

Course title	Rehabilitation						
Type	25 hours of lectures + 20 hours of seminars = 45 hours						
Course leader	Prof. Sanja Skočić Mihić, PhD						
Course co-leader							
The goal or purpose of the course	The aim of the course is to introduce students to the basic psychological characteristics (physical development, perception, memory, attention, cognitive development, emotions, motivation, social and moral development) of people with various impairments, as well as their functioning and participation in life activities (education, work, and leisure). The course also allows students to reflect on their personal beliefs and attitudes towards people with various impairments, and to consider ways to equalize conditions in the community to develop positive, proactive attitudes in advocating for the rights of these people to inclusion.						
Prerequisites for enrolment	No prerequisites						
Learning outcomes	After successfully completing the course, the student will be able to: Describe the psychological characteristics of people with various impairments; Distinguish the developmental outcomes and ways of functioning of individuals with various impairments; Interpret the influence of contextual factors on the possibilities of active participation in the community of an individual with impairments (case study); To relate forms of advisory support to the characteristics and functioning of people with various impairments.						
The relation between learning outcomes, teaching methods, and assessment	Teaching activity	ECTS	Learning outcome	Student activity	Methods of assessment	Points	
						min	max
	Lectures	1.5	1-4	Class activity/ Collaborative learning	Activities performed in class	10	15
	Seminar paper	1.5	3	Individual or in pair	Criteria are described in the instructions	25	50
	Group work	1	4	V1: Presentation of psychological characteristics (15) V2: Reading seminar and panel discussion (20)	Assessment criteria for individual and group parts	25	35
	Total:	4				60	100
Office hours	Consultation time with prior notice by email: <i>sskocic_m@uniri.hr</i>						
Acquired competences	After successfully completing the course, students will have the competence to describe the basic psychological characteristics of people with various impairments and the way they function: visual and hearing impairment, impairments of organs and organ systems (motor difficulties and chronic diseases), intellectual disabilities, autism spectrum disorder, attention deficit hyperactivity disorder (ADHD), impairments to language-speech-voice communication, learning disabilities, multiple disabilities (deaf-blind, existence of two or more disabilities, multiple disabilities) and high abilities and difficulties (twice exceptional). Participants are expected to relate the above characteristics and functioning to recommendations for supporting each group, taking into account contextual factors.						
Content	Historical development of the right to inclusion of persons with different impairments: models of society according to persons with disabilities, inclusivity, diversity, and social exclusion; Psychological characteristics and functioning of persons with visual impairments; Psychological characteristics and functioning of persons with hearing impairments; Psychological characteristics and functioning of persons with impaired organs and organ systems (motor difficulties and chronic diseases); Psychological characteristics and functioning of persons with intellectual disabilities; Psychological characteristics and functioning of persons with autism spectrum disorders; Psychological characteristics and functioning of persons with attention deficit hyperactivity disorder (ADHD);						

	<p>Psychological characteristics and functioning of people with language-speech-voice communication impairments;</p> <p>Psychological characteristics and functioning of people with learning disabilities;</p> <p>Psychological characteristics and functioning of people with multiple impairments (deaf-blind, existence of two or more impairments, multiple disabilities);</p> <p>Psychological characteristics and functioning of people with high abilities and disabilities (“twice exceptional”);</p> <p>Forms of support in the community and the role of advisory support.</p>
Required reading	<p>L. KIŠ GLAVAŠ (ur.), <i>Opće smjernice Zbirka priručnika Studenti s invaliditetom</i>, Zagreb, 2012. (odabrana poglavlja 3-7.)</p> <p>S. SKOČIĆ MIHIĆ, Z. JANKOVIĆ, S. TATALOVIĆ VORKAPIĆ, S. SEKUŠAK-GALEŠEV, How to strengthen a child's vulnerability by providing support at school? Case study from Croatia, u: <i>K-12 Mental Health Case Studies: An International Perspective</i>. Rowman & Littlefield (u pripremi za tisak)</p> <p>V. MARTAN, D. LONČARIĆ, S. SKOČIĆ MIHIĆ, Beliefs about the High Abilities of Twice - Exceptional Students with Dyslexia, u: LJ. PAČIĆ –TURK, M. KNEŽEVIĆ (ur.) <i>2nd International Scientific Conference Brain and Mind: Promoting Individual and Community Well-Being (Book of Abstracts)</i>, Zagreb, 2019. (str. 79-96.)</p>
Recommended reading	<p>LJ. IGRIC, <i>Osnove edukacijskog uključivanja - Škola po mjeri svakog djeteta je moguća</i>, Zagreb, 2015. (odabrana poglavlja)</p> <p>D. BOUILLET, <i>Odabrane teme iz inkluzivne edukacije</i>, Zagreb, 2019. (odabrana poglavlja)</p> <p>S. SEKUŠAK-GALEŠEV, Poremećaj pozornosti s hiperaktivnošću, (ADHD)-multimodalni pristup, u: <i>Paediatrica Croatica</i> 52(2008.)3, 195-203.</p> <p>D. MAMIĆ, R. FULGOSI-MASNJAK, Psihički poremećaji i socijalna zrelost djece i mladih s poremećajima iz autističnog spektra i djece i mladih s većim intelektualnim teškoćama, u: <i>Socijalna psihijatrija</i> 42(2014.)1, 21-32.</p> <p>D. MAMIĆ, R. FULGOSI-MASNJAK, LJ. PINTARIĆ MLINAR, Senzorna integracija u radu s učenicima s autizmom, u: <i>Napredak</i> 151(2010.)1, 69-84.</p> <p>S. SEKUŠAK-GALEŠEV, J. FREY ŠKRINJAR, L. MASNJAK, <i>Izješće o istraživanju „Ispitivanje socijalne uključenosti i kvalitete podrške u sustavima predškolskog, osnovnoškolskog i srednjoškolskog obrazovanja za djecu i učenike s poremećajem iz autističnog spektra (PAS) i deficitom pažnje i hiperaktivnim poremećajem (ADHD)“</i>, Zagreb, 2015.</p>
Teaching methods	Lectures, seminars, exercises (PowerPoint presentations, audio-video material, distance learning system, collaborative learning (work in pairs, triads, and groups), individual and group work, discussions or panel discussions)
Methods of knowledge assessment and examination	Written seminar paper, completed activities in class, and presented activities through group work.
Language of instruction and opportunities	Croatian
Method of monitoring the quality and success of each course and/or module	Anonymous survey, written or oral feedback during lectures