

Study program: Special Education and Rehabilitation, module of Visual Impairments			
Type and level of studies: Basic Academic			
Title of the subject: Psychology of the Blind and Visually Impaired			
Lecturer: Luka R. Mijatović			
Course status: Obligatory			
ECTS: 6			
Prerequisites: There are no prerequisites			
Aim: Increasing the knowledge of the developmental specifics of persons with visual impairments and phenomena related to blindness and low vision, as well as the development of communication, empathy, cooperation and other skills.			
Outcomes: Better understanding of psychological life and environment of persons with visual impairment. Increasing students' capacity for the efficient job performance.			
Content <i>Lecture:</i> Definitions of "Psychology of disability" and "Psychology of blind and visually impaired", theoretical frameworks for practice and research in which subjects are persons with a need for additional social support, general problems of application of methods and techniques for psychological assessment of persons with visual impairment, psycho-social effects of visual impairment, attitudes and prejudices towards blind and low vision persons, adaptation of blind and visually impaired persons, family with a member with visual impairment, stress and coping in the families with blind adolescents, adolescent crisis in the population of blind, the specifics of infants with visual impairments, semiotic systems, development of operational thinking, psychological aspects of spatial orientation of visually impaired persons, and suggestions for work with visually impaired and their families. <i>Practical work:</i> Using materials from the examinations or psychological practice and additional literature to improve basic knowledge and to enable basis for developing skills that students need to gain.			
Literature 1. Stanimirović, D. (2016). <i>Adolescenti sa oštećenjem vida u susretu sa razvojnim i dodatnim izazovima</i> (pp. 26-37, 44-58, 64-68, 73-126,147-159, 166-170, 181-185, 205-216, 234-239, 242-254). Beograd: Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju. ISBN 978-86-6203-081-1. 2. Popović, D. (1986). <i>Rani razvoj i prilagođavanje slepih</i> (pp.32-51). Beograd: Zavod za udžbenike i nastavna sredstva. 3. Popović, D. (1991). Razvoj, psihološke karakteristike i procena slepe dece. U S.Hrnjica (ur), <i>Ometeno dete</i> (pp. 199-234). Beograd: Zavod za udžbenike i nastavna sredstva. ISBN 86-17-01534-9. 4. Dimčović, N. (1991). Karakteristike, razvoj i psihološka procena slabovide dece. U S. Hrnjica (ur), <i>Ometeno dete</i> (pp. 235-267). Beograd: Zavod za udžbenike i nastavna sredstva. ISBN 86-17-01534-9. 5. Rajović, V. i Stanimirović, D. (2006). Odgovornost prema profesiji i klijentu. U V. Lopičić (ur.), <i>Primenjena psihologija</i> , 205-218. Niš: Filozofski fakultet. ISBN 86-7379-106-5. 6. Stanimirović, D. (2006). Adolescentna kriza u populaciji slepih i videćih adolescenata i postadolescenata. <i>Beogradska defektološka škola</i> , 1, 127-134, ISSN 0354-8759. 7. Stanimirović, D. (2007). Ka efikasnijem prevladavanju stresa u porodicama sa slepim adolescentom, u D. Radovanović, Z. Matejić-Đuričić (ur.), <i>Nove tendencije u specijalnoj edukaciji i rehabilitaciji</i> (pp.789-799). Beograd: Univerzitet u Beogradu, Fakultet za specijalnu edukaciju i rehabilitaciju, Centar za izdavačku delatnost. ISBN 978-86-80113-67-8.			
Number of active classes per week:	Lecture: 2	Practical work: 1	
Teaching methods: Lectures, practical classes, seminars, presentations, consultations			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	/
practical teaching	15	oral exam	50
midterm(s)	15		
seminars	10		