

<b>Study program:</b> Special education and rehabilitation			
<b>Type and level of the studies:</b> Doctoral academic studies			
<b>Course title:</b> Autism spectrum disorder			
<b>Lecturer:</b> Glumbić P. Nenad, Milačić-Vidojević R. Ivona, Đorđević V. Mirjana			
<b>Status of the course:</b> Elective course			
<b>ECTS:</b> 20			
<b>Prerequisites:</b> No prerequisites			
<b>Aim</b> The students will be thoroughly acquainted with explanatory theories of autism and the techniques of scientific research in the field of autism spectrum disorder.			
<b>Learning outcomes</b> The student will be able to critically evaluate the validity of randomized control research and meta-analyses in the field of autism, to independently design, plan and carry out research projects related to autism, to select appropriate statistical methods and to interpret research results in an objective and critical way. The student will be able to apply the highest standards of the ethics in research including vulnerable groups.			
<b>Course contents</b> <i>Lectures</i> Psychometric properties of diagnostic instruments for autism spectrum disorder. Behavioural model of autism. Bio-psycho-social model of autism. Cognitive theories of autism. Facial recognition. Epidemiological studies of autism. Evidence-based psychosocial interventions. Ethical considerations of autism treatment. Specific work programmes with adults and elderly people with autism. Quality of life in autism spectrum disorder. Co-morbid psychiatric conditions. Self-injury. Effective strategies to promote collaboration with parents. Effective strategies in training professionals to work with people on autism spectrum. Action research in autism spectrum disorder. <i>Practical exercises – Study research</i> Epidemiological study, case study, action research, experimental and quasi experimental study and (or) preparation of the review article in the field of autism spectrum disorder.			
<b>Literature</b> 1. Brunsdon, V. E., & Happé, F. (2014). Exploring the ‘fractionation’ of autism at the cognitive level. <i>Autism, 18</i> (1), 17-30. 2. Milačić-Vidojević, I., Gligorović, M., & Dragojević, N. (2014). Tendency towards stigmatization of families of a person with autistic spectrum disorders. <i>International Journal of Social Psychiatry, 60</i> (1), 63-70. 3. Tobin, M. C., Drager, K. D., & Richardson, L. F. (2014). A systematic review of social participation for adults with autism spectrum disorders: Support, social functioning, and quality of life. <i>Research in Autism Spectrum Disorders, 8</i> (3), 214-229. 4. Volkmar, F. R., Paul, R., Rogers, S. J., Pelphrey, K. (2014). Handbook of autism and pervasive developmental disorders: diagnosis, development and brain mechanisms. Wiley. (ISBN 978-1118107027). 5. Глумбић, Н., Ђорђевић, М., Бројчин, Б (2013). Кооперативно подучавање ученика са аутизмом. <i>Београдска дефектолошка школа, 19</i> (3), стр. 477-483. 6. Matson, J. L., Sturmey, P. (2013). International handbook of autism and pervasive developmental disorders. Springer: New York. (ISBN 978-1461429135).			
<b>Total number of active teaching classes:</b> 13			
<b>Lectures:</b> 3	<b>Study research:</b> 10		
<b>Teaching methods</b> Lectures, demonstrations, consultations			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre-exam obligations</b>	<b>points</b>	<b>Final exam</b>	<b>points</b>
research project	10	written exam	
term paper	20	oral exam	50
midterm	20		