place and date: \_\_\_\_\_

Signature: \_\_\_\_\_

## Letter of Recommendation Form

**Name of applicant:** \_\_\_\_\_

**Specialization:** \_\_\_\_\_

Please fill in the information above and give the Letter of Recommendation Form to the referee who will fill it in and sign it. You are thereby giving your consent to the referee to present to the University of Zagreb any information about yourself that he/she may consider relevant.

---

The aim of this doctoral degree program is to allow students to develop their knowledge, skills and attitudes, which will allow them to become highly competent scientists. The items below consist of information that the University of Zagreb considers useful in assessing the applicant's aptitude for academic work in the doctoral degree program. Please answer all of the questions to the best of your ability. We appreciate very much your time and effort. Please bear in mind that the information you provide us with will play a key role in the applicant selection procedure.

---

Please assess the applicant's skills and characteristics. Mark the category which best describes the applicant in relation to his/her peers.

	Excellent (top 1%)	Very good (top 10%)	Good (top 20%)	Average (mid 50%)	Poor (lowest 25%)	I do not know
General intellectual capacity						
Leadership skills						
Oral communication skills						
Written communication skills						
Independent work						
Team work						
Conscientiousness						
Desire to succeed						
Creativity						
Potential to be a university lecturer/researcher						

1. When did you first meet the applicant and how well do you know him/her?
  
2. What do you consider to be the applicant's strengths?
  
3. Which skills do you believe the applicant could improve or change?

4. Please comment on the applicant's ability to independently start and complete a project.
  
5. Please comment on the applicant's suitability for an academic career in teaching and research.

**Referee's personal data**

Name: \_\_\_\_\_  
Affiliation: \_\_\_\_\_  
Position: \_\_\_\_\_  
Address: \_\_\_\_\_  
Telephone: \_\_\_\_\_ E-mail: \_\_\_\_\_

Referee's signature

Thank you for your cooperation.  
Please feel free to contact us if you need any additional information.

## Student Contract

between the undersigned

**The University of Zagreb, Faculty of Education and Rehabilitation Sciences, Zagreb, Kušlanova 59a**, represented by Professor Milko Mejovšek, Dean

(herein referred to as **The Faculty**) alternatively: **the institution administering the doctoral degree program** and

\_\_\_\_\_ from \_\_\_\_\_  
(name of student) (residence)

\_\_\_\_\_  
(street and street number)  
a student at the doctoral degree program (alternatively: research assistant or University employee)

made on this date \_\_\_\_\_

### Article 1

This Contract defines the responsibilities of the Faculty and the student regarding the doctoral degree program to obtain the academic degree of Doctor of Science (PhD).

### Article 2

The Faculty shall organize the three-year doctoral degree program in accordance with the Curriculum of the doctoral degree program with regard to the planned number of hours of lectures and seminars in compulsory and elective courses, and shall organize examinations and enable the student to participate in research on a research project.

### Article 3

The student shall pay a total amount of \_\_\_\_\_ kuna for the doctoral degree program in the following installments:

- the amount of \_\_\_\_\_ kuna upon enrolment in the first year of study
- the amount of \_\_\_\_\_ kuna upon enrolment in the second year of study
- the amount of \_\_\_\_\_ kuna upon enrolment in the third year of study (alternatively: at the latest eight days before the defense of the doctoral dissertation).

### Article 4

If a student does not pay the said amounts as stipulated in Article 3 of this Contract, he or she shall not be allowed to attend classes and/or complete other requirements.

### Article 5

The student shall attend all classes and complete all other requirements, i.e. take examinations so as to accumulate a total of 180 ECTS credits (60 credits per year) and shall defend his/her doctoral dissertation at the latest four years upon enrolment in the doctoral degree program (for full time students) or seven years upon enrolment (for part time students).

### Article 6

Any disputes regarding the present contract that cannot be amicably resolved between the parties will be subject to Croatian Law and the authority of the competent court in Zagreb.

### Article 7

This contract has been made in two identical copies, one for the student and one for the Faculty.

**Signature of the student**

Seal

**Signature of the Dean**

**No.:**

**Ref. no.:**

## Course assessment questionnaire

Course/course code: \_\_\_\_\_

Please answer the following questions and give any additional comments. Your opinion will help us in improving the quality of the course and the entire doctoral degree program.

Please circle the number which best corresponds to your opinion as follows:  
(1) unsatisfactory - (4) completely satisfactory

<b>Aims of the course and course contents</b>				
Did the course have clear aims?	1	2	3	4
Have the aims been accomplished?	1	2	3	4
Are the presented topics relevant for your job?	1	2	3	4
Was the course easy to follow?	1	2	3	4
Was the course interesting and enjoyable?	1	2	3	4

If you consider any of the previous categories unsatisfactory, please comment.

Additional comments

<b>Course presentation</b>				
Were the explanations and presentation techniques clear?	1	2	3	4
Were you encouraged to participate in class?	1	2	3	4
Were your questions answered/discussed to your satisfaction?	1	2	3	4
Assess the instructor's presentation skills.	1	2	3	4
Assess the instructor's knowledge of the subject matter.	1	2	3	4
Assess the pace of the course.	1	2	3	4

If you consider any of the previous categories unsatisfactory, please comment.

Additional comments

<b>General benefits</b>				
Did you acquire new skills and competences in the course?	1	2	3	4
Would you recommend this course to others?	1	2	3	4
Do you believe that the acquired skills will help you in being more efficient in your work?	1	2	3	4
Do you believe that the acquired skills will help you in your future scientific work?	1	2	3	4
Were the materials used in the course understandable?	1	2	3	4
Did you find the curriculum organization satisfactory?	1	2	3	4
Did the course fulfill your expectations?	1	2	3	4

If you consider any of the previous categories unsatisfactory, please comment.

Additional comments