

**UČNI NAČRT PREDMETA / COURSE SYLLABUS**

**Predmet:** Rehabilitacijska, specialna in socialna pedagogika  
**Course title:** Rehabilitation, special and social pedagogy

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihosocialna pomoč	/	2.	3.
Psychosocial counselling	/	2nd	3rd

**Vrsta predmeta / Course type**

Obvezni / Mandatory

**Univerzitetna koda predmeta / University course code:**

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
60		30			120	7

**Nosilec predmeta / Lecturer:**

izr. prof. dr. Vesna Švab, dr. med., spec. psihiater

**Jeziki /  
Languages:****Predavanja /  
Lectures:** Slovensko / Slovenian, Angleško / English**Vaje / Tutorial:** Slovensko / Slovenian, Angleško / English**Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:**

Vpis v drugi letnik.

**Prerequisites:**

Enrolment into the second year of study.

**Vsebina:**

- Defektologija kot znanost ter motnja v razvoju kot fenomen. Predmet defektologije, terminološki problemi. Specialna pedagogika - defektologija. Defektologija - rehabilitacija. Interdisciplinarnost, transdisciplinarnost - pogoj za kompleksno obravnavo otrok, mladostnikov in odraslih. Naloge defektologije. Metode defektologije. Načelo defektologije. Načrtovanje

**Content (Syllabus outline):**

- Defectology as science and developmental disorders as a phenomenon. Subject of defectology, terminological problems. Special pedagogy - defectology. Defectology - rehabilitation. Interdisciplinarity, transdisciplinarity - a prerequisite for complex treatment of children, adolescents and adults. Defectology mission and tasks. Methods of defectology. The principle of

usposabljanja: organizacija, vodenje, usmerjanje, analiza. Vidiki usposabljanja: pravni, medicinski, psihološki, pedagoški, ekonomski, socialni, poklicni. Razvoj defektologije in specialne pedagogike v svetu in pri nas. Smeri defektologije. Sistematika - veje defektologije.

- Usposabljanje oseb z motnjami sluha. Problemi naglušnih oseb. Vloga družine v rehabilitaciji gluhega otroka. Kretnja ali govor - v čem so prednosti in pomanjkljivosti oralnih oz. kretalnih metod.
- Usposabljanje slepih in slabovidnih. Pojem orientacije in gibanja ter dejavniki, ki vplivajo na usposabljanje slepih. Vloga čutil v razvoju slepega otroka in učenju. Spoznavno-duševni procesi slepih otrok. Model za razumevanje kriz po travmatskem dogodku s trajno posledico. Vloga in dinamika družine pri rehabilitaciji kasneje oslepele osebe.
- Usposabljanje in obravnava otrok z motnjami govora. Govor kot komunikacijsko sredstvo.
- Usposabljanje oseb z motnjami v duševnem razvoju. Usposabljanje oseb z motnjami v telesnem in gibalnem razvoju. Otroci na meji normalnih duševnih zmogljivosti.
- Terminološka in pojmovna opredelitev integracije. Modeli vzgojno-izobraževalne integracije. Predpostavke integracije. Socialna integracija otrok z motnjami v razvoju.
- Raziskovalna dejavnost v defektologiji tako v svetu kot pri nas.
- Smotri pedagogike oseb z motnjami v razvoju.
- Družbena in zgodovinska pogojenost specialne pedagogike.
- Pojem motenj v razvoju (terminologija, definicija, klasifikacija). Etiologija. Vpliv

Defectology. Planning of training: organization, guidance, routing analysis. Training aspects: legal, medical, psychological, pedagogical, economic, social, professional. The development of defectology and special pedagogy in the world and in our country. Defectology approaches. Systematics - branches of defectology.

