

<b>Study program:</b> Speech and Language Pathology			
<b>Type and level of studies:</b> Basic Academic			
<b>Title of the Subject: BASICS OF SOCIOLOGY</b>			
<b>Lecturer: Filipović R. Mirko</b>			
<b>Course status:</b> obligatory			
<b>ECTS: 3</b>			
<b>Prerequisites:</b> No prerequisites			
<b>Aim:</b> Introduction to the basic sociological concepts and classical and modern sociological theories; learning how this knowledge can help us in understanding modern, fast changing world; connect students' primary social experience with academic sociological knowledge.			
<b>Outcomes:</b> The ability of application of sociological concepts and different theoretical approaches in the analysis of social phenomenon and behaviour patterns; The understanding of the social nature of human individual problems; The ability of objective evaluation of the social politics initiatives.			
<b>Content</b> <i>Lectures:</i> Sociological Standpoint. Methods of Sociological Research. Culture and Society. The World in Change: Globalization. Social Interaction and Everyday Life. Sociology of the Body: Health, Illness and Aging. Social Stratification, Class and Inequality. Sociology of the Poverty. The Underclass and Social Exclusion. Sociology of Deviancy. Patterns of Crime in Contemporary Society. Gender and Sexuality. Gender and Social Inequality. The Family and the Marriage. Race, Ethnicity and Migrations. The Work and the Economic Life. Power, Politics and State. Modern Organizations. Education. Mass Media and Communications. Sociology of Religion. Cities and Urbanization. Population Growth and Ecological Crisis. Recent Theoretical Developments in Sociology. <i>Practical work:</i> This course follows the themes exposed in lectures, applying the active learning methods: homework, documentaries and discussion.			
<b>Literature</b> 1. Gidens, E. (2003). <i>Sociologija</i> (selected chapters: 22-51, 84-110, 208-250, 286-300, 314-337, 346-370, 379-400, 422-436, 538-560, 580-595 str.), Beograd: Ekonomski fakulet, ISBN 86-403-0521-8.			
<b>Number of active classes per week: 3</b>	<b>Lecture: 2</b>		<b>Practical work: 1</b>
<b>Teaching methods:</b> Classical lectures, creative workshops, discussion and homework reports			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>	<b>Score</b>	<b>Final exam</b>	<b>Score</b>
activities during the lectures	10	written exam	
practical teaching	20	oral exam	50
midterm(s)	20	.....	
seminars			

<b>Study program:</b> Speech and Language Pathology, Special Education and Rehabilitation for Persons with Difficulties in Mental Development			
<b>Type and level of studies:</b> Basic Academic			
<b>Title of the Subject:</b> INTRODUCTION TO EDUCATIONAL SCIENCES			
<b>Lecturer:</b> Marija M. Jelić			
<b>Course status:</b> obligatory			
<b>ECTS:</b> 4			
<b>Prerequisites:</b> no prerequisites			
<b>Aim:</b> Introducing the basic pedagogical terms and current thinking about educational process and the factors that determine it; acquiring and development of knowledge, skills and attitudes necessary for successful communication in educational process and for creating a productive environment for learning and managing it, as well as including special educational needs of children with difficulties in development; enabling students for using of pedagogical literature independently and introduction into methodology of empirical research of pedagogical phenomena.			
<b>Outcomes:</b> Acquiring of knowledge in the field of pedagogy which will be the basis for further studies in the field of special pedagogy.			
<b>Content</b> <i>Lectures:</i> The basic pedagogical terms: education, socialization, humanistic and functional approach to pedagogy; development of pedagogy as a science; educational system, school and society; aims and objectives of education; methods of education; communication in educational process; social relationships in a class; guidance of a class; the basic didactical terms - teaching, teaching curriculum, teaching methods, the organizational forms of teaching load; family and school; inclusive and multicultural education; teacher as a profession.			
<b>Literature</b> 1. Trnavac, N. and J. Đorđević (2007). <i>Pedagogija</i> , Beograd: Naučna knjiga komerc, ISBN 978-86-7504-017-0. (pp. 187 - the first part of the book)			
<b>Number of active classes per week: 2</b>	<b>Lecture: 2</b>		<b>Practical work:</b>
<b>Teaching methods:</b> lectures, discussions, individual and group research of students' work, oral presentations of students, video presentations, monitoring teaching work in preschool institutions and schools, independent work of students in topic specific texts.			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>	<b>Score</b>	<b>Final exam</b>	<b>Score</b>
activities during the lectures	<b>20</b>	written exam	<b>60</b>
practical teaching	<b>10</b>	oral exam	
midterm(s)		.....	
seminars	<b>10</b>		

<b>Study programs:</b> Speech and language pathology, Special education and rehabilitation for persons with difficulties in mental development			
<b>Type and level of studies:</b> Basic studies			
<b>Title of the subject:</b> PHYSIOLOGY WITH ANATOMY			
<b>Lecturer:</b> Maja Milovanovic			
<b>Course status:</b> Obligatory subject for both study programs.			
<b>ECTS:</b> 5			
<b>Prerequisites:</b> No			
<b>Aim:</b> Acquiring basic knowledge of the human organism structure, the roles of individual functional systems and mechanisms of their functioning, the relation between functional systems, and the bidirectional relation between the organism as a whole and the environment.			
<b>Outcomes:</b> Students' ability to understand the biological model of disability by learning about the anatomical and physiological basis of sensory, motor and intellectual functioning.			
<b>Content</b> <i>Lectures:</i> Organization and general plan of the body; The organization of the cell and the role of particular cellular structures; Body fluid; The muscular system; The nervous system; The senses; The endocrine system; The reproductive system; The thermoregulation and metabolism; <i>Behaviors:</i> learning, memory, language and speech, sleep-wake states.			
<b>Literature</b> Jovanovic T. Medicinska fiziologija. Fakultet za specijalnu edukaciju i rehabilitaciju, Beograd, 2004. ISBN: 86-80113-40-9 (480 strana).			
<b>Number of active classes per week:</b>	<b>Lecture: 2</b>		<b>Practical work: 0</b>
<b>Teaching methods:</b> Regular educational method using power-point presentation lectures, with students' interactive involvement.			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>	<b>Score</b>	<b>Final exam</b>	<b>Score</b>
activities during the lectures	10	written exam	50
practical teaching	0	oral exam	10
midterm(s)	30	.....	
seminars	0		

<b>Study program:</b> Speech and language pathology, Special education and rehabilitation for persons with difficulties in mental development			
<b>Type and level of studies:</b> Basic academic studies			
<b>Title of the subject:</b> Human Genetics			
<b>Lecturer:</b> Novakovic V. Ivana, Maksic M. Jasmina			
<b>Course status:</b> Obligatory			
<b>ECTS:</b> 6			
<b>Prerequisites:</b> No prerequisites			
<b>Aim:</b> Understanding the inheritance in the realization of each individual's biopotential, as well as in growth and development disorders, with isolated or combined damage. Introducing with methods of molecular genetics and their implementation in early diagnosis and treatment.			
<b>Outcomes:</b> Training graduated students for observation and recognition a genetic part in growth and development disorders (anomalies and hereditary diseases), as well as individual or teamwork with other specialties, from genetic consultant to creation and realization prevention program.			
<b>Content</b>			
<p><i>Lectures:</i> Determination of growth and development of the individual; Principles of inheritance; DNA as a hereditary substance, genetic code, gene - concept, structure, function; Gene-protein-phenotype; Regulation of gene activities, gene interactions, variability; Human genome; Gene mutations; Mutagenesis; Mendelian diseases and types of inheritance; Multifactorial diseases; Genes and populations; Population screening and prenatal diagnosis; Application of molecular genetics methods; Genetic diagnosis and genetic counseling; Oncogenetics; Immunogenetics; Behavioral genetics; Genetic and non-genetic causes of speech disorder; Genetic and non-genetic causes of hearing disorder; Genetic and non-genetic causes of visual disturbance; Genetic and non-genetic causes of mental retardation;</p> <p><i>Practical work:</i> Cell-genetic aspect; Chromosomes, structure and role, nomenclature, methods of chromosome analysis; Gametogenesis; Chromosomal aberrations; Chromosomal diseases; Mitochondrial DNA; Mitochondrial diseases; Determination and differentiation of gender; Pregnancy; Teratogenesis; Perinatal pathology; Newborns; Congenital anomalies.</p>			
<b>Literature</b>			
<p>1. Ninković, D. (2007). Medicinska genetika, Fakultet za specijalnu edukaciju i rehabilitaciju, CIDDD, Beograd. ISBN 978- 86-80113-55-5. 250. str.</p> <p>2. Ninković, D. (2000). Medicinska genetika, opšti deo, Zavod za udžbenike i nastavna sredstva, Beograd. ISBN 86-17-08237-2. 22. strane.</p> <p>3. Diklić, V., Kosanović, M., Nikoliš, J., Dukić, S. (2001). Biologija sa Humanom genetikom, Medicinska knjiga, Beograd. ISBN 9788683615032. 73. strane.</p> <p>4. Matić, G. (2004). Osnovi molekularne biologije, Biološki fakultet, Beograd. 55. strana.</p> <p>5. Marinković, D. (1989). Genetika, Naučna knjiga, 494 strana, Beograd. ISBN 86-23-23058-2. 20. strana.</p>			
<b>Number of active classes per week:</b>	<b>Lecture: 2</b>	<b>Practical work: 1</b>	
<b>Teaching methods:</b>			
Oral presentation, video presentation, discussion			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>	<b>Score</b>	<b>Final exam</b>	<b>Score</b>
activities during the lectures	5	written exam	60
practical teaching	5	oral exam	
midterm(s)	20	.....	
seminars	10		

**Study program:** Special Education and Rehabilitation, Speech and Language Pathology, Special Education and Rehabilitation for Persons with Difficulties in Mental Development

**Type and level of studies:** Basic academic

**Title of the subject:** English Language

**Lecturer:** Maja R. Ivančević Otanjac

**Course status:** Obligatory

**ECTS:** 6

**Prerequisites:** Knowledge of General English acquired at secondary school

**Aim:**  
The main aim of this course is for students to acquire the vocabulary related to different fields of Special Education and Rehabilitation. Throughout the course, students also repeat and improve their General English skills and English grammar at Intermediate/Upper Intermediate (B1/B2) level.

**Outcomes:**  
Most students master the expected vocabulary, language skills and structures.

**Content**  
*Lectures:*  
**Topics and vocabulary** related to different fields of Special Education and Rehabilitation, including the following: Learners with Learning Disabilities, Learners with Intellectual Disabilities, Learners with ADHD, Learners with Behavioral Disorders, Learners with Communication Disorders, Learners with Hearing Impairment, Learners with Visual Impairment, Learners with Autism Spectrum Disorders, Learners with Low-Incidence, Multiple and Severe Disabilities, Learners with Physical Disabilities, Learners with Special Gifts and Talents, Inclusion, Job Profiles in Special Education.  
**Language structures** appropriate for Intermediate/Upper Intermediate level (B1/B2).  
**Grammar:** Present Simple/Continuous, Past Simple/Continuous, Present Perfect Simple/Continuous, Past Perfect, The Future, Modal verbs, Conditionals, Subjunctive, Passive Voice, Reported Speech, Relative Clauses/Pronouns, Adjectives and Adverbs, Articles, Prepositions, Phrasal and Prepositional verbs, Noun/Adjective + Preposition.  
*Practical work:*

**Literature**  
English for Special Education  
Maja Ivančević Otanjac, Mirjana Furundžić  
University of Belgrade, Faculty of Special Education and Rehabilitation, 2014  
ISBN: 978-86-6203-049-8

<b>Number of active classes per week:</b>	<b>Lecture: 2</b>	<b>Practical work: 0</b>
---	-------------------	--------------------------

**Teaching methods:**  
All lectures are in English. A new Special Education topic is covered every week, with the exception of revision lessons where students repeat vocabulary and grammar from previous units. Each new topic is usually introduced by a relevant video presented to students, followed by a classroom discussion on the topic. Each unit includes the following exercises: reading and reading comprehension, vocabulary exercises, translation from English into Serbian, and grammar exercises.

**Evaluation of knowledge (maximum score 100)**

<b>Pre obligations</b>	<b>Score</b>	<b>Final exam</b>	<b>Score</b>
activities during the lectures	30	written exam	70
practical teaching	/	oral exam	/
midterm(s)	/	.....	
seminars			

<b>Study program:</b> Speech and Language Pathology, Special Education and Rehabilitation for Persons with Difficulties in Mental Development			
<b>Type and level of studies:</b> Basic academic			
<b>Title of the subject:</b> Fundamentals of speech and language pathology			
<b>Lecturer:</b> Prof. dr Jovanović Simić Đ. Nadica, assistant: Arsenić P. Ivana			
<b>Course status:</b> Obligatory			
<b>ECTS:</b> 4			
Prerequisites: none			
<b>Aim:</b> The aim of the subject is to familiarize students with basic theoretical knowledge in the field of speech and language pathology and pathology of communication.			
<b>Outcome:</b> Students will master knowledge of the contemporary understanding of speech and language communication: theories, definitions, prevalence, as well as basic information about the types of communication disorders and knowledge of the specifics of communication disorders in different types of handicap.			
<b>Content:</b> <i>Lectures:</i> Basic of theory of speech and language pathology; Theories of communication; Types of communication; Levels of communication development: haptic, iterative, kinesic, paralinguistic and linguistic communication; The system of modality of verbal communication: hearing, voice, speech, language, reading and writing; Typical/delayed speech development; pathological language development, disorders of verbal communication: definition, terminology, classification; Disorders of verbal communication in children with typical development; Disorders of verbal communication in children with atypical development; Language development in children with intellectual disabilities; Principles of prevention, diagnosis and treatment in speech and language pathology; Principles of differential diagnosis in speech and language pathology. <i>Practical work:</i> To familiarize students with the basic characteristics of typical and atypical language development.			
<b>Literature:</b> 1. Jovanović Simić, N. (2008). Atipičan jezički razvoj, DDS, Beograd, ISBN 978-86-84765-22-4 (p.7-157) 2. Keramičievski, S. (1990). Opšta logopedija, Naučna knjiga, Belgrade, ISBN 86-23-60084-3 (p. 147-166.; p. 179-184.)			
<b>Recommended literature:</b> 1. Jovanović Simić, N., Slavnić, S., Dobrota-Davidović, N. (2008). Praktikum za razvoj auditivne i vizuelne percepcije, Društvo defektologa Srbije, Beograd, ISBN 987- 86-84765-21-7			
<b>Number of active classes per week: 4</b>		<b>Lecture: 2</b>	<b>Practical work: 2</b>
<b>Teaching methods:</b> Interactive teaching in which applies modern technical equipment			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>	<b>Score</b>	<b>Final exam</b>	<b>Score</b>
activity during the lectures	to 5	written exam	
practical teaching	to 5	oral exam	to 45
midterm(s)	to 45	.....	
seminars			

<b>Study Program:</b> Speech and Language Pathology			
<b>Type and level of studies:</b> Basic Academic			
<b>Title of the Subject:</b> Developmental Psychology			
<b>Lecturer:</b> Zorica Ž. Matejić Đuričić; Irena Stojković B.			
<b>Course status</b> Obligatory			
<b>ECTS:</b> 7			
<b>Prerequisites:</b> The basic concepts of General Psychology have been adopted.			
<b>Aim:</b> To develop basic knowledge and understanding process, determinates and general tendencies of normative child development, as well as the lower and higher mental functions development.			
<b>Outcomes:</b> Basic competencies in understanding the process, determinates and general tendencies of mental ontogenesis, as well as fundamental knowledge of lower and higher mental functions development			
<b>Content</b> <b>Lectures</b> Developmental Psychology: Historical and Contemporary approach General strategies into development investigation; specific methods and techniques Conceptual framework of development: Explanatory models and the leading theories Determinates of mental development; Maturation and Learning Development and education Prenatal and Neonatal stages Physical development; Motor development; Sensory Perceptive development; Intellectual development; Language and Speech development; Social and Emotional development; Effects of negative experience <b>Practical work:</b> Development of tematic contents of theoretical lectures			
<b>Literature</b> 1. Matejić Đuričić Z. (2010). Uvod u razvojnu psihologiju. Fasper. Beograd, str. 216. ISBN 97-866203-004-7 2. Matejić Đuričić Z. (2016). Psihologija ranog detinjstva, E-Book Fasper. Beograd, str. 326			
<b>Number of active classes per week:</b>			
<b>Lecture:</b> <b>2</b>	<b>Practical work:</b> <b>1</b>		
<b>Theaching methods:</b> Clasical lectures, video presentations, group disscussion.			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligation</b>	<b>Score</b>	<b>Final Exam</b>	<b>Score</b>
Activities during lectures	<b>5</b>	Written Exam	<b>50</b>
Practical teaching	<b>10</b>	Oral Exam	<b>10</b>
Midterm(s)	<b>20</b>		
Seminars	<b>5</b>		

