

Study program: Speech and Language Pathology			
Type and level of studies: Basic Academic			
Title of the subject: Psychology of Language Disorders			
Lecturer: prof. dr Dimoski M. Sanja			
Course status: Obligatory			
ECTS: 7			
Prerequisites: completed subjects: General Psychology with Psychology of Personality, Developmental Psychology.			
Aim: 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.			
Outcomes: 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.			
Content: <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.			
Literature 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. Psiholohija 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			
Number of active classes per week: 4		Lecture: 2	Practical work: 2
Teaching methods: Lectures, exercises, consultations, power point-representations			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during lectures	10	written exam	60
practical teaching	10	oral exem	
midterm(s)	20		
seminars			