

# Course Specifications

Valid as from the academic year 2020-2021

## Orthopedagogical Assessment, Action Planning and Methods (H001754)

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 5.0 Study time 150 h Contact hrs 45.0 h

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

B (semester 1)	Dutch	Gent		
			lecture	10.0 h
			seminar	10.0 h
			clinical seminar	10.0 h
			group work	10.0 h
			seminar: coached	5.0 h
			exercises	
			online lecture	0.0 h

### Lecturers in academic year 2020-2021

Rowaert, Sara	PP10	lecturer-in-charge
van Loon, Jos	PP10	co-lecturer

### Offered in the following programmes in 2020-2021

	crdts	offering
<a href="#">Master of Science in Teaching in Behavioural Sciences (main subject Educational Sciences)</a>	5	B
<a href="#">Master of Science in Educational Sciences (main subject Clinical Special Needs Education and Disability Studies)</a>	5	B

### Teaching languages

Dutch

### Keywords

Diagnosis, assessment, treatment planning, diagnostic process models, treatment methods and planned interventions, strengths-based approaches, multidisciplinary teamwork, use of diagnostic tests, case management, outreaching, family and context-oriented support

### Position of the course

Within the programme Master of Educational Sciences this course aims to familiarize the students with the basic principles of imaging and diagnostics and in diagnostic decision making and action-oriented work. We study action-planning and various orthopedagogical methods used within the youth care, care for people with disabilities, drug treatment and mental health care.

### Contents

This course exist out of:

1) Theoretical lectures

Assessment and treatment planning

- various models of diagnosis and assessment, in relation to orthopedagogical and more general theories (practical theory, n=1 theory);
- the diagnostic process, including various assessment process models;
- action-oriented assessment and action-oriented approaches;
- strengths-based assessment and case management;
- assessment quality and diagnostic tests research, including measures of intelligence, behavioural and emotional problems, with special attention for children and adolescents with a migration background and intellectual disabilities);
- assessment in youth care, care and support for persons with disabilities, (special education, and mental health care;
- models and tools for treatment planning;

- systematic, planned and methodical interventions;
- multidisciplinary teamwork and family and context-oriented support;
- exploring treatment demands and developing individual support plans and person-centred treatment plan

#### Orthopedagogical methods

- gentle teaching;
- social-emotional development (model by Dosen);
- parenting support;
- use of the Personal Outcome Scale (POS) and Support Intensity Scale (SIS) for improving individuals' Quality of Life (QoL);

#### Orthopedagogical practices

- risks and limitations of diagnoses (e.g. labeling, stigma);
- solution-focused and strengths-based strategies;
- outreaching;

#### 2) Assignment

Based on a case study, students learn to apply the assessment process, become familiar with various tests, scales and questionnaires and make up an individualized treatment/support plan, based on a case study. The objective is an original, critical and strength-based approach of a complex case, presented by a field worker.

#### Initial competences

- Theoretical Orthopedagogics;
- Developmental and behavioural disorders: psychological interventions.

#### Final competences

- 1 To construe reflexive knowledge in relation to supervision and support in education and other pedagogical contexts.
- 2 To act methodically to improve educational processes.
- 3 To develop, execute, and justify an orthopedagogical action plan for a problematic situation or a target groups with problems in an educational or (ortho)pedagogical context.
- 4 To design an (ortho)pedagogical action plan and to relate it via an evaluation process to the quality discussion within the (ortho)pedagogical sector (including a policy, an expert, and an 'insider's' perspective).
- 5 To be able to work in a team around (ortho)pedagogical theory, practice and policy.
- 6 To develop one's own expertise and, in the context of team work, to confront it with, and integrate it into, the perspectives and competencies of 'others' (both 'clients' and 'colleagues').
- 7 To act responsibly and ethically and develop and ethical professional attitude in both research and practice.
- 8 Attention for family and context based interventions.
- 9 Being able to critically reflect, independently as well as in group, on treatment and decision making in (ortho)pedagogical contexts and to translate this in adequate solutions that show an active attitude towards own problemsolving treatment (with permanent knowledge development and lifelong learning as starting point).
- 10 To analyse and explain contemporary problem definitions and (ortho)pedagogical contexts out of different theoretical frameworks by which the results are interpreted and presented in a (ortho)pedagogical treatment plan.

#### 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, seminar: coached exercises, clinical seminar, online lecture

#### Learning materials and price

Vanderplasschen, W., Rowaert, S., & Claes, L. (2020). *Orthopedagogische diagnostiek, handelingsplanning en methoden*. Gent: Academia Press.  
Cost: 30 EUR

#### References

- De Bruyn, E. & Ruijsenaars, A. (2015). *De diagnostische cyclus in de praktijk*. Leuven - Voorburg: Acco.
- Pameijer, N. & van Beukering, J. (2005). *Handelingsgerichte diagnostiek*. Leuven - Voorburg: Acco.
- Pameijer, N. & vanLaar-Bijman, E. (2007). *Een handreiking voor orthopedagogen en*

*psychologen werkzaam in de zorg voor mensen met een verstandelijke beperking.*  
Den Haag: Uitgeverij Lemma.

- Rapp, R.C., Vandennoortgate, W., Broekaert, E. & Vanderplasschen, W. (2014). The efficacy of case management with persons who have substance abuse problems: A three level meta-analysis of outcomes. *Journal of Consulting and Clinical Psychology*, 82(4), 605-618.
- Rowaert, S., Vandeveldel, S., Audenaert, K., & Lemmens, G. (2019). Familieondersteunende groepen voor familieleden van (ex-)geïnterneerde personen. *Systeemtherapie*, 31(4), 242-253.
- Saleebey, D. (2006). *The Strengths perspective in social work practice*. Boston: Pearson Education
- Vanderplasschen, W., Vandeveldel, S., Van Damme, L., Claes, C. & De Pauw, S. (2017). *Orthopedagogische werkvelden in beweging: Recente evoluties en veranderingen in Vlaanderen*. Antwerpen - Apeldoorn: Garant.
- Van de Siepkamp, P. (2005). *Gentle Teaching: een weg van hoop voor mensen met bijzondere kwetsbaarheden*. Soest: Uitgeverij Nelissen, 15-24 + 57-74.
- Wittouck, C., Aga, N., Rowaert, S., Van Roeyen, S., Audenaert, K., Vanderplasschen, W., Vandeveldel, S., Vander Laenen, F., & Vander Beken, T. (2019). Naar sterktegerichte, multidisciplinaire strategieën voor personen met een psychiatrische problematiek die strafbare feiten hebben gepleegd. *Fatik*, 36(164), 4-13

#### Course content-related study coaching

- Interactive support using Ufora.
- By appointment. Please send a mail to: [Sara.Rowaert@UGent.be](mailto:Sara.Rowaert@UGent.be)

#### Evaluation methods

end-of-term evaluation and continuous assessment

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

Written examination with open questions, open book examination

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

Written examination with open questions, open book examination

#### 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

The case study is evaluated based on the presentation of the group work and report.

Feedback on the non-periodical evaluation: when the groupwork is presented (oral feedback) and just before the start of the examination period (written feedback)

Feedback on examination is given on the feedback day after the evaluation period.

#### Calculation of the examination mark

A combination of periodic evaluation (60%) and permanent evaluation (40%).

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.

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.

#### Facilities for Working Students

Based on mutual deliberation between lecturer and student. Please mail to: Sara.Rowaert@UGent.be