<b>Study program:</b> Speech and Language Pathology			
<b>Type and level of studies:</b> Basic academic			
<b>Title of the subject:</b> General logopedics (speech and language pathology)			
<b>Lecturer:</b> Prof. dr Jovanović Simić Đ. Nadica, assistant: Arsenić P. Ivana			
<b>Course status:</b> Obligatory			
<b>ECTS:</b> 8			
Prerequisites: none			
<b>Aim:</b> The aim of the subject is to familiarize students with basic theoretical knowledge in the field of speech and language communication and pathology of communication.			
<b>Outcome:</b> Students will master knowledge of the contemporary understanding of speech and language communication: theories, definitions, prevalence, as well as basic information about the types of communication disorders and knowledge of the specifics of communication disorders in different types of handicap with whom they will work in practice. Also, the program should provide for students the basis for mastering theoretical and practical knowledge for monitoring and mastering program straitly specialized subjects in the higher years of study.			
<b>Content:</b> <i>Lectures:</i> Act of communication; Model of communication; Process of communication; Development of verbal communication abilities; Factors of development of verbal communication abilities; Monitoring development of verbal communication abilities; Mysak's systematization of communication, Mysak's systematization of pathology of verbal communication, Language development in children with hearing impairment; Language development in children with visual impairments; Language development in children with physical disabilities; Implications and models for development of language skills. <i>Practical work:</i> Training students that in practice recognize and make difference among disorders of verbal communication in all types of disability.			
<b>Literature:</b> 1. Jovanović Simić, N. (2008). Atipičan jezički razvoj, DDS, Beograd, ISBN 978-86-84765-22-4 (p.7-157) 2. Keramitičevski, S. (1990). Opšta logopedija, Naučna knjiga, Beograd, ISBN 86-23-60084-3 (p.166-179; p.184-197; p.250-292)			
<b>Recommended literature:</b> 1. Jovanović Simić, N., Slavnić, S. (2008). Praktikum za razvoj jezičkih sposobnosti, Društvo defektologa Srbije, Beograd, ISBN 987- 86-84765-20-0			
<b>Number of active classes per week: 4</b>		<b>Lecture: 2</b>	<b>Practical work: 2</b>
<b>Teaching methods:</b> Interactive teaching in which applies modern technical equipment			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>	<b>Score</b>	<b>Final exam</b>	<b>Score</b>
activity during the lectures	to 5	written exam	
practical teaching	to 5	oral exam	to 45
midterm(s)	to 45	.....	
seminars			



<b>Study program:</b> Speech and Language Pathology			
<b>Type and level of studies:</b> Basic Academic			
<b>Title of the Subject:</b> GENERAL PSYCHOLOGY AND PSYCHOLOGY OF PERSONALITY			
<b>Lecturer:</b> Trebješanin M. Žarko; Mijatović R. Luka			
<b>Course status:</b> obligatory			
<b>ECTS:</b> 9			
<b>Prerequisites:</b> No prerequisites			
<b>Aim:</b> Understanding topics and methods of general psychology, becoming familiar with basic concepts and theories of general psychology and psychology of personality. Enabling the application of acquired knowledge in practice.			
<b>Outcomes:</b> Students' ability to apply psychological knowledge and skills in the practical work of a special educator and rehabilitator.			
<b>Content</b> <i>Lectures:</i> Subject of psychology, review of psychological schools, methods and techniques of psychological research, psychological processes (perception, learning, human memory and forgetting, thinking and intelligence, emotions, motivation), basic concepts of social psychology, basic approaches, models and areas of personality psychology (structure, dynamics and development), contemporary personality theories (Freud's, Adlers's, Jung's, Fromm's, K. Horney's, Erikson's, Maslow's, Allport's). <i>Practical work:</i> Practical application of acquired knowledge and introduction to the methods and techniques of psychological research of mental abilities and functions, as well as to the methods and techniques of psychological assessment of personality.			
<b>Literature</b> 1. Trebješanin, Ž., Dragojević, N., Hanak, N. (2008). Uvod u opštu psihologiju, FASPER, Beograd; ISBN 978-86-80113-68-5 2. Trebješanin, Ž. (2003). Leksikon psihoanalize, Novi Sad, Matica srpska; ID 159.964.2(031) 3. Trebješanin, Ž. (2010). Psihologija ličnosti, Učiteljski fakultet, Beograd ISBN 978-86-7849-113-9  Additional literature: Trebješanin, Ž. (2008). Rečnik Jungovih pojmova i simbola. Hesperia edu., Beograd; Politika ISBN 978-86-7956-013-1 (pp. 508 )			
<b>Number of active classes per week: 4</b>	<b>Lecture: 2</b>		<b>Practical work: 2</b>
<b>Teaching methods:</b> Lectures, practical teaching, consultations			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>	<b>Score</b>	<b>Final exam</b>	<b>Score</b>
activities during the lectures	<b>0-10</b>	written exam	<b>0-60</b>
practical teaching	<b>0-10</b>	oral exam	
midterm(s)	<b>0-20</b>	.....	
seminars			

<b>Study Program:</b> Speech and Language Pathology; Special Education and Rehabilitation for Persons with Difficulties in Mental Development			
<b>Type and level of studies:</b> Basic academic Studies			
<b>Title of the subject:</b> Introduction to Educational Psychology			
<b>Lecturer:</b> Slobodanka V. Antić			
<b>Course Status:</b> Obligatory			
<b>ECTS:</b> 4			
<b>Prerequisites:</b> no			
<b>Aims:</b>			
<ol style="list-style-type: none"> <li>To develop basic knowledge and understanding of the contemporary scientific Educational Psychology;</li> <li>To develop students' sensitivity for individual differences and the learning needs of persons with disabilities, students' critical thinking and reflectivity.</li> </ol>			
<b>Outcomes:</b>			
Having successfully completed this module students will be able to:			
<ol style="list-style-type: none"> <li>Correctly use and apply basic scientific knowledge of educational psychology in further learning.</li> <li>Recognize complex, context dependent nature of learning processes and identify appropriate research approach (including action research).</li> </ol>			
<b>Content:</b>			
<i>Lectures:</i>			
The course provides an introduction to concepts, theories, and research in educational psychology. The topics covered: A range of research perspectives and methodologies applied to education and psychology (including action research); The processes of learning, learning theories and their impact on educational practices; Cognitive development during the school years and individual differences; The complex interactions between education and its contexts; Different instructional approaches; Motivation for learning and evaluation and assessment.			
<i>Practical work:</i>			
The essay writing on different educational issues; the group project work on practical guide for learning educational psychology; designing dictionary for educational psychology.			
<b>Literature:</b>			
<ol style="list-style-type: none"> <li>Arsenović Pavlović, M., Antić, S. i Jolić Marjanović, Z. (2017). Pedagoška psihologija: udžbenik sa priručnikom za vežbe. Beograd: Fakultet za specijalnu edukaciju i rehabilitaciju</li> <li>Vizek Vidović, V. i sar. (2014) Psihologija obrazovanja. Beograd: Klett</li> </ol>			
<b>Number of active classes per week</b>	<b>Lecture: 2</b>		<b>Practical work: 2</b>
<b>Teaching methods</b>			
Lectures, individual assignments, small group activities, group discussions, video/DVDs, guest lectures and realisation of the small projects.			
<b>Evaluation of knowledge (max score 100)</b>			
<b>Pre obligations</b>		<b>Final exam</b>	
Activities during lectures	10	Written exam	70
Practical teaching	10	Oral exam	
Midterm(s)	10		
Seminars			

<b>Study program:</b> Special education and rehabilitation (modules: Visual impairment, Hearing disability, Motor disability); Speech and language pathology; Special Education and Rehabilitation for Persons with Difficulties in Mental Development			
<b>Type and level of studies:</b> basic academic			
<b>Title of the subject:</b> Neurology			
<b>Lecturer:</b> Dragan M. Pavlović			
<b>Course status:</b> Obligatory			
<b>ECTS:</b> 4			
<b>Prerequisites:</b> Basic knowledge in physiology with anatomy of the nervous system			
<b>Aim:</b> Understanding of the etiopathogenesis of diseases of the nervous and muscular system, manifestations, the course and prognosis of these diseases, in order to identify the most common neurological diseases / damages that lead to permanent or temporary disability and require special educational treatment and rehabilitation.			
<b>Outcomes:</b> Ability of students to identify the most common neurological diseases / disorders that lead to permanent or temporary disability and require special educational treatment and rehabilitation			
<b>Content</b>			
<i>Lectures:</i>			
Neurological basics, semiotics, flows and prognosis of inborn and acquired diseases of the nervous system, which are the most common causes of temporary or permanent handicap, and require special educational treatment and rehabilitation; diseases that are followed by a stagnation in the development of mental abilities of the disease / damage to the central and peripheral nervous system that lead to temporary or permanent motor disorder disorders; diseases / damage to brain nerves, especially senses of hearing and hearing aids, which lead to hearing loss and speech abilities and sensations of the eyes and optical pathways that lead to visual impairment.			
<i>Practical work:</i> case studies			
<b>Literature</b>			
Pavlović DM. Neurologija. Beograd, Srbija: Orion Art, 2016.			
<b>Number of active classes per week:</b>	<b>Lecture: 2</b>	<b>Practical work: 1</b>	
<b>Teaching methods:</b>			
classical educational method using video presentations and active involvement of students in work			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>	<b>Score</b>	<b>Final exam</b>	<b>Score</b>
activities during the lectures	10	written exam	40
practical teaching		oral exam	20
midterm(s)	30	.....	
seminars			

<b>Study program:</b> Special Education and Rehabilitation for Persons with Difficulties in Mental Development			
<b>Type and level of studies:</b>			
<b>Title of the subject:</b> PSYCHIATRY			
<b>Lecturer:</b> Lazić – Puškaš P. Dijana			
<b>Course status:</b> Mandatory course of various study programs			
<b>ECTS:</b> 4			
<b>Prerequisites:</b> Passed Introduction to developmental psychology exam			
<b>Aim:</b> Understanding etiopathogenesis of psychiatric (mental) disorders, their manifestation, course, and prognosis with the aim of recognizing (diagnostics and differential diagnostics) the most common psychiatric (mental) disorders/damages leading to a permanent or temporary disability and that require special educational treatment and rehabilitation.			
<b>Outcomes:</b> Enabling students to recognize the most common psychiatric (mental) disorders/ damages leading to a permanent or temporary disability; application of knowledge in special educational treatment and rehabilitation.			
<b>Content</b> <i>Lectures:</i> Semiotics, the course and the prognosis of inborn psychiatric disorders or psychiatric disorders acquired in early life or later, representing the most common causes of temporary or permanent disability that require special educational treatment and rehabilitation (mental retardation, autism, organic psychosyndromes, dementia); psychiatric disorders in childhood and youth, including basic principles of prevention and treatment of mental disorders. <i>Practical work:</i> Examples of cases studied in lectures			
<b>Literature</b> 1. Kraigher-Guzina, A. (2007). Psychiatry for defectologists, Naucna knjiga Komerc, Belgrade, 5-130. pp. ISBN 978-86-7504-016-3. 2. Simić – Lazić D. (2006). Psychiatry for defectologists, ZUNS Belgrade, 1-80. pp. ISBN 86-7558-024-X. (			
<b>Number of active classes per week:</b>	<b>Lecture: 2</b>	<b>Practical work: 1</b>	
<b>Teaching methods:</b> Standard teaching method with video presentations and active participation of students.			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>	<b>Score</b>	<b>Final exam</b>	<b>Score</b>
activities during the lectures	5	written exam	40
practical teaching	5	oral exam	20
midterm(s)	30	.....	
seminars			

<b>Study program:</b> Speech and Language Pathology, <i>Special education and rehabilitation</i> for persons with <i>difficulties</i> in <i>mental</i> development			
<b>Type and level of studies:</b> Basic academic studies			
<b>Title of the subject:</b> Introduction to Neuropsychology			
<b>Lecturer:</b> Krstic S. Nadezda			
<b>Course status:</b> obligatory			
<b>ECIIB:</b> 4			
<b>Prerequisites:</b> Physiology with anatomy, exam passed.			
<b>Aim:</b> Introduction to neurobiological bases of mental functions and cognitive processing underlying both normal and disturbed/pathological perceptual, gnostic or executive functioning in humans. The main course objective is to provide the necessary background for correlation with related courses and for monitoring new developments in the basic and clinical neuro and psychological sciences.			
<b>Outcomes:</b> Basic understanding of the manner by which the brain enables human behaviour, of the nature and character of alterations underlying atypical/pathological patterns of mental functioning, elementary grasp on contribution of neuropsychological assessment and neurocognitive research to elucidation of symptom appearance in neurological disorders.			
<b>Content:</b> <i>Lectures:</i> The concept of cognitive neuroscience, historical development, methods and instruments of neuropsychology, fundamentals of neuropsychological assessment, main principles of cerebral functional organization in enabling cognitive processing, cortical functional topography and lateralization, neuropsychological syndromes associated with damage in different lobes of the brain, neurocognitive structure of memory, executive functions and emotions, basic issues in neurocognitive rehabilitation <i>Practical work:</i> analysis of clinical cases on patients with neurological lesions or diseases.			
<b>Literature</b> <i>Required readings</i> 1. Nadezda Krstic: Uvod u neuropsihologiju na <a href="http://www.fasper.bg.ac.rs/nastavnici/Krstic_Nadezda/index.html">http://www.fasper.bg.ac.rs/nastavnici/Krstic_Nadezda/index.html</a> , 138 p.			
<b>Number of active classes per week: 3</b>	<b>Lectures: 2</b>		<b>Practical work: 1</b>
<b>Teaching methods:</b> The course is based on frontal lectures while relying extensively on presentations and movies demonstrating various neuropsychological syndromes. In addition, home assignments will be given during the class.			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>	<b>Score</b>	<b>Final exam</b>	<b>Score</b>
activities during the lectures	<b>10</b>	written exam /oral exam	<b>50</b>
practical teaching			
midterm(s)	<b>40</b>		
seminars			

<b>Study program:</b> Special education and rehabilitation for persons with difficulties in mental development; Speech and Language Pathology			
<b>Type and level of studies:</b> Undergraduate academic studies			
<b>Course title:</b> Introduction to Rehabilitation of Persons with Intellectual Disabilities			
<b>Lecturer:</b> Glumbić P. Nenad; Dorđević V. Mirjana			
<b>Status of the course:</b> Obligatory common course			
<b>ECTS:</b> 4			
<b>Prerequisites:</b> No prerequisites			
<b>Aim</b> The objective of this course is to enable students to understand the phenomenon of intellectual disabilities (ID) in the context of a wider, social model of disability. The students are trained to recognize the developmental characteristics of people with ID, co-morbid conditions and differential-diagnostic aspects of ID and other disorders, and to apply their knowledge in future work.			
<b>Learning outcomes</b> By mastering the curriculum, a student acquires basic knowledge in the field of intellectual disabilities necessary for understanding of applied professional courses in the higher years of studies. The student will be able to understand the behaviour of people with ID, to determine their level of needed support and to recognize the most common co-morbid conditions.			
<b>Course contents</b> <i>Lectures</i> Scientific terminology in ID. Definition and classification of ID in ICD-10, DSM-5 and AAIDD. The prevalence of ID. Multidimensional approach to ID. Early childhood development and ID. Educational services for children with ID. Adults and old people with ID. Ethical dilemmas in the prevention and treatment of ID. Co-morbidity of ID and autism spectrum disorder. Diagnostic criteria for autism. Categorical, dimensional and developmental approach to autism. Educational diagnosis. Changes in clinical presentations of autism spectrum disorder. <i>Practical exercises</i> Visiting institutions that provide special education and rehabilitation for children with ID (establishing contacts with their consumers; identification of specific developmental characteristics and co-morbid conditions; categorically based classification of ID).			
<b>Literature</b> 1. Глумбић, Н. (2009). <i>Одрасле особе са аутизмом</i> (друго издање), ЦИДД, ФАСПЕР, Београд (стр. 11-63). ISBN 978-86-80113-86-9. 2. Поповић-Деушић, С. (2012). Ментална ретардација. У С. Бојанин, С. Поповић-Деушић (ур.) <i>Психијатрија развојног доба</i> (стр. 287-298). ISBN 978-86-82277-62-0. 3. Weirne-Smith, M., Ittenbach, R. F., Patton, R. J. (2002). <i>Mental retardation</i> . Merill Prentice Hall. (превод одабраних поглавља, стр. 358-458). ISBN 0-13-032990-8. 4. Глумбић, Н. (2005). Судбина менталне ретардације у политички коректном дискурсу. <i>Истраживања у дефектологији</i> , 4 (6), стр. 11-21. 5. Глумбић, Н. (2007). Етичке дилеме у превенцији и третману ометености. У З. Матејић-Ђуричић (ур.), <i>Нове тенденције у специјалној едукацији и рехабилитацији</i> (стр. 187-212). Београд: ЦИДД.			
<b>Total number of active teaching classes</b> 3 classes a week	<b>Lectures:</b> 2 classes a week		<b>Practical exercises:</b> 1 class a week
<b>Teaching methods</b> Lectures, practical exercising, interactive teaching			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre-exam obligations</b>	<b>points</b>	<b>Final exam</b>	<b>points</b>
active student participation		written exam	
practical exercises	5	oral exam	50
midterm(s)	45	.....	
term paper(s)			

