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| <b>Study program:</b> 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 Disability                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                   |                   |                          |
| <b>Lecturer:</b> Milačić-Vidojević R. Ivona                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                   |                   |                          |
| <b>Course status:</b> Obligatory                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                   |                   |                          |
| <b>ECTS:</b> 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                   |                   |                          |
| <b>Prerequisites:</b> none                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                   |                   |                          |
| <b>Aim:</b> Students will be able to gain knowledge about the psychological and social aspects of various disabilities and sensitivity to the needs of this population which is important in the development of professional behavior in the helping professions. Students will be able to understand reactions to disability, how to adjust to disability, the psychological effects of disability on individuals and families and the reaction of society to disability and the disabled.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                   |                   |                          |
| <b>Outcomes:</b> Students will gain knowledge about and sensitivity to the psycho-social aspects of different types of disabilities throughout different life phases.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                   |                   |                          |
| <b>Content</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                   |                   |                          |
| <p><i>Lectures:</i> The role of psychology in disability studies. Stigmatization and discrimination of persons with disabilities. Psychosocial impacts of disability on the individual and the adjustment process. Psychosocial impacts of disability on the family. Sexuality and parenting among persons with disabilities. Loss and the mourning process for people with disabilities. Self-image and self-esteem in people with disabilities. Disability identity. Child development in the context of disability - a child with intellectual disability. The child with autistic spectrum disorders. The child with mobility challenges. The child with hearing impairment. The child with visual impairment. Psychological assessment of people with disabilities. Giftedness and disability. Developing constructive views of life in the context of disability.</p> <p><i>Practical work:</i> A visit to schools where children with various forms of disability are educated, visit to association for people with disabilities, writing short papers covering topics listed in the course content, interview with a person with disabilities, a brief analysis of the psychosocial aspects of movies in which the main characters are a person with various types of disability.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                   |                   |                          |
| <b>Literature</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                   |                   |                          |
| <ol style="list-style-type: none"> <li>1. Milačić-Vidojević, I., Hanak, N., Dragojević, N. (2009). Odnos osoba sa intelektualnom ometenošću prema identitetu intelektualne ometenosti i moguća uloga stručnjaka u njegovom održanju. U D. Radovanović (ur.) <i>Istraživanja u specijalnoj edukaciji i rehabilitaciji</i>, Fakultet za specijalnu edukaciju i rehabilitaciju, Beograd, str. 129-144. ISBN 978-86-80113-83-8.</li> <li>2. Milačić-Vidojević, I. (2009). Razumevanje procesa žalosti kod osoba sa intelektualnom ometenošću, <i>Beogradska defektološka škola</i>, Društvo defektologa Srbije i fakultet za specijalnu edukaciju i rehabilitaciju, br. 1, Beograd, str. 157-171. ISSN 0354-8759.</li> <li>3. Milačić- Vidojević I. (2008): <i>Autizam-dijagnoza i tretman</i>, Fakultet za specijalnu edukaciju i rehabilitaciju, Beograd, ISBN 978-86-80113-66-1.str. 3-17.</li> <li>4. Kaljača, S., Glumbić, N., Milačić-Vidojević, I. (2010). Stavovi prema socijalnoj participaciji osoba sa intelektualnom ometenošću. U J. Kovačević i V. Vučinić (ur.) <i>Smetnje i poremećaji: fenomenologija, prevencija i tretman</i>, deo I Fakultet za specijalnu edukaciju i rehabilitaciju, Beograd, str. 381-395. ISBN 978-86-80113-99-2.</li> <li>5. Dragojević, N., Hanak, N., Milačić-Vidojević, I. (2009). Odlike funkcionisanja porodica sa intelektualno ometenim detetom. U D. Radovanović (ur.) <i>Istraživanja u specijalnoj edukaciji i rehabilitaciji</i>, Fakultet za specijalnu edukaciju i rehabilitaciju, Beograd, str. 259-268. ISBN 978-86-80113-83-8.</li> <li>6. Milačić-Vidojević, I. (2008). Identitet osoba sa intelektualnom ometenošću, <i>Beogradska defektološka škola</i>, Društvo defektologa Srbije i fakultet za specijalnu edukaciju i rehabilitaciju, br. 3, Beograd, str. 135-147. ISSN 0354-8759.</li> <li>7. Milačić Vidojević,I., Dragojević,N. (2012). Stigma prema osobama sa intelektualnom ometenošću, U: "Kognitivne i adaptivne sposobnosti dece sa lakom intelektualnom ometenošću" (ur.). M. Gligorović &amp; S. Kaljača,Univerzitet u Beogradu, Fakultet za specijalnu edukaciju i rehabilitaciju, str. 92-111. ISBN 978-86-6203-027-6.</li> <li>8. Hrnjica, S. (1991). Ometeno dete, Beograd, ZUNS, ISBN 86-17-01534-9, str. 149-177, 267-299.</li> <li>9. Banković, S., Đorđević, M. (2012). Seksualnost osoba s autizmom: pristupi seksualnoj edukaciji. Specijalna edukacija i rehabilitacija, vol.11,br.1,str.89-106.</li> </ol> |                   |                   |                          |
| <b>Number of active classes per week:</b> 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Lecture:</b> 2 |                   | <b>Practical work:</b> 1 |
| <b>Teaching methods:</b> Lectures, practical work, discussion, multimedial 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 5                 | written exam      |                          |
| practical teaching                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 15                | oral exam         | 70                       |
| midterm(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                   | .....             |                          |
| seminars                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 10                |                   |                          |