- Training of persons with hearing impairments. Problems of people with loss of hearing. The role of the family in the rehabilitation of deaf children. Gestures or speech - what are the advantages and disadvantages of oral or gesticulative methods.
- Training of Blind and Visually Impaired people. The problem of orientation and movement as well as factors affecting the training of the blinds. The role of the senses in the development and learning of blind children. Sensor-mental processes of blind children. Model for understanding the crisis suffered after the traumatic event with lasting consequences. The role and dynamics of families in rehabilitation of later blinded person.
- Training and treatment of children with speech disorders. Speech as communicative mean.
- Training of people with mental health disabilities. Training of persons with disabilities in physical and motor development. Children on the border of normal mental capacity.
- Terminological and conceptual definition of integration. Models of educational integration. Assumptions of integration. Social integration of children with disabilities.
- Global and domestic research in defectology.
- The aims of Pedagogy of persons with disabilities.

<p>okolja na razvoj oseb z motnjami v razvoju s posebnim poudarkom na družinski vzgoji. Ovire uporabnosti medicinskega modela bolezni za področje rehabilitacije.</p> <ul style="list-style-type: none"> <li>- Preventiva. Detekcija, prijavljanje in evidentiranje težav pri odkrivanju teh otrok v predšolskem obdobju. Diagnostika in prognotika.</li> <li>- Cilji in naloge vzgoje, izobraževanja in usposabljanja. Sistem, oblike metode, sredstva, programi, institucije vzgoje, izobraževanja in usposabljanja oseb z motnjami v razvoju.</li> <li>- Poklicno usposabljanje in rehabilitacija. Vloga defektologa v procesu usposabljanja. Socializacija. Vloga družine in oblike strokovne pomoči družine. Transdisciplinarni pristop k osebam z motnjami v razvoju. Ključni postopki podprtega zaposlovanja. Uporabnost ICDH v poklicni rehabilitaciji. Standardna pravila Organizacije združenih narodov o izenačevanju možnosti za invalide za področje zaposlovanja.</li> <li>- Otroci s specifičnimi učnimi težavami. Otroci z razvojnimi in učnimi težavami. Večplastno prizadeti otroci. Rezultati važnejših raziskav s področja defektologije.</li> <li>- Domska vzgoja: vzroki prestopniškega vedenja; disocialnost; obravnava disocialnega prestopnika;</li> </ul>	<ul style="list-style-type: none"> <li>- Social and historical conditionality of special pedagogy.</li> <li>- The concept of developmental disabilities (terminology, definitions, classification). The etiology. The influence of environment on the development of persons with developmental disabilities, with special emphasis on family education. Obstacles for usefulness of the medical model of disease in the field of rehabilitation.</li> <li>- Prevention. Detection, reporting and recording of the difficulties in tracing these children in preschool age. Diagnostics and prognostics.</li> <li>- Objectives and tasks of education and training. The system, methods, resources, programs, institutions of education and training for persons with disabilities.</li> <li>- Vocational training and rehabilitation. Role of defectologist in the training process. Socialization. The role of family and professional forms of family support. Transdisciplinary approach to persons with developmental disabilities. Key processes supported employment. Usefulness of the ICDH in vocational rehabilitation. Standard Rules of the United Nations on the equalization of opportunities for disabled people in the field of employment.</li> <li>- Children with specific learning difficulties. Children with developmental and learning difficulties. Layered affected children. Results of the major research in the field of defectology.</li> <li>- Dormitory education: the causes of delinquent behavior; disocialnity; treatment of antisocial offenders;</li> </ul>
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**Temeljni literatura in viri / Readings:**

Lieberman RP, Kopelowicz A, Silverstein S. Psychiatric rehabilitation. In: Sadock BJ, Sadock VA, editors. Comprehensive textbook of psychiatry. 8th ed. Baltimore: Lippincott, Williams & Wilkins; 2004. pp. 3884–3930.