<b>Study program:</b> Speech and Language Pathology			
<b>Type and level of studies:</b> Basic academic studies			
<b>Title of the subject:</b> Developmental Neuropsychology			
<b>Lecturer:</b> Krstic S. Nadezda			
<b>Course status:</b> Obligatory			
<b>ECIB:</b> 6			
<b>Prerequisite:</b> Physiology with anatomy, Introduction to Neuropsychology			
<b>Aim:</b> Introduction to fundamentals of normal and pathological neurocognitive growth and to functional/neurobiological sources of the manifest forms of neurodevelopmental disorders. The main course objective is to provide the necessary background for correlation with related courses and for monitoring new progress in developmental neuro and psychological sciences.			
<b>Outcomes:</b> Basic understanding of the core and the nature of neurodevelopmental disturbances, insight in their's importance for planning and directing intervention in children restricted by atypical neurocognitive maturation.			
<b>Content:</b> <i>Lectures:</i> The evolution of developmental neuropsychology, debate nature-nurture and neuroconstructivism, implications for theory of normal psychological growth, intrauterine and post-natal cerebral maturation, plasticity of immature brain, developmental foundations of cerebral modularization, disturbances of cerebral growth, distinctiveness of the outcomes of acquired brain lesions in children, neurodevelopmental disorders (specific language impairment, non-verbal learning disabilities, developmental coordination disorder, developmental impairments of attention, and other), neurocognitive manifestations in other psychiatric disorders of childhood, neuropsychological rehabilitation in children. <i>Practical work:</i> group analysis of selected video material/texts, including clinical cases on children with developmental or acquired neurocognitive disturbances.			
<b>Literature</b> <i>Required readings</i> 1. Nadezda Krstic (2008): Razvojna neuropsihologija. ISBN 978-86-80113-78-4.			
<b>Number of active classes per week: 3</b>		<b>Lectures: 2</b>	<b>Practical work: 1</b>
<b>Teaching methods:</b> The course is based on frontal lectures while relying extensively on presentations and movies demonstrating various neuropsychological syndromes. In addition, home assignments will be given during the class.			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>		<b>Score</b>	<b>Final exam</b>
activities during the lectures		<b>10</b>	written exam/oral exam
practical teaching			
midterm(s)		<b>40</b>	
seminars			

<b>Study program:</b> Speech and Language Pathology			
<b>Type and level of studies:</b> Basic academic			
<b>Title of the subject:</b> Basic of special education and rehabilitation of persons with motor disabilities			
<b>Lecturer:</b> Miodrag L. Stošljević			
<b>Course status:</b> obligatory			
<b>ECTS:</b> 5			
<b>Prerequisites:</b> -			
<b>Aim:</b> The student will get knowledge about historical development of special education and rehabilitation as science; basic knowledge about anatomy and neuropsychology of motor functioning, basic techniques of detection, diagnosing with prognosis, education and rehabilitation persons with motor disabilities. Acquiring skills which are related to play games, toys and play therapy for children with motor disabilities. Also acquiring basic knowledge about sport and recreation of children with motor disabilities.			
<b>Outcomes:</b> The student will overmaster basic knowledge from theory of special education and rehabilitation persons with motor disabilities and basic techniques wich are related to detection, diagnosing, education nad rehaabilitation of these persons.			
<b>Content</b> <i>Lectures:</i> Review of general and specific historical development of special education and rehabilitation. Basics of human anatomical and physiological motor functioning. Neuropsychology of human motor functioning. Concept, object, and task of special education and rehabilitation persons with motor disabilities. Scope of work of special educator and rehabilitator persons with motor disabilities. Detection of persons with motor disabilities. Diagnosing with prognosis persons with motor disabilities. Classification of persons with motor disabilities. Clinical picture of persons with motor disabilities. Special- educational work with persons with motor disabilities. Practical work with persons with motor disabilities. Games and toys for children with motor disabilities. Sport and recreation persons with motor disabilities. <i>Practical work:</i> Diagnostics and special education and rehabilitation persons with motor disabilities.			
<b>Literature</b> 1. Stošljević, M. (2013). Osnovi specijalne edukacije i rehabilitacije osoba sa motoričkim poremećajima (osnovi somatopedije – udžbenik, 253 str. Društvo defektologa Srbije, Beograd. ISBN 978-86-84765-44 2. Stošljević, L., Stošljević, M., Odović, G. (2006). Procena sposobnosti osoba sa motoričkim poremećajima, FASPER, Beograd. ISBN 86-80113-48-4 3. Stošljević, M. (2004). Učenici sa poteškoćama u učenju, Kabinet „Stošljević“, Beograd ISBN 86-905925-0-4. 4. Stošljević, M, Nikić, R., Eminović, F., Pacić, S. (2013). Psihofizička oštećenja dece i omladine.Društvo defektologa Srbije. Beograd. ISBN 978-86-84765-43-9			
<b>Number of active classes per week: 4</b>	<b>Lecture: 2</b>		<b>Practical work: 2</b>
<b>Teaching methods:</b> Oral lecture, interactive teaching, consultations, power point presentation			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>	<b>Score</b>	<b>Final exam</b>	<b>Score</b>
activites during the lectures	10	written exam	30
practical teaching	10	oral exam	30
midterm(s)	10	.....	
seminars	10		



<b>Study program:</b> Speech and Language Pathology, Special education and rehabilitation – modul hearing impairment			
<b>Type and level of studies:</b> basic academic			
<b>Title of the course:</b> Phonetics			
<b>Lecturer:</b> doc. dr Maja Ivanović			
<b>Course status:</b> obligatory			
<b>ECTS:</b> 7			
<b>Prerequisites :</b> None			
<b>Aim:</b> Subject aim is to inform students about verified scientific facts which are concerned with speech expression. Special aim is to enable students to gain knowledge on speech expression which could be applied to diagnostics and treatment of speech pathology both in language and speech habilitation.			
<b>Outcomes :</b> Gained knowledge on speech expression will enable students to have necessary basis in acquiring and understanding expert studies programmes in speech therapy field and surdology gained knowledge and skills in analyzing speech expression will be applicable in diagnostics and treatment of speech pathology in language and in language habilitation.			
<b>Content:</b> <i>Lectures:</i> Speech act: phonetics and phonology status in linguistics scope; research methods and techniques in researching speech expression; physiological speech basis function in producing speech segments and suprasegmentals; speech expression acoustic characteristics; speech expression auditive aspect; speech expression functional aspect; articulation base; speech segmentation; segmentation criteria in segments classification; speech segments phonetics organization; sounds in system; articulation, acoustic, auditive, distributional, and development characteristics of sounds; syllable; pronounced word, phonetic phrase; prosody (suprasegmental) paralanguage fetures of speech expression; combinatory phonetics. <i>Practical work:</i> Exercises classes Practical training students for speech expression analysis			
<b>Literature:</b> 1)Kašić Z. (2000). Segmentna i suprasegmentna organizovanost govora – U knjizi: S. Golubović, Z. Kašić: Segmentna i suprasegmentna organizovanost govora i poremećaji fluentnosti. Beograd: Društvo defektologa Jugoslavije, 1-68, ID=88543756 2) Petrović D., Gudurić S. (2010). Fonologija srpskoga jezika, I Fonetika. Beograd, Novi Sad: Institut za srpski jezik SANU, Beogradska Knjiga, Matica srpska, 53-292. ISBN 978-86-7590-256-0 (BK)			
<b>Number of active classes per week: 4</b>		<b>Lecture: 2</b>	<b>Practical work: 2</b>
<b>Teaching methods:</b> (1) Lectures (2) Exercises (3) Other forms of active teaching			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>	<b>Score</b>	<b>Final exam</b>	<b>Score</b>
activity during lectures	up to 5	written exam	up to 60
practical teaching	up to 5	oral exam	
midterm(s)	up to 30	.....	
seminars			

<b>Study program:</b> Speech and Language Pathology			
<b>Type and level of studies:</b> Basic academic			
<b>Title of the subject:</b> Articulation and phonological disorders			
<b>Lecturer:</b> Nada, D. Dobrota-Davidović, <b>assistant:</b> Jadranka R. Otašević			
<b>Course status:</b> Obligatory			
<b>ECTS:</b> 10			
<b>Prerequisites:</b> none			
<b>Aim:</b> The aim of the course is to meet the modern way of student speech pathology to pathology articulation-phonological disorders.			
<b>Outcomes:</b> Mastered the material provided.			
<b>Content:</b> <i>Lectures:</i> concept and definition of verbal communication, the classification by pathology. Articulation- phonological disorder, definition, etiology, incidence, diagnosis, classification, prevention, treatment. <i>Practical work:</i> Exercises to apply the methods and techniques for the practical application of the knowledge obtained on the theoretical teaching.			
<b>Literature</b> 1. Dobrota, N. (2010). Artikulaciono-fonološki poremećaji, Zavod za psihofiziološke poremećaje i govornu patologiju „Cvetko Brajović“ Beograd, Univerzitet u Beogradu, Fakultet za specijalnu edukaciju i rehabilitaciju. (175. str.) ISBN 978-86-80113-90-6 2. 2. Dobrota, N. (2006). Rani artikulaciono-fonološki poremećaji, Multidisciplinarni pristup u specijalnoj edukaciji i rehabilitaciji, Zavod za psihofiziološke poremećaje i govornu patologiju „Cvetko Brajović“, međunarodna konferencija, zbornik radova str. 81-87, Beograd 3. Dobrota, N., Šaranović, D., Otašević, J., Vuković, M., Jovanović-Simić, N. (2011). Primena Nacionalnog programa prevencije smetnji u govorno-jezičkom razvoju kod dece, Specijalna edukacija i rehabilitacija danas, 5. međunarodni naučni skup, zbornik radova str. 295-299, Zlatibor. ISBN 978-86-6203-029-0			
<b>Number of active classes per week:</b>	<b>Lectures:</b> 1	<b>Practical work:</b> 3	
<b>Teaching methods:</b> Interactive teaching the use of modern technical means.			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>	<b>Score</b>	<b>Final exam</b>	<b>Score</b>
activities during the lectures	to 10	written exam	
practical teaching	to 20	oral exam	50
midterm(s)	to 10		
seminars	to 10		

<b>Study program:</b> Speech and language pathology			
<b>Type and level of study:</b> Basic academic			
<b>Title of the subject:</b> <b>AUDIOLOGY WITH VESTIBULOLOGY</b>			
<b>Lecturer:</b> Snežana S. Babac			
<b>Course status:</b> Obligatory			
<b>ECTS:</b> 5			
<b>Prerequisites:</b> None			
<b>Aim:</b> The goal is to introduce students to broader medical and biological perspective in approaching the problem of sense of hearing as the most important sense for the communication and the sense of balance as the oldest sense. In their later professional work this knowledge will be essential for the quality work performance of audologists and speech and language pathologists, and the adequate understanding of the subject provided by the broader medical approach. The training also comprises the topographic diagnostics of the facial nerve since it is within the field of the clinical audiology. The goal of the course is also to introduce students to medical aspects of ear diseases and their treatment.			
<b>Outcomes:</b> Upon completion of this course, students will be able to comprehend the broader medical perspective of the functioning, testing and diagnostics of diseases of sense of hearing, balance and nervusfacialis. The course is preparing them for the practical application of the gained knowledge.			
<b>Content:</b> <i>Lectures:</i> 1) Acoustics 2) Morphology and Physiology of External and Middle Ear 3) Morphology and Physiology of Inner Ear and Central Auditory Pathways 4) Morphology and Physiology of Balance 5) Methods of Testing the Hearing 6) Differential Diagnosis of Hearing Impairment 7) Methods of Testing the Balance 8) Diseases of the External Ear and Their Impact on Hearing 9) Inner Ear Disorders 10) Phylogenetic and Ontogenetic Ear Development 11) Audiological Diagnostic of Congenital Ear Malformations 12) Hearing Improvement Technologies 13) Facial Nerve 14) Extra hours for making up canceled classes or for additional lectures. <i>Practical work: Exercises, Other forms of teaching, Academic Research</i> Exercises: Demonstration of the diagnostic methods introduced in lectures and drawing conclusions from the obtained results.			
<b>Literature</b> Babić, B. „ Audiologija i vestibulologija“, za studente surdologije i logopedije, Centar za izdavačku delatnost Fakulteta za specijalnu edukaciju i rehabilitaciju, Univerzitet u Beogradu, ISBN – 978-86- 80113-64-7, cobiss.sr-id 145597964, strana 246, Beograd, 2007.			
<b>Number of active classes per week: 3</b>	<b>Lecture: 2</b>		<b>Practical work: 1</b>
<b>Teaching methods:</b> Interactive lessons with use of modern technology			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>	<b>Score</b>	<b>Final exam</b>	<b>Score</b>
activities during the lectures		written exam	
practical teaching	<b>40</b>	oral exam	<b>60</b>
midterm(s)			
seminars			

<b>Study program:</b> Speech and language pathology			
<b>Type and level of studies:</b> Basic academic			
<b>Title of the subject:</b> PHONIATRICS			
<b>Lecturer:</b> Snežana S. Babac			
<b>Course status:</b> Obligatory			
<b>ESPB:</b> 5			
<b>Prerequisites:</b> None			
<b>Aim:</b> The goal is to introduce students to broader medical and biological perspective in approaching the problem of the larynx as voice generator, upper respiratory and digestive pathways as resonators and lower respiratory pathways as the voice activator. The accent is also on the aspects of the aero-digestive crossroads in pharynx and the role of esophagus in esophageal speech. In students' later professional work this knowledge will be of the utmost importance for quality work performance and the adequate understanding of the subject provided by the broader medical approach. The goal is to introduce students to medical aspects of the diseases and treatment of upper respiratory and digestive pathways.			
<b>Outcomes:</b> Upon completion of this course, students will be able to comprehend the broader medical perspective of the functioning, testing and diagnostics of disorders of larynx, pharynx but also of nose, paranasal sinuses and mouth and will be able to apply this basic knowledge in practical work.			
<b>Content:</b> <i>Lectures:</i> 1) Pharynx 2) Mouth 3) Nose and Paranasal Sinuses 4) Morphology of Larynx 5) Physiology of Larynx 6) Methods of Examination of Larynx 7) Congenital Malformations, Neurological Disorders and Inflammations of Larynx 8) Traumas, Tumors, Endocrine Disorders of Larynx 9) Phylogenetic Development of Larynx 10) Ontogenetic Development of Larynx 11) Videolaryngoscopy and Videostroboscopy 12) Surgical Treatment of Carcinoma, Esophageal Speech 13) Extra hours for making up canceled classes or for additional lectures. <i>Practical works: Exercises, Other forms of teaching, Academic Research</i> <i>Exercises:</i> Demonstration of the diagnostic methods and drawing conclusions from the obtained results.			
<b>Literature</b> 1. Cvejić, D., Kosasnović, M. "Fonijatrija I deo, Glas" Univerzitet u Beogradu, Zavod za udžbenike i nastavna sredstva, strane 1-201, bez ID, Beograd, 1982.			
<b>Number of active classes per week:</b> 3	<b>Lecture:</b> 2		<b>Practical work:</b> 1
<b>Teaching methods:</b> Interactive lessons with use of modern technology			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>	<b>Score</b>	<b>Final exam</b>	<b>Score</b>
activities during the lectures		written exam	
practical teaching	<b>40</b>	oral exam	<b>60</b>
midterm(s)			
seminars			

