

## Orthopedagogical Synthesis (H001551)

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 6.0 Study time 180 h Contact hrs 55.0 h

### Course offerings and teaching methods in academic year 2020-2021

B (year)	Dutch	Gent	teaching method	hours
			online lecture	0.0 h
			self-reliant study activities	17.5 h
			seminar	2.5 h
			group work	20.0 h
			lecture	15.0 h

### Lecturers in academic year 2020-2021

Vandeveldt, Stijn	PP10	lecturer-in-charge
Claes, Claudia	PP10	co-lecturer
Colins, Olivier	PP10	co-lecturer
De Pauw, Sarah	PP10	co-lecturer
De Schauwer, Elisabeth	PP10	co-lecturer
Van Hove, Geert	PP10	co-lecturer
van Loon, Jos	PP10	co-lecturer

Offered in the following programmes in 2020-2021	crdts	offering
<a href="#">Master of Science in Educational Sciences (main subject Clinical Special Needs Education and Disability Studies)</a>	6	B

### Teaching languages

Dutch

### Keywords

integrative orthopedagogics, postmodernism, disability studies, drug abuse, behavioural and emotional disorders

### Position of the course

Orthopedagogical Synthesis can be considered as the theoretically concluding course of the Master of Science in Educational Sciences, main subject Special Education, Disability Studies and Behavioral Disorders / Clinical Special Needs Education and Disability Studies. The course focuses on complex questions (for which no "easy" answers are possible/desired) in the field of Special Needs Education/Disability Studies. The students are expected to critically reflect on how they think about and deal with these questions.

### Contents

- \* discussion and implementation possibility of the concepts and ideas of the holistic, integrative and postmodern orthopedagogics
- \* discussion of orthopedagogical topics and themes of current interest such as waiting list in health care, continuous care, euthanasia, interdisciplinary work, sterilisation of women with intellectual disabilities, support of parents with drug problems and their children, perform surgery for people with disabilities, humanitarianism in emergency situations, strengths-based approaches in forensic contexts, etc...
- \* reflection upon orthopedagogical practices, from the 'do no harm'-imperative
- \* participation in different workshops (min. 21h) within the orthopedagogical field. Because of the measures in the light of the Coronavirus, this could also relate to other (online) activities (e.g., webinars, podcasts, ...).

## Initial competences

This course is grounded on Disability studies, Orthopedagogics of behavioural and emotional disorders, Substance abuse

## Final competences

- 1 To participate actively in important orthopedagogical social discussions that arise around concepts like integrated treatment, inclusion, and empowerment.
- 2 To interpret orthopedagogical research and to reflect critically on it in function of its 'helpfulness' in practice.
- 3 To construe reflexive knowledge in relation to supervision and support in education and other socialization contexts.
- 4 To situate various scientific approaches (e.g., the biomedical approach, developmental disturbances, the human-rights discourse, the ecological approach, and thinking in terms of functional skills) and to evaluate them critically and to integrate them in function of their potential utility for the resolution of orthopedagogical problems.

## Conditions for credit contract

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

## Conditions for exam contract

This course unit cannot be taken via an exam contract

## Teaching methods

Group work, lecture, seminar, self-reliant study activities, online lecture

## Learning materials and price

The learning materials consist of scientific articles (distributed via Ufora) and the following book:

- Broekaert, E. (2009). *Naar een integratieve handelingsorthopedagogiek*. Antwerpen - Apeldoorn: Garant.
- Estimated cost: 100 EUR

## References

- Biklen, D. & Kliever, C. (2006). Constructing competence: autism, voice and the 'disordered' body. *International Journal of Inclusive Education* 10 (2-3), 169-188.
- Braidotti, R. (2004) *Op Doorreis. Nomadisch denken in de 21ste eeuw*. Amsterdam: Boom.
- Broekaert, E., D'Oosterlinck, F., Van Hove, G., & 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.
- Broekaert, E., Vandeveld, S., Cole, E., & Vanderplasschen, W. (2015). Een "kleine" geschiedenis van de "grote" vakgroep Orthopedagogiek aan de Universiteit Gent. *Orthopedagogiek: Onderzoek en Praktijk*, 54, 230-244.
- Deleuze, G. & Guattari, F. (1987). *A Thousand Plateaus. Capitalism and Schizophrenia*. London: Continuum.
- Fahlgren (Ed.), *Challenging gender: Normalization and beyond*. Sundsvall: Genusstudier vid Mittuniversitetet, 107-120
- Foucault, M. (1976). *Histoire de la sexualité, vol. 1 : La volonté de savoir*. Paris : Gallimard.
- Khalfa, J. (1999). *An introduction to the philosophy of Gilles Deleuze*. London: Continuum.
- Roets, G., Adams, M., Van Hove, G. (2006). Challenging The Monologue about Silent Sterilization. Implications for Self-advocacy. *British Journal of Learning Disabilities (BJLD) Special edition on The History of Self-Advocacy for People with Learning Difficulties: International Comparisons*, 34 (3), 167-174.
- Roets, G., Van de Perre, D., Van Hove, G., Schoeters, L., De Schauwer, E. (2004) One for All - All for One! An account of the joint fight for human rights by Flemish Musketeers and their Tinker Ladies. *British Journal of Learning Disabilities*, 32 (2), 54-64.
- Smith, J.K.A. (2005). *Jacques Derrida. Live Theory*. London: Continuum.
- Vandeveld, S., Vander Laenen, F., Van Damme, L., Vanderplasschen, W., Audenaert, K., Broekaert, E., & Vander Beken, T. (2017). Dilemmas in applying strengths-based approaches in working with offenders with mental illness: A critical multidisciplinary review. *Aggression and Violent Behavior*, 32, 71-79.
- Wessells, M. (2009). Do no harm: toward contextually appropriate psychosocial support in international emergencies. *American Psychologist*, 64(8), 842-54.

Supplemented with recent scientific articles from national and international journals,

including the special issue of Orthopedagogiek: Onderzoek en Praktijk on research at the Department of Special Needs Education, UGent (volume 54, nr.6-7, 2015).

#### Course content-related study coaching

- Interactive support using Ufora.
- By appointment.

Feedback on the individual paper is provided on the feedback day after the evaluation period.

#### Evaluation methods

continuous assessment

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

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

Examination methods in case of permanent evaluation

Assignment, report

Possibilities of retake in case of permanent evaluation

examination during the second examination period is possible

#### Extra information on the examination methods

Permanent evaluation

Form: individual paper based on the workshops followed and the theoretical lectures.

Report based on the group work.

Frequency: meetings will be organized for the students - under the supervision of one of the teachers.

Description second examination chance: in consultation with the teacher, a compensatory assignment may be agreed upon.

Feedback: is organized during the meeting (cf. supra) and on the feedback day after the evaluation period.

#### Calculation of the examination mark

Permanent evaluation based on the group work (80%) and the individual paper (20%).

Partial results for which the student scored at least half of the points, can be transferred to the next examination period within the same academic year.

Partial results will never be rounded.

Students who eschew one or more parts of the evaluation can no longer pass the course. Final scores will be reduced to the highest non-deliberative quotation (7/20) in case the final score is higher.