Avberšek, S., Švab, V. (avtor, urednik). Psihosocialna rehabilitacija. Ljubljana: Šent - Slovensko združenje za duševno zdravje, 2004. 168 str., graf. prikazi. ISBN 961-91304-0-5. [COBISS.SI-ID 129112320]

### **Cilji in kompetence:**

#### **Cilji:**

študentje spoznajo osnove psihofarmakoterapije in sociopsihosomatike ter rehabilitacije, specialne in socialne pedagogike. Usposobijo se za razumevanje vzročnosti in posledičnosti na področju motenj v razvoju; seznanijo se z odvisnostjo skrbi za osebe z motnjami v razvoju od splošne ravni razvoja določene družbe; študentom se posreduje temeljne defektološke pojme iz posameznih kategorij motenosti v razvoju ter možnosti za detekcijo, usposabljanje in preprečevanje; seznanijo se z znanstvenimi osnovami pedagogike oseb z motnjami v razvoju, pridobijo si osnovno znanje o vzrokih motenj v razvoju, seznanijo se z osnovnimi značilnostmi psihofizičnega razvoja oseb z motnjami v razvoju, spoznajo osnovne principe vzgoje in izobraževanja in postopke za delo s temi osebami.

#### **Kompetence:**

- poznavanje in razumevanje osnovnih konceptov in metod, seznanjenost z novostmi na področju študija
- kooperativnost, delo v skupini (in v mednarodnem okolju)
- sposobnost argumentiranega ter spoštljivega razpravljanja in reševanja problemov
- zmožnost avtonomno uporabljati vire za učenje konkretnih vsebin
- zmožnost učenja, strokovnega izpopolnjevanja z visoko stopnjo samostojnosti

### **Objectives and competences:**

#### **Objectives:**

students learn the basics of psychopharmacotherapy, sociopsychosomatics and rehabilitation, special and social pedagogy. They are trained for understanding of causality and consequences in the field of developmental disabilities; They get acquainted with dependence of care for persons with disabilities on the general level of society development; Students are acquainted with the fundamental defectology concepts of the individual categories of developmental disabilities and possibilities for detection, prevention and training. They get acquainted with the scientific basics of pedagogy of the persons with disabilities, they gain a basic knowledge about the causes of developmental disabilities, get acquainted with the basic features of psychophysical development of persons with disabilities. They also learn the basic principles of education and procedures for working with these people.

#### **Competencies:**

- Understanding of basic concepts and methods, familiarity with innovations in the field of study
- Cooperation, working in a group (in international context)
- The ability of argumentative and respectful discussion and problem solving
- The ability to autonomously use resources for learning specific content

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<ul style="list-style-type: none"> <li>- The ability of learning, professional development with a high degree of autonomy</li> </ul>
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**Predvideni študijski rezultati:**

<p>Študenti znajo:</p> <ul style="list-style-type: none"> <li>- demonstrirati znanje in razumevanje s področja rehabilitacije, specialne in socialne pedagogike</li> <li>- uporabiti znanja v praksi in reševati probleme;</li> <li>- vključevati se spoštljivo in zaupno strokovno komunikacijo z drugimi kolegi</li> <li>- delati kooperativno z drugimi</li> <li>- demonstrirati zavedanje problemov in postopkov, relevantnih za profesionalno prakso</li> <li>- konstruktivno sodelovati z drugimi v procesu soustvarjanja možnih (želenih) rešitev</li> </ul>
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<p>Students know how to:</p> <ul style="list-style-type: none"> <li>- Demonstrate knowledge and understanding from the field of rehabilitation, special and social pedagogy</li> <li>- Apply knowledge in practice and solve problems;</li> <li>- Include a respectful and confidential professional communication with other colleagues</li> <li>- Work cooperatively with others</li> <li>- Demonstrate awareness of issues and procedures relevant for professional practice</li> <li>- Engage constructively with others in the process of co-creation potential (desired) solution</li> </ul>
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**Metode poučevanja in učenja:**

<p>Predavanja, vaje, individualne naloge</p>
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**Learning and teaching methods:**

<p>Lectures, tutorials, individual assignments</p>
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Delež (v %) /

**Načini ocenjevanja:**

Weight (in %)

**Assessment:**

<p>Pisni izpit</p> <p>Seminarska naloga s poročili vaj ter predstavitev naloge</p> <p>Ocenjevalna lestvica – skladno s Pravilnikom o preverjanju in ocenjevanju znanja.</p>	<p><b>60%</b></p> <p><b>40%</b></p>	<p>Exam</p> <p>Seminar work with reports of tutorials and its presentation</p> <p>Grading - in accordance with the Rules of verifying and assessing knowledge.</p>
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**Reference nosilca / Lecturer's references:**