<b>Study program:</b> Speech and Language Pathology, Special education and rehabilitation – modul hearing impairment			
<b>Type and level of studies:</b> Basic academic			
<b>Title of the Course:</b> Linguistics			
<b>Lecturer:</b> doc. dr Maja Ivanović			
<b>Course status:</b> Obligatory			
<b>ECTS:</b> 7			
<b>Prerequisites:</b> None			
<b>Aim:</b> Course aim is to inform students on verified scientific facts which are concerned with nature and development of language as all humanity features, and especially with facts concerned with language structure and language function. The special aim is to enable students to gain knowledge about language and its structure that could be applied in diagnostics and treatment in speech pathology in language, both in habitation and rehabilitation of deaf and near- deaf persons.			
<b>Outcome:</b> Majoring this studies programme students will be theoretically and practically enabled to analyse language behavior in an individual. Gained knowledge about language will give students a necessary basis for outdoing and understanding expert studies programmes from speech therapy. Knowledge and skills in analyzing language phenomena will be applied in diagnostics and speech pathology and language treatment, both in habilitation and rehabilitation of deaf and near-deaf individuals.			
<b>Content:</b> <i>Lectures:</i> Contemporary linguistics theory and its concepts; methods and techniques of research in linguistics; important language features; language functions; language origin – phylogenesis, sociogenesis, ontogenesis; language universals; language, culture, society; general language structure; relevant relations among language structure levels; grammar relations – syntagmatic relations, paradigm relations, functional relations; grammar rules: prescriptive rules – descriptive rules; grammar categories; morphological system; syntactic system; lexicon structure; linguistic semantics; linguistic pragmatics; discourse and text, conversation. <i>Practical work:</i> Exercises classes			
<b>Literature:</b> Bugarski R. (1996). <i>Uvod u opštu lingvistiku</i> . Beograd: Čigoja štampa/XX vek (Sabrana dela, 6), 1-269, ISBN 867558-200-5 ; Bugarski R. (1996). <i>Lingvistika o čevku</i> . Beograd:Čigoja štampa/XX vek (Sabrana dela, 3), 15-155, ID 48322828 Kašić Z. (2014). <i>Lingvistika- praktikum za studente FASPERA</i> .			
<b>Number of active classes per week: 4</b>		<b>Lectures: 2</b>	<b>Practical work: 2</b>
<b>Teaching methods:</b> (1) Lectures (2) Exercises (3) Other forms of active teaching			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>	<b>Score</b>	<b>Final exam</b>	<b>Score</b>
activity during lectures	up to 5	written examination	up to 60
practical teaching	up to 5	oral examination	
midterm(s)	up to 30	.....	
seminars			

<b>Study program:</b> Speech and Language Pathology			
<b>Type and level of studies:</b> Basic academic			
<b>Title of the subject:</b> <b>Augmentative and alternative communication</b>			
<b>Lecturer:</b> Prof. dr Jovanović Simić Đ. Nadica, assistant: Arsenić P. Ivana			
<b>Course status:</b> Obligatory			
<b>ECTS:</b> 7			
Prerequisites: none			
<b>Aim:</b> The aim of the subject is to familiarize students with the concept of augmentative and alternative communication and with the possibilities of its application in the diagnosis and treatment of verbal communication.			
<b>Outcomes:</b> By mastering of this study program, students will be familiar with the basic settings of augmentative and alternative communication. Also, they will be theoretically and practically trained for the practical application of augmentative and alternative communication in the development and treatment in people with severe communication disorders. Knowledge and skills in the application of augmentative and alternative communication as intervention methods shall be applicable in the diagnosis and treatment of speech and language pathology.			
<b>Content:</b> <i>Lectures:</i> Historical development; Models of communication; Taxonomy in augmentative and alternative communication; Terminology in augmentative and alternative communication; Symbols in augmentative and alternative communication; Symbolic systems and strategies of selection and the transmission of symbols; Unaided communicative symbols; Aided communicative symbols; Selection of symbols; Team of experts for the implementation of augmentative and alternative communication; Possibilities of application of augmentative and alternative communication in the development and communication disorders. <i>Practical work:</i> The practical training of students for individual application of augmentative and alternative communication.			
<b>Literature:</b> Jovanović-Simić, N. (2007). <i>Augmentativna i alternativna komunikacija – strategije i principi</i> . Beograd: Društvo defektologa Srbije, ISBN 978-86-84765-13-2, p. 159			
<b>Number of active classes per week: 3</b>		<b>Lecture: 2</b>	<b>Practical work: 1</b>
<b>Teaching methods:</b> Interactive teaching in which applies modern technical equipment			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>	<b>Score</b>	<b>Final exam</b>	<b>Score</b>
activity during the lectures	to 5	written exam	
practical teaching	to 5	oral exam	to 45
midterm(s)	to 45	.....	
seminars			

<b>Study program:</b> Speech and Language Pathology			
<b>Type and level of studies:</b> Basic academic			
<b>Title of the subject:</b> Fluency disorders			
<b>Lecturer:</b> Nada, D. Dobrota-Davidović, <b>assistant:</b> Jadranka R. Otašević			
<b>Course status:</b> Obligatory			
<b>ECTS:</b> 9			
<b>Prerequisites:</b> Pre-mastered material from: physiology, anatomy, human genetics, developmental psychology, personality psychology.			
<b>Aim :</b> The aim of the course is to acquaint the modern way of speech pathology students with fluency disorders, in which the dominant position is occupied by stuttering.			
<b>Outcome:</b> Mastered the knowledge about.			
<b>Content :</b> <i>Lectures:</i> Program and nature of fluency, fluency disorder in the development ages. Differential diagnosis of stuttering, rapid rate of speech, cluttering. Dysarthria in children and adults (definition, etiology, prevalence, diagnosis, symptoms, therapy). Modern theories about stuttering (otorno, acoustical, psychological, linguistic). Epidemiology and genetics of stuttering. The pathophysiology of stuttering (respiratory and laryngeal control, neuromuscular activity, neuro research). Attitudes towards the environment stuttering. Stuttering as a learned behavior. Emotional state and stuttering. Diagnosis and treatment of stuttering. <i>Practical work:</i> Exercises to apply the methods and techniques for the practical application of the knowledge obtained on the theoretical teaching.			
<b>Literature</b> 1. Dobrota, N. (2011). Poremećaj fluentnosti. Zavod za Psihofiziološke poremećaje i govornu patologiju „Cvetko Brajović“, Univerzitet u Beogradu, Fakultet za specijalnu edukaciju i rehabilitaciju, Beograd. ISBN 978-86-6203-022-1 (326 str.) 2. Brajović, C., Brajović, LJ. (1981). Rehabilitacija poremećaja funkcije govora. Naučna knjiga, Beograd. 49-89. Additional literature : 1. Mac Kay, I., Meltzer, A. (1994). A Method for Reliable Identification of Stuttering and Events for Differentiation of Stuttering from Normal Disfluency, Proceedings, 1stWorld, Congress on Fluency Disorders. 2. Jokela, R., De Ni, L. (2002). A study of comprehensive acquired stuttering in adults, Proceedings of the Sixth Conference Oxford Dysfluency.			
<b>Number of active classes per week:</b>	<b>Lecture: 2</b>	<b>Practical work: 2</b>	
<b>Teaching methods:</b> Interactive teaching the use of modern technical means.			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>	<b>Score</b>	<b>Final exam</b>	<b>Score</b>
activities during the lectures	<b>to 10</b>	written exam	
practical teaching	<b>to 20</b>	oral exam	<b>50</b>
midterm(s)	<b>to 10</b>		
seminars	<b>to 10</b>		

<b>Study program:</b> Speech and Language Pathology			
<b>Type and level of studies:</b> Basic academic			
<b>Title of the subject:</b> Speech disorders in children with sensory impairments			
<b>Lecturer:</b> Prof. dr Dobrota Davidović D. Nada; ass. Otašević R. Jadranka			
<b>Course status:</b> Obligatory			
<b>ECTS:</b> 4			
<b>Prerequisites:</b> Passed exams in the second year of study			
<b>Aim:</b> The aim of this course is to introduce undergraduate students with a modern approach in area of working with children with sensory disabilities through the diagnostic and therapeutic techniques in voice habilitation and rehabilitation.			
<b>Outcomes:</b> Students have mastered knowledge in the field of speech disorders in children with sensory impairments			
<b>Content:</b> <i>Lectures:</i> Concept and definition of sensory afferentation in speech development; Impairment of auditory afferentation and its impact on speech development in children; Impairment of visual afferentation and its impact on speech development in children; Impairment of tactile-kinesthetic afferentation and its impact on speech development in children; Methods and techniques in the evaluation of hearing; The importance of tonal and verbal audiometry in speech and language evaluation; The importance of visual perception for the development of speech and language abilities; The importance of tactile-kinesthetic perception for speech development; The application of selective auditory and visual stimulation in the treatment of the speech disorders in children; The application of selective tactile-kinesthetic stimulation in the treatment of the speech disorders in children. <i>Practical work:</i> Case evaluation of individuals with sensory impairments; Application of appropriate audio-visual stimuli; Observation and evaluation of the level of sensory impairment in children; Specifics of working with parents of children with sensory impairments; Introducing to individual treatment of children with sensory impairment; Introducing to group treatment of children with sensory impairments; The place and role of a speech therapist in team work with children with sensory impairments; Transmission of sound, images and text with software programs.			
<b>Literature</b>			
<ol style="list-style-type: none"> <li>1. Babić, B. (2008). <i>Audiologija sa vestibulologijom</i>, Fakultet za specijalnu edukaciju i rehabilitaciju, str.30-130. ISBN 978-86-80113-64-7, cobiss.sr-id 145597964.</li> <li>2. Jovanović-Simić, N., Slavnić, S., Dobrota –Davidović, N. (2008). <i>Praktikum za razvoj auditivne i vizuelne percepcije</i>, Društvo defektologa Srbije. ISBN 987- 86-84765-21-7. (8-64. str.)</li> <li>3. Davidović, N. (1986). Analiza slušne percepcije u Beogradskom pamučnom kombinatu, Zaštita od buke i vibracije u životnoj sredini, 87-92, Revija rada, YU ISSN 0350-4557</li> <li>4. Dobrota, N. (2009). <i>Kraniofacijalni govorni poremećaji</i>, Zavod za psihofiziološke poremećaje i govornu patologiju „Prof.dr Cvetko Brajović, 140-162., ISBN 978-86-904111-1-5</li> </ol>			
<b>Number of active classes per week:</b> 3		<b>Lecture:</b> 2	<b>Practical work:</b> 1
<b>Teaching methods;</b> (1) Lectures (2) Exercises (3) Other forms of active teaching			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>		<b>Score</b>	<b>Final exam</b>
activities during the lectures		to 10	Written exam
practical teaching		to 20	Oral exam
midterm(s)		to 10	50
seminars		to 10	



<b>Study program:</b> Speech and Language Pathology			
<b>Type and level of studies:</b> basic academic			
<b>Title of the subject:</b> Psychology of language disorders			
<b>Lecturer:</b> prof. dr Dimoski M. Sanja			
<b>Course status:</b> obligatory			
<b>ECTS:</b> 7			
<b>Prerequisites:</b> completed subjects: General Psychology with Psychology of Personality, Developmental Psychology.			
<b>Aim:</b> to understand the psychological functioning of persons with different language disorders in cases where psychological etiology is a determinant of linguistic disorders, as well as in cases where linguistic disorder is the determinant of psychological changes.			
<b>Outcomes:</b>			
1. Students will acquire knowledge about the relationship of untamed and then impaired language with emotional, cognitive and social functioning.			
2. Practical skills in psychological support to client, teamwork and research work.			
<b>Content:</b>			
<i>Lectures:</i> 1) The course program, the aim of its study and the obligations of students, 2) Performing an experiment with artificial deafness, cognitive, emotional and communicative analysis with methodological implications, 3) Scientific research in the field of psychology of communication disorders, 4) The subject of studying the scientific discipline of psychology of persons with Language disorders, 5) The language and its bio-psycho-social relations, 6) Theoretical models of disability and model of language disability, social inclusion, 7) Psychological approach to language as abilities, knowledge and behavior, 8) Model of language competence and model of communicative competence, 9) Language functions in psychosocial context, 10) Development of early communication and language In the context of the child's psychological development, 11) Hierarchy of cognitive experience and language, 12) Observation and language, memory and language, 13) Thinking and language, 14) Emotional and social functioning and language, 15) Psychological factors as the determinants of linguistic disorder, 16) Psychopathology and symptoms of linguistic communicative disorder, 17) Psychic conflict as a determinant of language disorder, 18) Psychic trauma and stress as a determinant 19) Language disorder as a determinant of psychological personality changes, 20) Psychological aspects of stuttering, 21) Psychological aspects of mutation, 22) Psychological aspects of aphasia and other neurogenic language disorders, 23) Psychological aspects of intellectual impairment, 24) Psychological aspects of auditory impairment, 25) Psychological aspects of visual and combined visual and visual impairment, 26) Psychological aspects of experiential deprivation, 27) Psychological assessment of persons with linguistic disorders, 28) Psychological treatment of persons with Language disorders, 29) Stimulation of linguistic and psychological development of children requiring special support, 30) Team work with a client with a linguistic disorder			
<i>Practical work:</i> Organization of scientific research, designing a specific scientific research, selection of research problem and discussion, selection of adequate research methods and techniques; Presentation of practical research work of students with discussion; The subject of the study of the psychology of obstruction and psychology of persons with language disorders. "Debate klub" - whether there is a specific personality of a person with disabilities; Fundamentals of team work, student exercises in teamwork; The personality of speech therapist as a factor in the success of speech therapies.			
<b>Literature</b>			
Radoman, V. (2003). Psihologija jezika i jezičkih poremećaja, Defektološki fakultet, Beograd, str. 15-255 ISBN 86-7447-046-7			
Radoman, V. (2005). Surdopsihologija, Fakultet za specijalnu edukaciju i rehabilitaciju, Beograd, str. 75-131 ISBN86-80113-45-X			
Skripta: Psihologija višestruke ometenosti/O inkluzivnom obrazovanju			
Vigotski, L.S. (1983). Mišljenje i govor. Nolit. Beograd			
Radoman, V (2001). Jedan prilog proučavanju i proširivanju proučavanja psihologije jezika i jezičkih poremećaja. Psihologija 3-4. Beograd. Str 357-382 ISSN: 0048-5705			
Radoman, V (2004). Razvoj teorijskih modela ometenosti i jezičke ometenosti. Istraživanja u defektologiji br. 5. Beograd str. 33-48 ISSN: 1451-3285			
<b>Number of active classes per week: 4</b>		<b>Lecture: 2</b>	<b>Practical work: 2</b>
<b>Teaching methods:</b>			
Lectures, exercises, consultations, power point-representations			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>	<b>Score</b>	<b>Final exam</b>	<b>Score</b>
activities during lectures	<b>5</b>	written exam	60
practical teaching	<b>10</b>	oral exam	
midterm(s)	<b>20</b>		
seminars			

<b>Study program:</b> Speech and Language Pathology			
<b>Type and level of studies:</b> Basic academic			
<b>Title of the course:</b> Aphasiology			
<b>Lecturer:</b> Prof. dr Mile G. Vuković, assistant: Bojana J. Drljan			
<b>Course status:</b> Obligatory			
<b>ECTS:</b> 8			
<b>Prerequisites:</b> Passed exams in the third year of study			
<b>Aim:</b> The aim of the course is to master theoretical and practical knowledge in the field of aphasiology. Students will be introduced to the underlying mechanisms and clinical picture of aphasia and related disorders, as well as forms of clinical work in the field of diagnosis and treatment of people with aphasia and related disorders.			
<b>Outcome:</b> Students have mastered knowledge in the field of aphasiology, i.e. had overcome the causes and symptomatology of aphasia and related disorders, as well as basic diagnostic and therapeutic procedures.			
<b>Content:</b> <i>Lectures:</i> Theory of Aphasiology. Development, subject and goals of the aphasiology. The basic terminology. Neuroanatomy of language. Cortical language area. Subcortical structure and language. Theoretical model of brain language representation and interpretation of aphasia. Aphasia: definition, etiology, epidemiology and classification. Aphasic syndromes: clinical picture, differential characteristics and assessment. Aphasia and related communication disorders. Cognitive disorders in patients with aphasia. Alexia. Agraphia. Acalculia. Agnosia and Aphasia. Aphasia and Dementia. Aphasia in children. Diagnostics of aphasia. Aphasia therapy. Prognosis of aphasia. <i>Practical work</i> Application of the tool assessment and rehabilitation procedure in patients with aphasia and related disorders.			
<b>Literature</b> 1. Vuković M. (2002). Afaziologija. Beograd: SD Publik, ISBN 86-84019-01-6. 2. Vuković M. (2010). Afaziologija, drugo dopunjeno izdanje. Beograd: Arhipelag. 3. Vuković M. (2011). Afaziologija, treće dopunjeno izdanje. Beograd: Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju.			
<b>Number of active classes per week: 4</b>		<b>Lectures: 2</b>	<b>Practical work : 2</b>
<b>Teaching methods:</b> (1) Lectures (2) Exercises (3) Other forms of active teaching			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>	<b>Score</b>	<b>Final exam</b>	<b>Score</b>
activities during the lectures	<b>to 10</b>	written exam	
practical teaching	<b>to 10</b>	oral exam	<b>60</b>
midterm(s)	<b>to 20</b>		
seminars			

