

Orthopedagogics (D000433)

Due to Covid 19, the education and evaluation methods may vary from the information displayed in the schedules and course details. Any changes will be communicated on Ufora.

Course size (nominal values; actual values may depend on programme)
Credits 3.0 Study time 90 h Contact hrs 15.0 h

Course offerings and teaching methods in academic year 2020-2021

A (semester 2)	Dutch	Gent	group work	1.25 h
			lecture	10.0 h
			clinical lectures	3.75 h

Lecturers in academic year 2020-2021

Claes, Claudia	PP10	lecturer-in-charge
De Pauw, Sarah	PP10	co-lecturer

Offered in the following programmes in 2020-2021

	crdts	offering
Bachelor of Science in Speech Language and Hearing Sciences (main subject Audiology)	3	A
Bachelor of Science in Speech Language and Hearing Sciences (main subject Logopaedics)	3	A
Joint Section Bachelor of Science in Speech Language and Hearing Sciences	3	A

Teaching languages

Dutch

Keywords

orthopedagogics, persons with a disability/handicap, support

Position of the course

The course is situated in the first Bachelor. Remedial education/special education (orthopedagogics) can be considered as an assistive science in the field of speech therapy. It offers orthopedagogical basic knowledge about how to interact with persons with intellectual, physical, auditory, profound and multiple disabilities or autism. In this respect, specific attention is given to communication.

Students are able to situate orthopedagogical theories about specific target groups; Students develop the sensitivity to cooperate with persons with a handicap and their relatives;

Students are able to situate the importance of communication within the "new paradigm" (inclusion paradigm) of the Ghent orthopedagogic school.

Contents

By means of a number of case studies students will be offered the basic knowledge relating to the life of persons with a disability/handicap, namely :

1. Children, youngsters and adults with intellectual disabilities
2. Children, youngsters and adults with an auditory handicap / deafness
3. Children, youngsters and adults with physical disabilities
4. Children, youngsters and adults with profound disabilities
5. Children, youngsters and adults with autism-spectrum disorders

These 5 groups will serve as examples to elaborate fundamental theoretical views and research from an orthopedagogical perspective. Specific attention will be given to the ICF-model.

Initial competences

Secondary education

Final competences

- 1 The ability to situate the development of orthopedagogical theory formation and its

basic concepts in an historical and social perspective (including the connections with, inter

alia, pedagogy and the biomedical sciences).

- 2 The ability to describe the etiology, psychology and orthopedagogical approach of the studied groups correctly.
- 3 The ability to critically evaluate different theoretical frameworks.
- 4 The ability to relate different schools of educational thought to broader views of humanity and society.

- 5 The ability to implement the Quality of Life construct correctly.

Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract

Access to this course unit via an exam contract is unrestricted

Teaching methods

Group work, lecture, clinical lectures

Extra information on the teaching methods

Changes in lectures due to Covid-19 circumstances might happen.

Learning materials and price

1. Broekaert, E., Van Hove, G., Vandeveld, S., Soye, V. & Vanderplasschen, W. (Red) (2010). "Handboek Bijzondere Orthopedagogiek", Antwerpen, Apeldoorn: Garant; +/- 50 EUR
2. If applicable, additional texts will be posted on Ufora.

References

- Broekaert, E., Van Hove, G., D'Oosterlinck, F. & Bayliss, P. (2004). The search for an integrated paradigm of care models for people with handicaps, disabilities and behavioural disorders at the Department of Orthopedagogy of Ghent University. *Education and Training in Developmental Disabilities*, 39(3), 206-216.
- Kliwer, C., Bikker, D & Petersen, A. (2015). The end of Intellectual Disability, *Harvard Educational Review*, 85 (1), 1-29.
- Knoors, H (2007). School als beschermende factor in de sociaal-emotionele ontwikkeling van dove kinderen, *VHZ*, december, 11-17.
- Harvey, J. (2017). Theorising everyday life after acquired brain injury. *Disability & Society*, 33(1), 78-93.
- Haeghele, J. A., & Hodge, S. (2016). Disability discourse: Overview and critiques of the medical and social models. *Quest*, 68(2), 193-206.

Course content-related study coaching

Slides will be posted on the electronical environment (Ufora). Questions can be asked during and after the course meetings. If necessary, students can make an appointment by e-mail.

Evaluation methods

end-of-term evaluation and continuous assessment

Examination methods in case of periodic evaluation during the first examination period

Written examination

Examination methods in case of periodic evaluation during the second examination period

Written examination

Examination methods in case of permanent evaluation

Assignment

Possibilities of retake in case of permanent evaluation

examination during the second examination period is possible in modified form

Extra information on the examination methods

The periodical evaluation (written exam) counts for 17/20 points; the non-periodical evaluation counts for 3/20 points.

Form: the student has to write a paper with the following objective: gain insight in and reflect on the meaning of a disability for the person and his/her immediate network. The assignment will be explained into detail in a comprehensive document that will be published on Ufora at the beginning of the course.

Frequency: the points for the non-periodical evaluation will be assigned on basis of the paper.

Second examination opportunity: the points for the non-periodical evaluation (3/20) are kept in the second examination period. The student can retake the written exam (17/20) in the second examination period.

Calculation of the examination mark

The periodical evaluation (written exam) counts for 17/20 points; the non-periodical evaluation counts for 3/20 points.

The points for the non-periodical evaluation (3/20) are kept in the second examination period.

The student has to undertake both the periodical and non-periodical evaluation in order to pass for this course.