<p>EVANS-LACKO, S., COURTIN, E., FIORILLO, A., ŠVAB, Vesna. The state of the art in European research on reducing social exclusion and stigma related to mental health : a systematic mapping of the literature. European Psychiatry, ISSN 0924-9338. [Print ed.], Aug. 2014, vol. 29, iss. 6, str.</p>
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381-189, ilustr. <http://www.sciencedirect.com/science/article/pii/S0924933814000406>, doi: 10.1016/j.eurpsy.2014.02.007. [COBISS.SI-ID 31305689]

ŠTUHEC, Matej, MUNDA, Barbara, ŠVAB, Vesna, LOCATELLI, Igor. Comparative efficacy and acceptability of atomoxetine, lisdexamfetamine, bupropion and methylphenidate in treatment of attention deficit hyperactivity disorder in children and adolescents: a meta-analysis with focus on bupropion. *Journal of affective disorders*, ISSN 0165-0327. [Print ed.], Jun. 2015, vol. 178, str. 149-159. <http://www.jad-journal.com/article/S0165-0327%2815%2900133-0/abstract>, doi: 10.1016/j.jad.2015.03.006. [COBISS.SI-ID 3827569]

ŠVAB, Vesna, ŽVAN, Vukosav, PREGELJ, Peter. Rehabilitacija in ocena delazmožnosti. V: PREGELJ, Peter (ur.), et al. *Psihijatrija*. 1. izd. Ljubljana: Psihiatrična klinika, 2013, str. 415-423. [COBISS.SI-ID 30720985]

ŠVAB, Vesna. Severe mental illness - patient's children needs. V: HOFMANN, Gustav (ur.), SARTORIUS, Norman (ur.). *ISPS - The International Society for the Psychological Treatments of Schizophrenia and other Psychoses : Slovensko društvo za psihoterapijo psihoz : Supplement - meetings 2005-2009, (Psychiatria Danubina, Vol. 21, Suppl. 1)*. Zagreb: Medicinska naklada, 2009, vol. 21, suppl. 1, str. 142-145. [COBISS.SI-ID 26027993]

ŠVAB, Vesna. Psihosocialna rehabilitacija in psihijatrija. V: *Rehabilitacija v psihijatriji in zunaj nje*. Ljubljana: [Kemoformacija, 1998], str. 19-20. [COBISS.SI-ID 12657881]

ŠVAB, Vesna. Načrtovanje skrbi v psihosocialni rehabilitaciji. V: AVBERŠEK, Slavica, ŠVAB, Vesna. *Psihosocialna rehabilitacija*. Ljubljana: Šent - Slovensko združenje za duševno zdravje, 2004, str. 41-43. [COBISS.SI-ID 17643737]

ŠVAB, Vesna. Vloga medicinskih sester pri rehabilitaciji duševno bolnih oseb. V: KOBENTAR, Radojka (ur.). *Psihiatrična zdravstvena nega*. Ljubljana: Psihiatrična klinika v Ljubljani: Psihiatrična in nevrološka sekcija pri Zbornici zdravstvene nege Slovenije, 1997, str. 40-42. [COBISS.SI-ID 8327897]

VALIČ, Maja, KNIFTON, Lee, ŠVAB, Vesna. A review of the literature and media reports of patterns of mental health stigma and addressing stigma in Slovenia until 2010 = Pregled literature in medijskih poročil o stigmatizaciji ljudi z duševnimi motnjami in o ukrepih proti stigmati v Sloveniji do leta 2010. *Zdravstveno varstvo*, ISSN 0351-0026. [Tiskana izd.], 2013, letn. 52, št. 1, str. 47-58, graf. prikazi. <http://www.degruyter.com/view/j/sjph.2013.52.issue-1/sjph-2013-0006/sjph-2013-0006.xml?format=INT>, doi: 10.2478/sjph-2013-0006. [COBISS.SI-ID 2833381]