<b>Study program:</b> Speech and Language Pathology			
<b>Type and level of studies:</b> Basic academic			
<b>Course title:</b> Voice disorders			
<b>Lecturer:</b> prof. dr Petrović-Lazić D. Mirjana; ass. dr Šehović M. Ivana			
<b>Course status:</b> Obligatory			
<b>ECTS:</b> 8			
<b>Prerequisites:</b> Passed exams in the third year of study			
<b>Aim:</b> The aim of the course is to familiarize students with voice disorders, their etiology and symptomatology, diagnosis in vocational rehabilitation, as well as the types of treatment for patients with disorders of spoken and sung voice.			
<b>Outcomes:</b> Outcome are theoretical and practical trained students for vocal voice therapy.			
<b>Content:</b> <i>Lectures:</i> 1. Historical development of the science of rehabilitation and speech disorders 2. Basics of the theory of voice disorder: name, definition and structure; Subject and tasks; 3. Phonation automation in voice rehabilitation 4. Rehabilitation of voices: concept, definition and structure; 5. Voice disorder prevention 6. Diagnostics in vocal rehabilitation: concept, definition and structure; 7. Methods and techniques of vocal rehabilitation 8. Vocal rehabilitation: a voice hygiene program; Types of vocal abuse; 9. Prosthetics in voice rehabilitation <i>Practical work:</i> Exercises, Other forms of teaching, Study research work In vocational training, performing methods and techniques of vocal treatment.			
<b>Literature</b> 1. Petrović-Lazić, M., Grubić, M.: Rezonatori glasa, Naučna knjiga, Beograd, 2005, 3-131, ISBN 86-475-0241-7. 2. Petrović-Lazić, M.: Vokalna rehabilitacija glasa, Nova naučna, Beograd, 2008, 13-205, ISBN 978-86-87449-00-8. 3. Petrović-Lazić, M.: Fonacijski automatizmi u rehabilitaciji glasa, Naučna knjiga, Beograd, 1998, 15-113, ISBN 86-475-0241-7.			
<b>Number of active classes per week: 4</b>		<b>Lecture: 2</b>	<b>Practical work: 2</b>
<b>Teaching methods:</b> Interactive teaching using modern technical means			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>	No of points	Final exam	No of points
activities during the lectures	<b>10</b>	written exam	
practical teaching	<b>10</b>	oral exam	<b>60</b>
midterm(s)	<b>10</b>		
seminars	<b>10</b>		

<b>Study program:</b> Speech and Language Pathology			
<b>Type and level of studies:</b> basic academic			
<b>Title of the course:</b> Language Disorders in Children			
<b>Lecturer:</b> Prof. dr Slavica Golubović, ass. Nevena Ječmenica			
<b>Course status:</b> Obligatory			
<b>ECTS:</b> 8			
<b>Prerequisites:</b> Passed exams in the third year of study			
<b>Aim:</b> Introducing developmental and acquired language disorders to children with their definition, etiology, frequency, classification, types, clinical picture, differential diagnosis, diagnosis, treatment and prevention			
<b>Outcome:</b> Acquiring of knowledge, application of acquired knowledge in praxis, competency for work with children with developmental and acquired language disorders.			
<b>Content:</b> <i>Lectures:</i> 1-30 thematic unit for two-semester subject. 1. Genetic pathology of verbal communication. 2. Developmental language disorders. 3. Classification of developmental language disorders. 4. Developmental phonological disorders. 5. Differential diagnosis of developmental phonological disorders. 6. Developmental dysphasia. Classification of developmental dysphasia. 7. Differential diagnosis of developmental dysphasia. 8. Diagnostics and treatment of developmental dysphasia. 9. Developmental verbal apraxia. 10. Differential diagnosis. Diagnostics and treatment. 11. Congenital aphasia. 12. Neurogenic pathology of verbal communication in children. 13. Landau-Kleffner syndrome. 14. Gained aphasia in children. 15. Sociogenic pathology of verbal communication. 16. Gnosogenic pathology of verbal communication. Intellectual disability. Classification. Alogia and dyslogia. Differential diagnosis. 17. Cerebral palsy. 18. Disorders in communicative abilities in epileptic syndromes with intellectual disabilities. 19. Pervasive pathology of verbal communication. Autism. 20. Asperger syndrome. 21. Rett syndrome. Differential diagnosis. 22. Non-verbal disabilities in learning. 23. Semantic-pragmatic syndrome. 24. Hyperlexia. 25. Hyperkinetic disorders. ADHD syndrome. Differential diagnosis. Comorbidity. 26. Psychopathology of verbal communication in children and adults. 27. Logopathia in psychopathology. Disorders of perception and speech understanding. Disorders in formulation and language production. Disorders in verbal memory and thinking. <i>Practical work:</i> Exercises classes			
<b>Literature</b> Basic, supplementary 1. Golubović, S. (2016). Gnosogena, pervazivna i psihopatologija verbalne komunikacije. Treće izmenjeno i dopunjeno izdanje. <i>Društvo defektologa Srbije</i> , Planeta Print. ISBN: 978-86-84765-49-1. pp. 20-190 i 196-226. 2. Golubović, S. (2016). Razvojni jezički poremećaji. Treće izmenjeno i dopunjeno izdanje. <i>Društvo defektologa Srbije</i> , Tonplus, ISBN: 978-86-84765-50-7, str. 50 - 406. 3. Golubović, S. (2012). Fonološki poremećaji. Drugo izmenjeno i dopunjeno izdanje. <i>Društvo defektologa Srbije</i> , ISBN: 978-86-84765-53-8. 5-56. 365-385. 4. Golubović, S. (2012). Psihopatologija verbalne komunikacije kod odraslih – drugo izmenjeno izdanje. <i>Društvo defektologa Srbije</i> , Merkur, Beograd. ISBN: 978-86-84765-34-7 5. Golubovic, S. (1998). Klinička logopedija II. <i>Univerzitet u Beogradu</i> , Univerzitetska štampa, Beograd, ISBN 86-81019-83-X. str.121-141.			
<b>Number of active classes per week:</b> 6		<b>Lectures:</b> 3	<b>Practical work:</b> 3
<b>Teaching methods</b> Lectures, exercises, consultations, seminar work, interactive teaching using modern technical means: PowerPoint presentations.			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>	<b>Score</b>	<b>Final exam</b>	<b>Score</b>
activities during the lectures	to 10	written exam	
practical teaching	to 20	oral exam	60
midterm(s)	to 10		
seminars			

<b>Study program:</b> Speech and Language Pathology			
<b>Type and level of studies:</b> Basic Academic Studies			
<b>Title of the subject:</b> Communication Disorders Following Traumatic Brain Injury			
<b>Lecturer:</b> Prof. dr Mile G. Vuković; assistant: Bojana J. Drljan			
<b>Course status:</b> Obligatory			
<b>ECTS:</b> 6			
<b>Prerequisites:</b> Passed exams in the third year of study			
<b>Aim:</b> The aim of this course is to acquire knowledge in the field of communication disorders following traumatic brain injury. Students will be introduced to the forms and characteristics of communication disorder after closed and open head injuries, as well as to diagnostic and rehabilitation procedures.			
<b>Outocome:</b> Students have mastered knowledge in the field of communication disorder in traumatic brain injury.			
<b>Content:</b> <i>Lectures:</i> The basic characteristics of traumatic brain injury. Verbal communicatioun disorders after closed and open head injuries. Mild and moderate brain injury and language disorders. Severe head injury and language disorders. Reading and writing disorders in traumatic brain injury. The reltionsheep between language and cognitive disorders in traumatic brain injury. Communication disorders in paediatric acquired brain injury. The assessment of communication disorders after traumatic brain injury. Treatment of communication disorders after traumatic brain injury. Prognosis of communication disorders following traumatic brain injury. <i>Practical work</i> Application of the tool assessmant and rehabilitation procedure in patients with communication disorders after traumatic brain injury.			
<b>Literature</b> 1.Vuković M. (1998). Traumatska afazija. Beograd: Defektološki fakultet. 2. Vuković M. (2011). Poremećaji komunikacije kod traumatskih oštećenja mozga. Beograd: Univerzitet u Beogradu-Fakultet za specijalnu edukaciju i rehabilitaciju.			
<b>Number of active classes per week: 4</b>		<b>Lectures: 2</b>	<b>Practical work: 2</b>
<b>Teaching methods:</b> (1) Lectures (2) Exercises (3) Other forms of active teaching			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>	<b>Score</b>	<b>Final exam</b>	<b>Score</b>
activities during the lectures	<b>to 10</b>	written exam	
practical teaching	<b>to 10</b>	oral exam	<b>to 60</b>
midterm(s)	<b>to 20</b>		
seminars			

<b>Study program:</b> Speech and Language Pathology			
<b>Type and level of studies:</b> basic academic			
<b>Title of the subject:</b> Vocal rehabilitation of laryngectomy patients			
<b>Lecturer:</b> prof. dr Petrović Lazić D. Mirjana; ass. dr Šehović M. Ivana			
<b>Course status:</b> Obligatory			
<b>ECTS:</b> 6			
<b>Prerequisites:</b> Passed exams in the third year of study			
<b>Aim:</b> The objective of the course is to introduce students with anatomical and physiological basics of larynx, etiological factors of laryngeal cancer, prevention measures, as well as basic methods and techniques of rehabilitation of laryngectomy patient.			
<b>Outcomes:</b> Outcome are theoretical and practical trained students for vocal rehabilitation of laryngectomy patients.			
<b>Content:</b> <i>Lectures:</i> 1. Indications for partial and total laryngectomy 2. Vocal rehabilitation of laryngectomy patients 3. Vocal preoperative preparation 4. Postoperative speech rehabilitation 5. Esophageal speech: methods of creating an air reservoir in the esophagus 6. Application of laryngeal prostheses: pneumatic prostheses; Electronic dentures; 7. Tracheae-esophageal shunt: trachea-esophageal prosthesis; 8. Care of laryngectomy patients 9. Conditions for successful implementation of rehabilitation of laryngectomy patients 10. Work on the social integration of laryngectomy patients <i>Practical work:</i> Exercises, Other forms of teaching, Study research work  In the context of practical teaching, performing methods and techniques of esophageal speech.			
<b>Literature</b> 1. Petrović-Lazić, M., Kosanović, R. i Vasić, M.: Rehabilitacija laringektomiranih bolesnika, Monografija, Naučna knjiga, Beograd, 9-129, 2003. ISBN 86-475-0241-7 2. Petrović-Lazić, M. i Ivanković, Z.: Atlas govora i slušanja, Belgraphic, Beograd, 2004, 9-75, ISBN 86-905341-0-5			
<b>Number of active classes per week: 4</b>		<b>Lecture: 2</b>	<b>Practical work: 2</b>
<b>Teaching methods:</b> Interactive teaching using modern technical means			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>	<b>Score</b>	<b>Final exam</b>	<b>Score</b>
activities during the lectures	<b>10</b>	written exam	
practical teaching	<b>10</b>	oral exam	<b>60</b>
midterm(s)	<b>10</b>		
seminars	<b>10</b>		

<b>Study program:</b> Speech and Language Pathology				
<b>Type and level of studies:</b> Basic academic studies				
<b>Title of the course:</b> Motoric Speech Disorders				
<b>Lecturer:</b> Prof. Slavica Golubović, ass. Nevena Ječmenica				
<b>Course status:</b> Obligatory				
<b>ECTS:</b> 6				
<b>Prerequisites:</b> Passed exams in the third year of study				
<b>Aim:</b> Introducing motoric speech disorders to students which appear in children and adults, with their definition, etiology, frequency, classification, types, clinical picture, differential diagnosis, diagnosis, treatment and prevention.				
<b>Outcome:</b> Acquiring of knowledge, application of acquired knowledge in praxis, competency for work with motoric speaking disorders.				
<b>Content of the course</b> <i>Lectures:</i> 1-15 thematic unit for one-semester subject 1. Motoric speech disorders. 2. Definition, classification, types. 3. Anarthria and dysarthria in cerebral palsy. 4. Types of dysarthria in cerebral palsy. 5. Diagnostics and treatment of dysarthria in cerebral palsy and other neurological disorders. 6. Dysarthria in Parkinson disease. Dysarthria in amiotrofic lateral sclerosis, miastenia gravis, Willson's syndrome, Fridrich ataxia, Shy-Drager syndrome, Huttington chorea and other. 7. Types of motoric disorders of speech. 8. Developmental speech apraxia. 9. Diagnostics and differential diagnostics of verbal apraxia in children. 10. Verbal apraxia in adults. 11. Dysphagia and speech. 12. Diagnostics and treatment of dysphagia. 13. Differential diagnosis and diagnostics of motoric speech disorders. 14. Treatment of motoric speech disorders. 15. Motoric and communicative disorders in older people. <i>Practical work:</i> Exercises classes				
<b>Literature</b> Basic, supplementary 1. Golubović, S. (2011). Motorički poremećaji govora. <i>Fakultet za specijalnu edukaciju i rehabilitaciju, Univerzitet u Beogradu</i> , Merkur, Beograd. ISBN : 978- 86-6203-019-1. str. 20–200. 2. Golubović S. (2012). Poremećaji fluentnosti govora. Drugo izmenjeno i dopunjeno izdanje. <i>Društvo defektologa Srbije</i> , Tonplus Belgrade. ISBN 978-86-84765-52-1. str.18-22, 78-107, 501-521.				
<b>Number of active classes per week: 3</b>		<b>Lectures: 2</b>	<b>Practical work: 1</b>	
<b>Teaching methods:</b> Lectures, exercises, consultations, seminar work, interactive teaching using modern technical means: PowerPoint presentations.				
<b>Evaluation of knowledge (maximum score 100)</b>				
<b>Pre obligations</b>		<b>Score</b>	<b>Final exam</b>	<b>Score</b>
activities during the lectures		to 10	written exam	
practical teaching		to 20	oral exam	60
midterm(s)		to 10		
seminars				

<b>Study program:</b> Speech and Language Pathology			
<b>Type and level of studies:</b> Basic Academic			
<b>Title of the Subject:</b> GENDER AND FAMILY SOCIOLOGY			
<b>Lecturer:</b> Filipović R. Mirko			
<b>Course status:</b> elective			
<b>ECTS:</b> 5			
<b>Prerequisites:</b> No prerequisites			
<b>Aim:</b> Introduction to the basic conceptual network and different theoretical and methodological approaches used by sociologists and social anthropologists in order to analyze phenomena of gender and family in contemporary societies. Special focus is put on presenting and understanding the rapid changes in these fields during a few recent decades.			
<b>Outcomes:</b> Acquaintance of fundamental knowledge about gender and family phenomena and critical awareness concerning the place and role of gender and family patterns, regimes and orders, and deeper social mechanisms that determine them maintaining or creating new forms of social inequalities, disorganization and exclusion. Capacity for recognizing different ideologies, stereotypes and prejudices as well as their function in maintaining the existing social order.			
<b>Content</b>			
<p><i>Lectures:</i> 1. Sex and Gender Differences: Biology and the Division of Labour, Social Construction of Gender Roles. 2. The Origins of Gender Inequalities in Liberal, Radical and „Black“ Feminism. 3. Theories of the Private and Public Patriarchy. Post-modern Feminism. 4. Gender and Social Stratification 5. Gender and Health. Social Bases of Health. 6. The woman Liberation: Suggestions and Chances 7. Masculinity: Cultural Concepts, Gender Patterns Hierarchy, Crises Trends and Gender Order Changes 8. Family, Industrialization and Modernization. Family and Kinship in contemporary World 10. Changes in Family’s Functions, Diversity of Family Patterns and Global Trends. One-parental Families, Recomposed Families and Homosexual Families. Class and Ethnicity Influence 11. Inequality of Marital Roles: Children Care and House Work, Career management, Time budget, Emotional Work 12. Marriage and Divorce. „Threats“ of Alternative Patterns 13. Postmodernity: Transformation of Intimacy and Parental Practices, Homosexual families.</p> <p><i>Practical work:</i> These hours follow classic lectures, and include discussion, homework reports and interactive workshops.</p>			
<b>Literature</b>			
<ol style="list-style-type: none"> <li>Haralambos, M., Holborn, M. (2002). <i>Sociologija: teme i perspektive</i>. Zagreb: Golden marketing, ISBN 953-212-100-5 (pp.126-198; 502-587)</li> <li>Gidens, E. (2003). <i>Sociologija</i>, Beograd: Ekonomski fakulet, ISBN 86-403-0521-8, (pp.114-152, 184-208, 235-241, 303306, 393-404, 361-366) Additional literature:</li> <li>Burdje, R. (2001). <i>Vladavina muškaraca</i>, Podgorica: CID i Univerzitet Crne Gore, ISBN 8649501877.</li> <li>Milić, A. (2001). <i>Sociologija porodice</i>, Beograd: Čigoja, ISBN 8675580126.</li> <li>Turza, K. (2007). <i>Medicina i društvo</i>. Beograd: Medicinski fakultet, ISBN 8671171310</li> </ol>			
<b>Number of active classes per week: 2</b>	<b>Lecture: 2</b>	<b>Practical work: 0</b>	
<b>Teaching methods:</b> Classical lectures, creative workshops, discussion and homework reports			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>	<b>Score</b>	<b>Final exam</b>	<b>Score</b>
activities during the lectures	<b>10</b>	written exam	
practical teaching	<b>20</b>	oral exam	<b>50</b>
midterm(s)	<b>20</b>	.....	
seminars			



