ECTS catalog with learning outcomes University of Montenegro

Faculty of Philosophy / PSYCHOLOGY / Psychology of children with special needs

| Course: | Psychology of children with special needs | | | | | | | |
|----------------------------------|--|---|--------------|---|--|--|--|--|
| Course ID | Course status | Semester | ECTS credits | Lessons (Lessons+Exer cises+Laboratory) | | | | |
| 6775 | Mandatory | 1 | 4 | 2+1+0 | | | | |
| Programs | PSYCHOLOGY | | | | | | | |
| Prerequisites | no | | | | | | | |
| Aims | Students will be able to gain knowledge and sensitivity about the psychological and social aspects of the various disabilities that are important for the development of professional attitude in the helping professions. Students will be able to understand the reactions to disability, the process of adaptation to disability, psychological effects of disability on the individual and family, public reactions to disability and persons with disabilities. Introducing students to the concepts of giftedness, various aspects of the phenomenon of talent, process of talent identification and education of talented individuals. | | | | | | | |
| Learning outcomes | After the student passes the exam, will be able to: 1. Know the different theoretical models of disability 2. Know basic concepts of inclusive education of children with special needs 3. Conquers basic knowledge of child development with various forms of disability 4. Conquers basic knowledge about different aspects of the phenomenon of giftedness, identification procedures and programs of education of gifted people 5. Understand the process of personal and family psychosocial adaptation to disability or giftedness family member 6. Develop an awareness of their own feelings and attitudes toward people with disabilities 7. Will gain an understanding of constructive ways of looking at life with a disability or giftedness | | | | | | | |
| Lecturer / Teaching assistant | Full professor Ivona Milačić Vidojević, assistant Jovana Jovović | | | | | | | |
| Methodology | Lectures, exercises | | | | | | | |
| Plan and program of work | | | | | | | | |
| Preparing week | Preparation and registration of the semester | | | | | | | |
| I week lectures | Disability models | | | | | | | |
| I week exercises | Role-playing, simulation of different types of disability | | | | | | | |
| II week lectures | The stigmatization and discrimination against persons with disability | | | | | | | |
| II week exercises | Visiting an institution for persons with disabilities, getting to know the organization and work in it | | | | | | | |
| III week lectures | Psychosocial effects of disability on the individual and the process of adaptation | | | | | | | |
| III week exercises | Discussion with a parent who has a child with a disability | | | | | | | |
| IV week lectures | Psychosocial effects of disability on the family | | | | | | | |
| IV week exercises | Interview with a person with a disability | | | | | | | |
| V week lectures | Development of the children in the context of disability -A child with intellectual disability | | | | | | | |
| V week exercises | Watching a movie showing a person with ID and critical assessment of psychological themes in the film | | | | | | | |
| VI week lectures | A child with autistic spectrum disorder | | | | | | | |
| VI week exercises | Watching a movie showing a person with autistic spectrum disorder | | | | | | | |
| VII week lectures | A child with physical disability | | | | | | | |
| VII week exercises | Watching a movie showing a person with physical disability | | | | | | | |
| VIII week lectures | A child with a hearing impairment | | | | | | | |
| VIII week exercises | Watching a movie showing a person with hearing impairment | | | | | | | |
| IX week lectures | A child with a visual impairment | | | | | | | |
| IX week exercises | Watching a movie showing a person with visual impairment | | | | | | | |
| X week lectures | Concept and phenomenon of giftedness | | | | | | | |
| X week exercises | Discussion with teachers in music school, about the persons who are musically gifted | | | | | | | |
| XI week lectures | Nature and development of giftedness | | | | | | | |
| XI week exercises | Discussion with parent | Discussion with parents who have a gifted child | | | | | | |

ECTS catalog with learning outcomes University of Montenegro

| XII week lect | ures | Socio-emotional characteristics of gifted persons | | | | | | | |
|--|---------------------|--|---|---|---|---|---------------------------------------|--|--|
| XII week exe | rcises | Discussion with person who is music / art / talented | | | | | | | |
| XIII week lec | tures | Identification of gifted persons | | | | | | | |
| XIII week ex | ercises | Discussion with a counselor who works with talented people | | | | | | | |
| XIV week led | tures | Education of gifted persons | | | | | | | |
| XIV week ex | ercises | Discussion with teachers about the education of gifted persons | | | | | | | |
| XV week lec | tures | Giftedness and disability | | | | | | | |
| XV week exe | ercises | Watching a movie showing a person who is talented, critical assessment of psychological themes in the film | | | | | | | |
| Student wo | orkload | 1 hour 30 min of lectures , 45 minutes of exercises weekly | | | | | | | |
| Per week | | | Per semester | | | | | | |
| 4 credits x 40/30=5 hours and 20 minuts 2 sat(a) theoretical classes 0 sat(a) practical classes 1 excercises 2 hour(s) i 20 minuts of independent work, including consultations | | | Classes and final exam: 5 hour(s) i 20 minuts x 16 =85 hour(s) i 20 minuts Necessary preparation before the beginning of the semester (administration, registration, certification): 5 hour(s) i 20 minuts x 2 =10 hour(s) i 40 minuts Total workload for the subject: 4 x 30=120 hour(s) Additional work for exam preparation in the preparing exam period, including taking the remedial exam from 0 to 30 hours (remaining time from the first two items to the total load for the item) 24 hour(s) i 0 minuts Workload structure: 85 hour(s) i 20 minuts (cources), 10 hour(s) i 40 minuts (preparation), 24 hour(s) i 0 minuts (additional work) | | | | | | |
| | | | debates | | | | | | |
| Consultations | | | | After the lectures | | | | | |
| Literature | | | Altaras, A. (2006). Darovitost i podbacivanje (selected chapters). Pančevo- Beograd: Mali Nemo, Institut za psihologiju i Centar za primenjenu psihologiju. Maksić, S. B. (2009). Darovito dete u školi (drugo izdanje) (selected chapters). Beograd: Zavod za | | | | | | |
| Examination methods | | | Two tests with 20 points , excercise 10 points, final exam 50 points. | | | | | | |
| Special remarks | | | no | | | | | | |
| Comment | | | no | | | | | | |
| Grade: | F | | E | D | С | В | А | | |
| Number of points | less than 50 points | | greater than or equal to 50 points and less than 60 points | greater than or equal to 60 points and less than 70 points | greater than or equal to 70 points and less than 80 points | greater than or equal to 80 points and less than 90 points | greater than or equal to 90 points | | |