

Study program: Special Education and Rehabilitation, modules: of Visual Impairments; Motor Disability. Speech and Language Pathology			
Type and level of studies: Basic Academic			
Title of the subject: Theoretical Bases of Counselling in Rehabilitation			
Lecturer: Ivona R. Milačić-Vidojković			
Course status: Elective			
ECTS: 5			
Prerequisites: There are no prerequisites			
Aim: 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.			
Outcomes: Acquiring basic concepts and principles of various models of counselling/psychotherapy and increasing students' sensitivity and empathy as prerequisites for efficient job performance.			
Content <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.			
Literature 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.			
Number of active classes per week:	Lecture: 2		Practical work: 1
Teaching methods: Lectures, practical classes, practical teaching, seminars, presentations, consultations			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	15	written exam	
practical teaching	15	oral exam	50
seminars	20		