<b>Study program:</b> Speech and language pathology; Special education and rehabilitation for persons with difficulties in mental development			
<b>Type and level of studies:</b> basic academic			
<b>Title of the subject:</b> Mental Health of School Children			
<b>Lecturer:</b> Dragan M. Pavlović			
<b>Course status:</b> elective			
<b>ECTS:</b> 5			
<b>Prerequisites:</b> basic knowledge on developmental psychology			
<b>Aim:</b> Understanding the causes, the way of expressing, the course and prognosis of the most common mental health disorders of school children and the possibilities of their prevention and interventions in the school environment.			
<b>Outcomes:</b> Students' ability to recognize the risks and the most common mental health disorders of school children and to participate in teams / programs for their prevention and treatment.			
<b>Content</b>			
<i>Lectures:</i>			
Risk factors and protection and improvement of mental health and prevention of mental health disorders of school children, especially children with specific developmental disorders of school skills, hyperkinetic and behavioral disorders in the school, children with traumatic experiences, emotional and psychiatric disorders, abused and neglected children, chronically ill and disabled children. Assessment of the need, guidance and monitoring of children with mental health problems in school and ethical issues related to research and interventions at school.			
<b>Literature</b>			
Pavlović DM. Mental health of school children. Belgrade: Orion Art, 2014.			
<b>Number of active classes per week:</b>	<b>Lecture: 2</b>	<b>Practical work: 0</b>	
<b>Teaching methods:</b>			
classical educational method using video presentations and active involvement of students in work			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>	<b>Score</b>	<b>Final exam</b>	<b>Score</b>
activities during the lectures	10	written exam	40
practical teaching		oral exam	20
midterm(s)	30	.....	
seminars			

<b>Study program:</b> Special Education and Rehabilitation, Speech and Language Pathology, Special Education and Rehabilitation for Persons with Difficulties in Mental Development			
<b>Type and level of studies:</b> Basic academic			
<b>Title of the subject:</b> English Language 2			
<b>Lecturer:</b> Maja Ivančević Otanjac			
<b>Course status:</b> Elective			
<b>ECTS:</b> 5			
<b>Prerequisites:</b> Successfully mastered English Language course from the first year of studies			
<b>Aim:</b> The main aim of this course is for students to further improve the vocabulary related to different fields of Special Education and Rehabilitation, and English grammar at Upper Intermediate/Advanced (B2/C1) level.			
<b>Outcomes:</b> All students usually master the expected vocabulary, language skills and structures.			
<b>Content</b> <i>Lectures:</i> Language structures at Upper Intermediate/Advanced level (B2/C1) including the following: Present tenses, Past tenses, Perfect forms, Future forms (including future continuous, future in the past, and future perfect), Adjectives and adverbs, Questions and question tags, Countable/uncountable nouns, Articles, Modals, Passives and causatives, Conditionals, Unreal time, Reporting, Verbal complements, Phrasal verbs, Prepositions. <i>Practical work:</i> Oral presentations in English, given by students individually. Presentation topics are related to students' field of study at the Faculty of Special Education and Rehabilitation.			
<b>Literature</b> <ul style="list-style-type: none"> <li>- Cambridge Grammar for First Certificate Louise Hashemi and Barbara Thomas Cambridge University Press, 2003</li> <li>- Destination C1&amp;C2: Grammar &amp; Vocabulary Malcolm Mann, Steve Taylore-Knowles Macmillan Publishers Limited, 2008</li> </ul>			
<b>Number of active classes per week:</b>	<b>Lecture: 2</b>	<b>Practical work: 1</b>	
<b>Teaching methods:</b> All lessons are in English. Lectures are given on language structures at B2/C1 level. Each lesson includes grammar practice with level appropriate exercises. Practical work involves oral presentations given by students in English. Students choose presentation topics which are related to their field of study and thus further explore the topic in English and improve relevant vocabulary. Students present their topics individually. The presentations should be at least 10 minutes long (not including any audio or video materials that students are allowed to use). The following is evaluated: fluency, accuracy, pronunciation, selection of relevant vocabulary, overall impression, and length of presentation.			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>	<b>Score</b>	<b>Final exam</b>	<b>Score</b>
activities during the lectures	/	written exam	50
practical teaching	50	oral exam	/
midterm(s)	/	.....	
seminars	/		

<b>Study program:</b> Special Education and Rehabilitation for persons with difficulties in mental development, Speech and Language Pathology			
<b>Type and level of studies:</b> Basic academic			
<b>Title of the subject:</b> Basics of counseling psychology			
<b>Lecturer:</b> Ivona R. Milačić-Vidojević			
<b>Course status:</b> Elective common course			
<b>ECTS:</b> 5			
<b>Prerequisites:</b> none			
<b>Aim:</b> Will ensure basic knowledge of select psychological theories which are important in psychological counselling, knowledge of counselling processes and outcomes, the relationship of the counselor and client, the characteristics of a counselor and client, the context in which the counselling occurs.			
<b>Outcomes:</b> Students will gain an understanding of select counseling theories which are important for psychological counseling and will develop professional attitudes, values and professional interests in this area. Students will become familiar with different settings where counselors work. Students will ensure basic knowledge of ethics and standard of practice.			
<b>Content</b> Definitions of counselling, scope and limitations, training and professional development of counselors, personality of a counselor. Counselling theories - psychoanalytical, existential-phenomenological, cognitive-behavioural, systemic and integrative approach. The process of counselling-phases in the process, the task and the roles of the counselor, the behaviour and reactions of clients in various phases. The course of life as a meta model in psychological counselling- counselling children, adolescents, adults and older individuals. Counselling within context- mental health services, counselling in the school, workplace, with emphasis on counselling parents and children with disabilities and chronic medical conditions. Ethical themes in psychological counselling. <i>Practical work:</i> Writing about personal experiences and how they are connected with major counseling theory concepts. Interview with clients; counseling based communication skills - role playing.			
<b>Literature</b> 1. Corey, G. (2004). Теорија и пракса психолошког саветовања и психотерапије, Загреб, Наклада Слп, ИСБН 953-191-243-2, стр. 43-59,68-104,143-165,170-189,387-439,457-485. 2. Nelson-Jones, R. (2003). Практичне вјештине у психолошком савјетовању и помагању, Загреб, Наклада Слп, ИСБН 978-953-191-305-8, стр. 103-126.			
<b>Number of active classes per week:</b> 3 hours weekly	<b>Lecture:</b> 2 hours weekly		<b>Practical work:</b> 1 hour weekly
<b>Teaching methods:</b> <b>Course lectures, practical work, participation in class discussion and activities, multimedia presentation, guest presentations</b>			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>	<b>Score</b>	<b>Final exam</b>	<b>Score</b>
activities during the lectures	5	written exam	
practical teaching	15	oral exam	70
midterm(s)		.....	
seminars	10		

<b>Study Program:</b> Speech and Language Pathology; Special education and rehabilitation for Persons with Difficulties in Mental Development			
<b>Type and level of Studies:</b> Basic Academic			
<b>Title of The Subject:</b> Psychology of Intelligence			
<b>Lecturer:</b> Zorica Ž. Matejić Đuričić; Irena B. Stojković			
<b>Course Status:</b> Elective			
<b>ECTS:</b> 5			
<b>Prerequisites:</b> no			
<b>Aims:</b> To develop basic knowledge of the contemporary Psychology of Intelligence			
<b>Outcomes:</b> Competence in fundamental understanding the structure of intelligence and dynamics of intellectual development.			
<b>Content</b> <i>Lectures</i> Three constructs of Intelligence; approaches to the study of intelligence : experimental-theoretical and psychometric approach; Structure of abilities; The measurement of intelligence; Piaget's theory of stages; Sensory-motor intelligence; Pre-operational period; Period of concrete operations; Period of formal operations; Educability of Intelligence. <i>Practical work:</i> Development thematic content from the main parts of Lectures.			
<b>Literature</b> 1. Matejić Đuričić, Z. (1998). Senzomotorna inteligencija i socijalno posredovanje. Zuns. Beograd. pp. 196. ISBN 86-17-02461-5. 2. Matejić Đuričić, Z. i I. Stojković (2012). Psihologija inteligencije Fasper. Beograd. pp. 296. ISBN 978-86-6203-003-0			
<b>Literature</b>			
<b>Number of active classes per week</b>	<b>Lecture: 2</b>	<b>Practical work:</b> 1	
<b>Teaching methods</b> Lectures, video presentations, individual assignments, small group activities, group discussions,			
<b>Evaluation of knowledge (max score 100)</b>			
<b>Pre obligations</b>		<b>Final exam</b>	<b>Score</b>
Activities during lectures	5	Written exam	50
Practical teaching	10	Oral exam	10
Midterm(s)	20		
Seminars	5		

<b>Study program:</b> Special education and rehabilitation for persons with difficulties in mental development; Speech and Language Pathology; Special education and rehabilitation , Module: Motor disability.			
<b>Type and level of studies:</b> Undergraduate academic studies			
<b>Title of the subject:</b> Corrective Pedagogical Work in Elementary School			
<b>Lecturer:</b> Đorđević V. Mirjana			
<b>Course status:</b> Elective common course			
<b>ECTS:</b> 6			
<b>Prerequisites:</b> No prerequisites			
<b>Aim:</b> The objective of this course is to enable students to implement stimulating, corrective and compensatory work with pupils who need additional support in education.			
<b>Outcomes:</b> Students will be able to identify and assess pupils who need additional support, as well as realize different forms of corrective pedagogical work.			
<b>Content</b> <i>Lectures:</i> 1) Special educator as an expert associate in elementary school. Special educator's extracurricular activities in elementary school for children with developmental delays. 2) Defining of corrective pedagogical work. Forms of corrective pedagogical work. Pupils included in corrective pedagogical work. Assessment of the ability. 3) Defining of social skills. Expected development of social skills up to 14 years. Strategy for development social skills (social story, video modeling, bibliotherapy, social autopsy). 4) Defining of communication skills. Expected development of communication skills up to 14 years. Strategy for development communication skills (communicator, VOCA and VIVOCA devices, PECS method). 5) Defining of motoric skills. Expected development of motoric skills up to 14 years. Strategy for development motoric skills (exercises for fine and gross motoric; kinect games). 6) Defining of behaviour, problem behaviour and topography of behaviour. Expected development of behaviour up to 14 years. Strategy for for improvement behaviour (techniques of reinforcement, extinguishing and punishment; token economy; visual schedule; teaching alternative behaviour; sensory diet). <i>Practical work:</i> Practical exercises are complementary with lectures and include analysis of characteristic examples which illustrate the theoretical content.			
<b>Literature</b> 1. Đorđević, M., Glumbić, N., & Banković, S. (2014). Upravljanje sopstvenim ponašanjem kod osoba sa autizmom. <i>Beogradska defektološka škola</i> , 20(1), 201–208. 2. Đorđević, M., & Glumbić, N. (2017). Modeli obuke za početno korišćenje komunikatora. U M. Šćepanović (Ur.), <i>Zbornik radova sa međunarodne konferencije "Socijalna inkluzija osoba sa invaliditetom: Značaj i programi podrške"</i> (23-30). Novi Sad: Društvo defektologa Vojvodine. 3. Stanimirov, K. & Đorđević, M. (2016). Efekti primene PECS metoda u radu sa osobama sa smetnjama u razvoju. <i>Beogradska defektološka škola</i> , 22(2), 79-92. 4. Eraković, T. (1995). Korektivni pedagoški rad,metodički priručnik vaspitnoobrazovnog rada sa decom koja imaju smetnje u razvoju zastudente učiteljskog fakulteta. Zavod za udžbenike i nastavna sredstva.ISBN 8617040289. 5. Hrnjica, S. i sar. (2004). Škola po meri deteta. Institut za psihologiju Filozofskog fakulteta i Save the Children, str. 9-42. ISBN 86-83713-35-0.			
<b>Number of active classes per week:</b> 3 classes a week	<b>Lecture:</b> 2 classes a week		<b>Practical work:</b> 1 class a week
<b>Teaching methods:</b> Lectures, practical exercising, interactive teaching			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>	<b>Score</b>	<b>Final exam</b>	<b>Score</b>
activities during the lectures	5	written exam	
practical teaching	5	oral exam	45
midterm(s)	45	.....	
seminars			

<b>Study programme:</b> Special education and rehabilitation for persons with difficulties in mental development; Speech and Language pathology			
<b>Type and level of studies:</b> Undergraduate academic studies			
<b>Title of the subject:</b> Developmental Attention Disorders			
<b>Lecturer:</b> Gligorović G. Milica			
<b>Course status:</b> Elective common course			
<b>ECTS:</b> 6			
<b>Prerequisites:</b> No prerequisites			
<b>Aim:</b> Introducing students to causes, manifestations, assessment and treatment possibilities of developmental attention disorders.			
<b>Outcomes:</b> Acquired knowledge on causes, manifestations, assessment and treatment possibilities of developmental attention disorders.			
<b>Content</b> <i>Lectures</i> Development and organisation of attention; Definition and classification of developmental attention disorders; Etiology of developmental attention disorders; Prevalence of developmental attention disorders; Manifestations of developmental attention disorders; Possibilities for assessment of developmental attention disorders; Treatment possibilities for developmental attention disorders. <i>Practical work</i> Practical application of assessment instruments and treatment methods for developmental attention disorders.			
<b>Literature</b> 1. Kocijan-Hercigonja, D., Buljan-Flander, G., Vučković, D. (2004). Hiperaktivno dijete – uznemireni roditelji i odgajatelji. Jastrebarsko: Naklada Slap. (pp. 20-132) ISBN: 953-191-092-8. 2. Phelan, T. P. (2005). Sve o poremećaju pomanjkanja pažnje: Simptomi, dijagnoza i terapija u djece i odraslih. Lekenik, HR: Ostvarenje d.o.o. (pp. 97-197) ISBN 953-6827-36-0.			
<b>Number of active classes per week:</b> 3	<b>Lectures:</b> 2		<b>Practical work:</b> 1
<b>Teaching methods:</b> Lectures and practical exercises			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>	<b>Score</b>	<b>Final exam</b>	<b>Score</b>
activities during the lectures	10	written exam	
practical teaching	30	oral exam	45
midterm(s)		-----	
seminars	15		

<b>Study program:</b> Speech and Language Pathology			
<b>Type and level of studies:</b> Basic academic			
<b>Title of the subject:</b> Assistive technology in communication			
<b>Lecturer:</b> Prof. Dr Jovanović Simić Đ. Nadica, assistant: Arsenić P. Ivana			
<b>Course status:</b> elective			
<b>ECTS:</b> 5			
Prerequisites: none			
<b>Aim:</b> By mastering the program of this course, students will be familiar with the possibilities of application specific assistive technology in augmentative and alternative communication as intervention methods for the development of communication skills in children and adults with severe communication disorders.			
<b>Outcomes:</b> Students will be familiar with the types of assistive technology and how to apply them in order to improve the communication ability in individuals with severe forms of communication disorders.			
<b>Content:</b> <i>Lectures:</i> Assistive technology (defining concepts and characteristics); Principles and use of specific assistive technology to communicate; Types of assistive technologies in communication; Low assistive technologies in communication and its application; Low technology components; Communication table and materials; Application of low technologies in the selection, representation and transmission in aided communication; Determination of using a low assistive technology in people with communication disorders of various etiology; Advantages and disadvantages of the use of low technology; High assistive technologies in communication; Components of computed assistive technology; Use of high technology in the selection, representation and transmission in aided communication; Determining the application of high assistive technologies in patients with communication disorders of various etiology; Advantage and disadvantages of the use of high technologies; Application of VOCA devices in the treatment of communication disorders; Team role in determining the appropriate assistive technology for users of augmentative and alternative communication. <i>Practical work:</i> Display and demonstration of a low and high technology and demonstration of the use of a low and high technology in people with communication disorders of various etiologies.			
<b>Literature:</b> Jovanović-Simić, N. (2007). <i>Augmentativna i alternativna komunikacija – strategije i principi</i> . Beograd: Društvo defektologa Srbije, ISBN 978-86-84765-13-2, p. 159			
<b>Number of active classes per week: 3</b>		<b>Lecture: 2</b>	<b>Practical work: 1</b>
<b>Teaching methods:</b> Interactive teaching in which applies modern technical equipment			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>	<b>Score</b>	<b>Final exam</b>	<b>Score</b>
activity during the lectures	to 5	written exam	
practical teaching	to 5	oral exam	to 45
midterm(s)	to 45	.....	
Seminars			

<b>Study program:</b> Special education and rehabilitation – Module of Visual Impairments, Module: Motor Disability; Speech and Language Pathology			
<b>Type and level of studies:</b> Basic academic			
<b>Title of the subject:</b> Theoretical Bases of Counselling in Rehabilitation			
<b>Lecturer:</b> Dragana V. Stanimirović			
<b>Course status:</b> Elective			
<b>ECTS:</b> 5			
<b>Prerequisites:</b> There are no prerequisites			
<b>Aim:</b> Setting up the reference framework and foundations for understanding and providing professional support to persons that experienced a loss related to: a) their own body and/or some psychological functions, b) significant people from their surroundings. Offering information regarding students' advanced education in the field of counselling and psychotherapy.			
<b>Outcomes:</b> Acquiring basic concepts and principles of various models of counselling/psychotherapy and increasing students' sensitivity and empathy as prerequisites for efficient job performance.			
<b>Content</b> <i>Lectures:</i> Definitions and determinations of the essential characteristics of counselling and psychotherapy, especially of counselling in rehabilitation; main questions of application (aims, users, issues, competences and roles of counsellor, ethical questions); usual and pathological reactions to actual and symbolic losses caused by diseases or injuries and (in)adequate support and counselling in grief; Rogers' client-centered psychotherapy model, model based on Kelly's theory of constructs and other frameworks which are useful in helping professions; key concepts, basic principles, techniques, areas of application of counselling/psychotherapy models which allow advanced education for special educator and rehabilitator or speech therapist (psychodrama, transactional analysis, gestalt therapy etc.). <i>Practical work:</i> Using concrete materials (structured and unstructured narratives, illustrative examples) and demonstrations of psychotherapy techniques, as incentives for developing necessary skills.			
<b>Literature</b> 1. Corey, G. (2004). <i>Teorija i praksa psihološkog savjetovanja i psihoterapije</i> (pp.15-25, 43-49, 170-194, 457-467). Zagreb: Naklada Slap ISBN 953-191-243-2. 2. Arambašić, L. (2008). <i>Gubitak, tugovanje, podrška</i> (pp.33-34, 62-67, 95-98, 143-148, 157-161, 197-199, 316-318, 372-376). Zagreb: Naklada Slap ISBN 978-953-191-290-7. 3. Worden, W. (2005). <i>Savjetovanje i terapija u tugovanju</i> (pp.51-56). Zagreb: Naklada Slap ISBN 953-191-257-2. 4. Davis, H. (1996). <i>Savetovanje roditelja hronično obolele ili dece ometene u razvoju</i> (pp.12-20, 27-30, 31-47, 50-69, 71-78). Beograd: Institut za mentalno zdravlje ISBN 86-82277-07-7. 5. Kondić, K., Vlajković, J., Štajner-Popović, T. (1998). <i>Slušam te, razumem te, prihvatam te</i> (pp. 11-24, 25-29, 29-34, 44-46). Beograd: IP Žarko Albulj.			
<b>Number of active classes per week:</b>	<b>Lecture: 2</b>	<b>Practical work: 1</b>	
<b>Teaching methods:</b> Lectures, practical classes, practical teaching, seminars, presentations, consultations			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>	<b>Score</b>	<b>Final exam</b>	<b>Score</b>
activities during the lectures	<b>15</b>	written exam	
practical teaching	<b>15</b>	oral exam	<b>50</b>
seminars	<b>20</b>		



<b>Study program:</b> Special education and rehabilitation, module Prevention and Treatment of Behavioral Disorders; Speech and language pathology; Special education and rehabilitation of people with intellectual disabilities			
<b>Type and level of studies:</b> Basic academic			
<b>Title of the subject:</b> FAMILY AND FAMILY RELATIONS			
<b>Lecturer:</b> Zoran P. Ilić			
<b>Course status:</b> Elective			
<b>ECTS:</b> 6			
<b>Prerequisites:</b> None			
<b>Aim:</b> The main goal of this course is to provide students with introductory knowledge about nature, functions, types, structure, relationships, and dynamics of the family. Special emphasis is to be given to the thorough exploration of different types and causes of family dysfunction as well as an examination of complex social, legal and methodological network for prevention and treatment of families with structural, relational and parenting dysfunctions.			
<b>Outcomes:</b> Upon successful completion of this course the students will become familiar and adopt cutting-edge theoretical knowledge about the causes, and characteristics of typical functional, structural and relational forms of family disorders; become familiar with children and family social protection system and adopt a systemic perspective and skills for effectively dealing with families with a problem.			
<b>Content</b> Lectures: The course content encompasses definition, in depth analysis and practical implementation of the following relevant concepts: (a) family, family functions, structure and relationships; (b) traditional and contemporarily family; (c) disadvantaged and dysfunctional families; (d) family life cycles and types, causes and consequences of disturbed family lifecycles; (e) types and characteristics of family problems, crisis and disfunctions; (f) methods and techniques of family assessment (genogram, eco/map...); (g) special pedagogical, systematic and systemic approach to prevention, treatment and empowerment of children, youth and families. Practical work: Acquiring cutting-edge practical knowledge, strategies, and skills for working with disadvantaged and dysfunctional families.			
<b>Literature</b>  1. Ivan Vidanović (2009). Pojedinač i porodica. Fakultet političkih nauka, Beograd. 2. Milojković, M., Srna, J., Mićović, R. (1997). Porodična terapija. Centar za brak i porodicu, Beograd. 3. Anđelka Milić (1988). Rađanje moderne porodice. Zavod za udžbenike i nastavna sredstva, Beograd.			
<b>Number of active classes per week:</b>	<b>Lecture: 2</b>	<b>Practical work: 2</b>	
<b>Teaching methods:</b> Lectures, collaborative and interactive class activities, small and plenary groups discussion, case analysis and presentations, individual mentoring and consultations.			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>	<b>Score</b>	<b>Final exam</b>	<b>Score</b>
activities during the lectures	10	written exam	
practical teaching	10	oral exam	50
midterm(s)	15	.....	
seminars	15		

<b>Study program:</b> Speech and Language Pathology, Special education and rehabilitation for persons with difficulties in mental development			
<b>Type and level of studies:</b> Basic academic			
<b>Title of the subject:</b> Developmental neurology			
<b>Lecturer:</b> Dragan M. Pavlović			
<b>Course status:</b> elective			
<b>ECTS:</b> 6			
<b>Prerequisites:</b> Basic knowledge in physiology with anatomy of the nervous system and neurology			
<b>Aim:</b> Recognizing the clinical features of the most common neurological diseases of children and adolescents. Understanding the etiopathogenesis of central and peripheral nervous system and muscle diseases, including the basics of metabolic and genetic factors. Mastering basic concepts from neurological propedevtics of children and adolescents and supplementary diagnostic methods. Practical knowledge of the assessment of developmental neurological entities in terms of the existence of damage leading to permanent or temporary disability and requiring special education and rehabilitation.			
<b>Outcomes:</b> Ability of students to recognize the basic symptoms and syndromes within developmental neurological diseases and the needs of patients, children and adolescents for special education and rehabilitation.			
<b>Content</b>			
<i>Lectures:</i>			
<ul style="list-style-type: none"> <li>• Basics of embryology, development of central and peripheral nervous system and normal psychomotor development</li> <li>• Congenital malformations of the nervous system and diseases in the age of the newborn</li> <li>• Neurological examination of newborns, small children, school children and adolescents and supplementary diagnostic methods</li> <li>• Developmental neuropsychological disorders and specific developmental disorders of school skills</li> <li>• Autism, childhood cerebral palsy, neglect / hyperactivity syndrome of the neurological basis of intellectual impairment</li> <li>• Epilepsy, sleep disorders, headaches and neurological paroxysmal disorders</li> <li>• Tumors and hydrocephalus</li> <li>• Inflammatory diseases of the nervous system and infectious diseases of the nervous system</li> <li>• Demyelination and dismelioration</li> </ul>			
<i>Practical work:</i> Basics of clinical assessment of neurological problems and case studies that are processed in the theoretical part of teaching.			
<b>Literature</b>			
Pavlović DM. Neurologija. Bograd, Srbija: Orion Art, 2016.			
Pavlović DM, Pavlović AM. Higher cortical functions. Basics of behavior neurology and neurophychology. Belgrade, Serbia. Orion Art, 2016			
<b>Number of active classes per week:</b>	<b>Lecture: 2</b>	<b>Practical work: 2</b>	
<b>Teaching methods:</b> classical educational method using video presentations and active involvement of students in work, Case studies			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>	<b>Score</b>	<b>Final exam</b>	<b>Score</b>
activities during the lectures	10	written exam	40
practical teaching		oral exam	20
midterm(s)	30	.....	
seminars			

<b>Study program:</b> Speech and Language Pathology			
<b>Type and level of studies:</b> basic academic			
<b>Title of the subject:</b> Psychological support to the family of a child with communicative difficulties			
<b>Lecturer:</b> prof. dr Dimoski M. Sanja			
<b>Course status:</b> elective			
<b>ECTS:</b> 5			
<b>Prerequisites:</b> none			
<b>Aim:</b> Acquiring knowledge on the psychology of the family, especially families with a child with a communicative disorder as well as ways of providing psychological support to such a family based on methods of marital counseling, family therapy, systemic approach to work with family, and other psychotherapeutic approaches			
<b>Outcomes:</b> Practical psychological knowledge and skills necessary for the professional work of a speech therapist with a family of a child with a communicative disorder			
<b>Content:</b> <i>Lectures:</i> Basics of family psychology, Principles of work with the family of a child with disabilities, Cycle development of the family of a child with communicative disorder, Psychological support to parents at an early stage of adaptation to child disorders, System approach to work with family, family therapy and other psychotherapeutic techniques <i>Practical work:</i> Exercises consist in acquiring practical skills in using principles and techniques of various psychotherapeutic methods suitable for working with a family with a child with communicative disorder			
<b>Literature:</b> 1. Dimoski, S. (2008). Krivica, tuga, iskustvo hendikepa. U:Čovek između krivice i tuge (priredio Ćorić B.). Fakultet za specijalnu edukaciju i rehabilitaciju. Beograd. 171-179. ISBN 978-86-80113-81-4 2. Dimoski, S. (2010). Saradnja logopeda i članova porodice kao faktor uspešnosti logopedskog tretmana deteta, U: Smetnje i poremećaji: fenomenologija, prevencija i tretman, 2. deo, (priredile: J. Kovačević, V. Vučinić): Beograd: Fakultete za specijalnu edukaciju i rehabilitaciju. 119-131. ISBN 978-86-80113-99-9 3. Dimoski, S. (2012). Savetodavni rad sa porodicom deteta sa ometenošću koje trpi nasilje, Beogradska defektološka škola. 2012 18 / 1 157-167V. ISSN 0354-8795 4. Dimoski, S. (2005). Ciklusi razvoja porodice deteta sa slušnim oštećenjem, Beogradska defektološka škola. 1:1-11. ISSN 0354-8795 5. Dimoski, S. (2012). Osobnosti rada sa osobama sa ometenošću i njihovim porodicama, U: Psihijatrija i psihoterapija između humanosti, neutralnosti i profesionalnosti (priredio Ćorić B.) Beograd: Fakultet za specijalnu edukaciju i rehabilitaciju.179-187. ISBN 078-86-6203-038-2. 6. Hrnjica, S. (1997).Dete sa razvojnim smetnjama u osnovnoj školi, poglavlje: Dete sa posebnim potrebama i porodica.Učiteljski fakultet. Beograd. Str.111-132. ID-54227212			
<b>Number of active classes per week:</b> 3		<b>Lecture:</b> 2	<b>Practical work:</b> 1
<b>Teaching methods :</b> Lectures, exercises, consultations, power point-representations , Discussion groups			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>		<b>Score</b>	<b>Final exam</b>
activities during lectures		20	Written exam
practical teaching		10	Oral exam
midterm(s)			
seminars			

<b>Study program:</b> Special education and rehabilitation, module Motor disability, Sensorimotor disability; Speech and Language Pathology			
<b>Type and level of studies:</b> Basic academic			
<b>Title of the subject:</b> Continuous Rehabilitation in Inclusive Education			
<b>Lecturer:</b> Vera I. Ilanković			
<b>Course status:</b> Elective			
<b>ECTS:</b> 5			
<b>Prerequisites:</b> /			
<b>Aim:</b> The aim of this course is to enable students to use principles and skills of integrative application in parallel and synchronized program of rehabilitation and education in children with developmental disabilities and disorders. Also, the aim of this course is to enable students for proper using of methods and techniques in continuous rehabilitation with special facilities for the training of parents, educators and teachers.			
<b>Outcomes:</b> The outcome is the ability of students to apply acquired knowledge and application's skills in the context of functional special education diagnostics and rehabilitation in an integral and integrated way, to adequately intervene in emergency situations and circumstances according the child's needs and school area conditions, to facilitate the socialization of children with developmental disabilities, to conduct training of parents, educators and teachers for continued rehabilitation and teamwork and integrative approach to the process of inclusive education.			
<b>Content</b>			
<p><i>Lectures:</i> The definition, principles, forms and types of rehabilitation methods and techniques. Specifics in functional assessment of psychomotor development chronological level and the level of regression in preschool and school children in terms of inclusive education model. Objective choice of methodological approach to the child in accordance with the type, shape and degree of developmental problems and disorders. Proper selection of habilitation or rehabilitation program and its application in terms of the model of inclusive education. Recognizing the needs of architectural solutions, educational toys and teaching aids for teaching in kindergartens and schools. Application of different aids in school area. Training of parents, educators and teachers. Result's evaluation of the applied rehabilitation program in relation to the chronological age in psychomotor development, in relation to adaptation and functionality in the school area, as well as in relation to achievement in mastering the curriculum. The principles of integral and integrated approach to continuous rehabilitation in inclusive education.</p> <p><i>Practical work:</i> The choice of methodology access to the child according to the type, kind and degree of developmental disorders. Training for functional diagnosis of child's developmental disabilities and disorders in inclusive education model. Writing specific habilitation and rehabilitation programs. Practicing the methods and techniques of habilitation and rehabilitation in terms of preschool and school space conditions and during the teaching process. Training students in mastering techniques to help children in self-care and daily activities in the kindergartens and schools. Development of skills for working with parents, educators, teachers.</p>			
<b>Literature</b>			
<ol style="list-style-type: none"> <li>1. Ilanković, V., Ilanković, N. (2009). <i>Psihomotorni razvoj deteta</i> (3. dopunjeno zdanje). VMŠ Militin Milanković, Beograd. ISBN 978-86-87639-01-0</li> <li>2. Ilanković, V., Ilanković, N. (2009). <i>Restaurativna kineziterapija</i> (3. dopunjeno izdanje). Beograd.</li> <li>3. Ilanković, V., Mikavica, S. (2012). <i>Metode i tehnike habilitacije i rehabilitacije (Kineziterapija u razvojnom periodu)</i>. Beograd.</li> <li>4. Ilanković, V. (2005). Kontinuirana rehabilitacija kao preduslov za adekvatno školovanje dece sa motoričkim poremećajima. U D. Rapić i sar. <i>Školovanje dece sa motoričkim poremećajima</i> (9-67). Beograd: Defektološki fakultet. ISBN 86-80113-41-7</li> <li>5. Ilanković, V., Ilanković, A. (2013). Habilitacija i rehabilitacija kao preduslov za inkluzivni model školovanja. U S. Nikolić, D. Ilić-Stošević &amp; M. Stošljević (ur.) <i>Stručni saradnik u inkluzivnom obrazovanju</i> (211-266). Beograd: Društvo defektologa. ISBN 978-86-84765-45-3</li> </ol>			
<b>Number of active classes per week:</b>	<b>Lecture:</b> 2	<b>Practical work:</b> 1	
<b>Teaching methods:</b> Lecturing, practical teaching, individual work, demonstration of techniques and skills, demonstration of abilities/disabilities at different pupils in teaching bases.			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>	<b>Score</b>	<b>Final exam</b>	<b>Score</b>
activities during the lectures	15	written exam	/
practical teaching	15	oral exam	50
midterm(s)	/	.....	
seminars	20		

<b>Study program:</b> Special education and rehabilitation – Module: Prevention and treatment of behavioral disorders, Motor disability; Speech and Language Pathology; Special education and rehabilitation for persons with difficulties in mental development			
<b>Type and level of studies:</b> Basic academic			
<b>Title of the subject:</b> Media and Social Deviances			
<b>Lecturer:</b> Aleksandar L. Jugović			
<b>Course status:</b> Elective			
<b>ECTS:</b> 5			
<b>Prerequisites:</b> No			
<b>Aim:</b> Students should master the main categories relations between media - social deviances and understand: the notion and character of media and media contents; how the media represents social deviances and social diversity; the link between media content and their impact on the manifestation of deviant behaviors; media portrayal of the institutions of social control; phenomenon of media addiction (internet, video games, etc.); possibilities of using media in the prevention of social deviations; basic methods of investigating the connections between media and deviances.			
<b>Outcomes:</b> Students should learn how to: critically "read" the influence of the media and be trained in decoding media content; to adopt the skills of media pedagogy; to learn about the potential negative effects of the influence of media content and messages on people's behavior; use media in the prevention of social deviances and campaigns to reduce prejudice towards vulnerable social groups.			
<b>Content</b>			
<i>Lectures:</i> Concept and types of media. Media Content Formats. Methodology of research of media relations and social deviances. Media and creation of Social Identities. Media and stereotypes. Moral panic. Media and vulnerable groups. Media and social diversity. Media and body. Media about children and youth. General theories about the influence of the media on the audience. Media as a causal factor of social deviances (media effects). Use of media and parenting. Media and violence. Media and crime. Media pictures of institutions of social control. Addiction and media (internet, video-game). Cyber bullying. Media literacy and media in the prevention of social deviances.			
<i>Practical work:</i> Within the framework of practical classes, students work through exercises to overcome the matter through the application of theoretical knowledge on cases of media content. Application of the media content analysis method. Developing strategies for using media in social marketing campaigns and preventing deviant behavior. Some topics are addressed through discussion groups and analysis of video and internet materials. Examination of acquired knowledge is done through colloquiums.			
<b>Literature</b>			
1. Poter, Dž. (2011). <i>Medijska pismenost</i> . Beograd: KLIO. (selected chapters)			
2. Džajls, D. (2011). <i>Psihologija medija</i> . Beograd: KLIO. (selected chapters)			
3. Jugović, A. (2014). <i>Zapisi iz anomije</i> . Beograd: Institut za kriminološka i sociološka istraživanja. (selected chapters)			
4. <i>Mediji i društvene devijacije (rider)</i> . Selected texts from scientific monographs, journals and proceedings.			
<b>Number of active classes per week:</b>	<b>Lecture: 2</b>	<b>Practical work: 1</b>	
<b>Teaching methods:</b> PowerPoint presentations, lectures with interactive learning, discussion groups, small group work, quiz, visits to relevant institutions, the use of educational video material, consultation through individual mentoring and e-mail communication with a teacher, student exposure.			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>	<b>Score</b>	<b>Final exam</b>	<b>Score</b>
activities during the lectures	10	Oral exam	50
midterm(s)	40		

<b>Study program:</b> Speech and Language Pathology			
<b>Type and level of studies:</b> Basic Academic			
<b>Title of the Subject:</b> EDUCATION IN FAMILY			
<b>Lecturer:</b> Marija M. Jelić			
<b>Course status:</b> elective			
<b>ECTS:</b> 5			
<b>Prerequisites:</b> no prerequisites			
<b>Aim:</b> Understanding the pedagogical process in the context of family interpersonal relations and family roles, with a special emphasize to the influence of the family on the development of a child.			
<b>Outcomes:</b> Competence of students for understanding family support to children and young people with difficulties in development.			
<b>Content</b>			
<p><i>Lectures:</i> Aims and objectives of education in family; different types of family and education; the concept and dimensions of parenting, philosophy of acceptance; family as a system; family climate and its impact on the development of a child; styles of parenting; mother's role in child rearing; the role of father in child rearing; families with one parent; children without parental care; child with disability in family; parent-school relationships.</p> <p><i>Practical work:</i> implementation of research techniques and instruments in writing seminar papers, oral and written reporting on the assigned subjects, organizing pedagogical panels.</p>			
<b>Literature</b>			
<ol style="list-style-type: none"> <li>1. Vilotijević, N. (2002). <i>Porodična pedagogija</i>. Beograd: Učiteljski fakultet, ISBN 86-7849-053-5</li> <li>2. Medić, S., Matejić-Đuričić, Z. i D. Vlaović-Vasiljević (1997). <i>Škola za roditelje</i>, Beograd: UNICEF, ISBN 86-82019-31-0</li> </ol>			
<b>Number of active classes per week: 3</b>	<b>Lecture: 2</b>		<b>Practical work:1</b>
<b>Teaching methods:</b> lectures, discussions, individual and group research of students' work, oral presentations of students, video presentations, independent work of students in topic specific texts.			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>	<b>Score</b>	<b>Final exam</b>	<b>Score</b>
activities during the lectures	<b>15</b>	written exam	<b>60</b>
practical teaching	<b>10</b>	oral exam	
midterm(s)		.....	
seminars	<b>15</b>		

<b>Study program:</b> Speech and Language Pathology			
<b>Type and level of studies:</b> Basic academic			
<b>Title of the subject:</b> Voice disorders of vocal professionals			
<b>Lecturer:</b> prof. dr Petrović Lazić D. Mirjana, ass. dr Šehović M. Ivana			
<b>Course status:</b> Elective			
<b>ECTS:</b> 8			
<b>Prerequisites:</b> Passed exams in the third year of study			
<b>Aim:</b> The objective of the course is to introduce students to the process of diagnosing and rehabilitating professional voice disorders using technical devices and other methods of vocal rehabilitation.			
<b>Outcomes:</b> The outcome of the course are theoretically and practically trained students for voice therapy with vocal professionals.			
<b>Content:</b> <i>Lectures:</i> 1. Physiology of voice production 2. Formation of phonation automatics 3. Causes of professional voice damage 4. Influence of psyche and emotions on the phonation 5. A procedure for diagnosing a professional voice disorder using Technical instruments 6. Professional Voice Assessment 7. Vocal hygiene program for vocal professionals 8. Vocal rehabilitation of the voice of the lecturer 9. Vocal rehabilitation of the voice of a singer 10. The role of team work (vocal therapist and vocal pedagogue) in vocal rehabilitation 11. Application of behavioral therapy in the rehabilitation of professional voice <i>Practical work:</i> Exercises, Other forms of teaching, Study research work In the course of practical teaching, performance of methods and techniques for vocal voice treatment.			
<b>Literature</b> 1. Petrović-Lazić, M.: Fonopedija, Naučna knjiga, Beograd, 2001, 11-173, ISBN 86-475-0241-7 2. Sataloff, R.T.: Treatment of voice disorders, Plural publishing,inc. San Diego, 2005, 1-15, 105-115, 325-335, ISBN 1-59756-040-5			
<b>Number of active classes per week: 3</b>		<b>Lecture: 2</b>	<b>Practical work: 1</b>
<b>Teaching methods:</b> (1) Lectures (2) Exercises (3) Other forms of active teaching			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>	<b>Score</b>	<b>Final exam</b>	<b>Score</b>
activities during the lectures	<b>10</b>	written exam	
practical teaching	<b>10</b>	oral exam	<b>60</b>
midterm(s)	<b>10</b>		
seminars	<b>10</b>		

<b>Study program:</b> Special education and rehabilitation for persons with difficulties in mental development, Speech and Language Pathology			
<b>Type and level of studies:</b> Basic academic studies			
<b>Title of the subject:</b> PSYHOMOTOR RE-EDUCATION			
<b>Lecturer:</b> Maćešić-Petrović S. Dragana; Pantović B. Aleksandra			
<b>Course status:</b> Elective common course			
<b>ECTS:</b> 5			
<b>Prerequisites:</b> None			
<b>Aim:</b> Acquiring the fundamental knowledge from developmental neuropsychology that is needed to understand and implement the method of psychometric re-education while working with a wide range of disabilities.			
<b>Outcomes:</b> This course provides students with skills needed to prepare and implement diagnostic assessment tools within the method of psychomotoric re-education during the education and/or rehabilitation process of children with various disabilities. This course prepares students to assess the developmental abilities and accomplishments leading up to acquiring knowledge for children with disabilities, as well as knowledge to make professionally sound decisions regarding treatment and rehabilitation of these children.			
<b>Content</b> <i>Lectures:</i> The first part – learning about the general use of the method of psychomotoric re-education. The second part – learning about the use of the method of psychomotoric re-education for children with different types of disabilities. <i>Practical work:</i> Field work – students learn the theoretical and practical use of the method of psychomotoric re-education.			
<b>Literature</b> 1. Govedarica, T. (1989). Opšta reedukacija psihomotorike, IMZ, 100 str, Beograd. ISBN 86-82277-23-9. 2. Montessori, M., The Discovery of the Child, Čigoja, CRS, 190 pages, Beograd, 2001. without ISBN			
<b>Number of active classes per week:</b>	<b>Lecture:</b> 2	<b>Practical work:</b> 1	
<b>Teaching methods:</b> Lectures, practical exercises, internet, multimedia, interactive classes, video materials, modeling and individual tasks.			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>	<b>Score</b>	<b>Final exam</b>	<b>Score</b>
activities during the lectures	5	written exam	55
practical teaching	10	oral exam	
midterm(s)	30	.....	
seminars			



<b>Study program:</b> Speech and Language Pathology			
<b>Type and level of studies:</b> Basic academic studies			
<b>Title of the course:</b> Learning Disabilities			
<b>Lecturer:</b> Prof. Slavica Golubović			
<b>Course status:</b> Elective			
<b>ECTS:</b> 5			
<b>Prerequisites:</b> Passed exams in the third year of study and exam Language Disorders in Children			
<b>Aim:</b> Introduce students with verified scientific facts related to learning disabilities. A special goal is to enable students to acquire knowledge about learning disabilities that can be used in diagnosis and treatment, in children and adults.			
<b>Outcome:</b> Acquired knowledge of learning disabilities will create students a necessary basis for further learning and understanding of specific learning disabilities. Acquired knowledge and skills will be applied in the diagnosis and treatment of these disorders.			
<b>Content:</b> <i>Lectures:</i> Learning disabilities. Physiological basis of learning. Definition, etiology, clinical picture of learning disabilities. Types of learning disabilities. Differential diagnostics of learning disabilities. Diagnostics and Diagnostic Protocol in the examination of individual learning disabilities. Treatment disabilities in learning.			
<b>Literature</b>			
1. Golubović, S (2011). <i>Disleksija, Disgrafija, Dispraksija</i> . Fakultet za specijalnu edukaciju I rehabilitaciju, Univerzitet u Beogradu, Merkur, Beograd. ISBN : 978-86-6203-013-9. Str..19 – 72, 73 -125, 470-493.			
2. Golubović, S. (2016). <i>Gnosogena, pervazivna i psihopatologija verbalne komunikacije</i> . Treće izmenjeno i dopunjeno izdanje, Društvo defektologa Srbije, Beograd, Planeta Print. ISBN: 978-86-84765-49-1. Str..453 – 474, 515- 560.			
3. Golubović, S., Golubović, Š. (2010). Smetnje u učenju kod dece sa specifičnim jezičkim poremećajima. Tematski zbornik: "Dijagnostičke i terapijske metode poremećaja glasa i govora, <i>Medicinski fakultet Novi Sad</i> CD izdanje, str., 49-55.			
4. Golubović S. (2009). Smetnje u učenju: teorije i novi dokazi. <i>Istraživanja u specijalnoj edukaciji I rehabilitaciji, Fakultet za specijalnu edukaciju i rehabilitaciju, Univerzitet u Beogradu</i> . ISBN 978-86-80113-84-5. str. 89-104.			
5. Golubović, S. (2012). <i>Psihopatologija verbalne komunikacije kod odraslih- drugo izmenjeno izdanje</i> . Društvo defektologa Srbije, Merkur, Beograd. ISBN: 978-86-84765-34-7 , pp. 16- 29- 90.			
<b>Number of active classes per week: 2</b>		<b>Lectures : 2</b>	<b>Practical work: 1</b>
<b>Teaching methods:</b> Lectures, consultations, seminar work, interactive teaching using modern technical means: PowerPoint presentations.			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>	<b>Score</b>	<b>Final exam</b>	<b>Score</b>
activities during the lectures	<b>to 10</b>	written exam	
practical teaching	<b>to 10</b>	oral exam	<b>70</b>
midterm(s)	<b>to 10</b>		
seminars			

<b>Study program:</b> Speech and Language pathology			
<b>Type and level of studies:</b> Basic academic			
<b>Title of the course:</b> Neurodegenerative Speech and Language Disorders			
<b>Lecturer:</b> Prof. dr Vuković G. Mile; Assistant Bojana J. Drljan			
<b>Course status:</b> Elective			
<b>ECTS:</b> 5			
<b>Prerequisites:</b> Passed exams in the third year of study			
<b>Aim:</b> The aim of this course is to familiarize students with the forms and characteristics of speech and lingual disorders that occur within the dementia, as well as with diagnostic and rehabilitation procedures.			
<b>Outcomes:</b> Students have mastered knowledge in the field of neurodegenerative speech and language disorders.			
<b>Content:</b> <i>Lectures:</i> The concept of neurodegenerative disorders. Language disorders in Alzheimer's disease. Speech and language disorders in frontotemporal dementia. Speech and language disorders in Parkinson's disease. Speech and language disorders in Huntington's disease. Speech disorders in progressive supranuclear palsy. Speech and language disorders in Vascular dementia. Primary Progressive Aphasia. Dementia with Motor Neuron Disease. Diagnostics and treatment of neurodegenerative speech and language disorders.. <i>Practical work:</i> Application of screening tests for language and cognitive functions in patients with neurodegenerative disorders.			
<b>Literature</b> 1. Vuković M. (2011). Afaziologija. Beograd: Univerzitet u Beogradu -Fakultet za specijalnu edukaciju i rehabilitaciju, str. 261-283. 2. Pavlović D. (2002). Demencija – klinička dijagnostika. Beograd (Beograd: Ražnatović). Str. 423- 490. 3. Vuković M. Sujić R. (1997). Neuropsihološki nalaz kod dijagnozne demencije. Vojnosanitetski pregled, 54, 6:631-635. , YU ISSN 0042-8450 4. Vuković, M. (2017). Neurodegenerativni poremećaji govora i jezika. Autorizovana predavanja			
<b>Number of active classes per week: 3</b>		<b>Lecture: 2</b>	<b>Practical work: 1</b>
<b>Teaching methods:</b> (1) Lectures (2) Exercises (3) Other forms of active teaching			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>	<b>Score</b>	<b>Final exam</b>	<b>Score</b>
activities during the lectures	<b>10</b>	written exam	
practical teaching	<b>10</b>	oral exam	<b>60</b>
midterm(s)			
seminars	<b>20</b>	.....	

<b>Study program:</b> Speech and Language Pathology			
<b>Title of the subject:</b> Professional Practice			
<b>Lecturer:</b> Jovanović Simić Đ. Nadica, Golubović M. Slavica, Vuković G. Mile, Petrović Lazić D. Mirjana, Dobrota Davidović D. Nada			
<b>Course status:</b> obligatory			
<b>ECTS:</b> 3			
<b>Prerequisites:</b> Realized pre obligations from vocational-applicative subjects of the third and fourth year of basic academic studies			
<b>Aim:</b> Acquiring knowledge and skills in the field of clinical assessment and treatment of people with communication disorders			
<b>Outcomes:</b> The student will be trained for application of the diagnostic instrument and implementation of adequate model and form of speech therapy in rehabilitation of people with speech, language and communication disorders.			
<b>Content:</b> Clinical speech and language assessment according to the given criterion; taking anamnesis; application of practical work classes foreseen by the program of treatment of certain forms of speech and language disorders; preparation for the speech and language therapy and realization of individual forms of therapy (at least two sessions from each vocational course); writing and presenting a diary of practice.			
<b>Number of classes:</b> 30 active classes per week			
<b>Teaching methods:</b> Case study, taking anamnesis, methods of clinical assessment, determination of speech and language status, methods of the treatment.			
<b>Evaluation of knowledge (maximum score 100)</b>			
taking anamnesis	<b>10</b>	realization of speech and language therapy	<b>20</b>
clinical speech and language assessment	<b>20</b>		
speech and language status	<b>20</b>		
case study	<b>30</b>		