

Clinical Practices and Research (H001875)

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

A (semester 2)	Dutch	Gent	seminar	11.25 h
			integration seminar	25.0 h

Lecturers in academic year 2020-2021

Rowaert, Sara	PP10	lecturer-in-charge
Claes, Claudia	PP10	co-lecturer
Roets, Griet	PP04	co-lecturer
Van Keer, Hilde	PP06	co-lecturer

Offered in the following programmes in 2020-2021

	crdts	offering
Bachelor of Science in Educational Sciences (main subject Clinical Special Needs Education and Disability Studies)	5	A
Bachelor of Science in Educational Sciences (main subject Pedagogy and Educational Sciences)	5	A
Bachelor of Science in Educational Sciences (main subject Social Work and Social Welfare Studies)	5	A
Joint Section Bachelor of Science in Educational Sciences	5	A
Preparatory Course Master of Science in Educational Sciences (main subject Clinical Special Needs Education and Disability Studies)	5	A
Preparatory Course Master of Science in Educational Sciences (main subject Pedagogy and Educational Sciences)	5	A

Teaching languages

Dutch

Keywords

Reporting, (participatory) research, power relations in clinical pedagogical practice, critical reflexivity

Position of the course

The central focus of the course lies on the development of a clinical-pedagogical perspective and clinical-pedagogical skills and competences. This entails that students develop a pedagogical perspective that is not in line with a clinical-medical orientation, that focuses on constructing the 'right diagnosis'. A clinical-pedagogical perspective challenges students to discover that there is also a life after the diagnosis, and individuals and families who are confronted with a diagnosis might benefit from pedagogical support.

A clinical-pedagogical perspective implies that the pedagogue becomes aware of the power s/he has, approaches clients as subjects rather than objects of intervention, and consequently develops a reflexive attitude. This means that different interpretations of problems are possible in each situation, and that different strategies of acting upon these interpretations can be developed.

The course is part of a research focus in educational sciences on the development of interpretative and critical-reflexive competences.

Contents

This course will deal with the following topics:

Partim 1

- analysis of developmental areas in the context of preschool; with an emphasis on

- language development;
- getting acknowledged with diagnostics in preschool;
- considering the involvement of multiple actors in diagnostics preschool;
- mapping perceptions of different actors about (diagnostics in) preschool by means of research

Partim 2

- reporting as a form of pedagogical intervention, with a central focus on reporting as a 'power' phenomenon and critical reflexivity;
- research about reporting (filter mechanisms), social argumentation, report as condition for pedagogical action.

Partim 3

- aspects related to pedagogical diagnosis, assessment and framing processes in the fields of Education, Social Welfare, and Health;
- Illustrative:
 - supporting parents of children with intellectual disabilities: cooperation with respect for the contribution and resilience and expertise of parents and other family members;
 - a description of (participatory) research with regard to supporting 'emotional availability' in parents and family members of children with an intellectual disability.
- guiding processes in families who have children with intellectual disabilities, such as diagnosis, stress and coping of parents, attention for brothers and sisters and differentiated education, support by social and professional network, increasing family quality of life.

Initial competences

This course builds on the following courses (1st bachelor):

Instructional sciences: practices, research, policies

Orthopedagogics: practices, research, policies

Social welfare studies: practices, research, policies

The course is theoretically grounded with Ethics and deontology of educational acting (2nd bachelor).

Final competences

- 1 To recognize one's own learning style.
- 2 To develop an efficient working style.
- 3 To interpret the behaviour of children and adults from a psychopedagogical, clinical perspective.
- 4 To work in an interdisciplinary manner, with families and in teams.
- 5 To situate educational approaches with respect to criminological and medical approaches.

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

Integration seminar, seminar

Extra information on the teaching methods

In this course, the students are expected to acquire the basic competences that make the later connection with clinical settings possible.

The accent has been put on the insight that children, youth and adults are reliable informants, despite the roles of 'cliënt-patiënt- pupil'. This insight is valid for the pedagogical-clinical practice, and also finds its translation in conducting scientific research.

The course is organized in 3 partims, divided over the departments which constitute the educational core of the course.

Integrated in interactive learning situations, students have the possibility to practice clinical-pedagogical skills/basic competencies by participating in the lessons and in the tasks. Presence of the students in all the lectures is therefore obligatory.

Learning materials and price

- De Belie, E., Van Hove, G. (2004). Ouderschap onder druk. Ouders en hun kind met een verstandelijke beperking. Uitgeverij Garant: Antwerpen.

- Roose, R. & De Bie, M. (2010). Rapporteren. Een onderschatte kerntaak in de hulpverlening. *Alert*, 36(2), 54-59.

Estimated cost: 50 EUR.

Additional learning materials will be made available - for free - via Ufora.

References

- Roets, G., Rutten, K., Roose, R., Vandekinderen, C. & Soetaert, R. (2015). Constructing the "child at risk" in social work reports: a way of seeing is a way of not seeing. *Children & Society*, 29(3), 198-208.
- Roets, G., Roose, R., De Wilde, L., & Vanobbergen, B. (2017). Framing the 'child at risk' in social work reports: truth-telling or storytelling? *Journal of Social Work*, 17(4), 453-469.
- Samuel, P.S, Rillotta, F & Brown, I (2012). Review: The development of family quality of life concepts and measures. *Journal of Intellectual Disability Research*, 56 (1), 1 - 16.
- Harlen, W. (2007) *The Quality of Learning: assessment alternatives for primary education*. (Primary Review Research Survey 3/4), Cambridge: University of Cambridge Faculty of Education.

Course content-related study coaching

- Interactive support using Ufora.
- By appointment (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, open book examination

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

Written examination, open book examination

Examination methods in case of permanent evaluation

Portfolio

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

Periodic evaluation: case discussion and report assignment with open book.
 Permanent evaluation through a portfolio of assignment results and papers/partim.
 More detailed information about the permanent evaluation per partim will be published in the lectures and on Ufora at the start of the academical year. For the non-periodical evaluation there is the possibility for an alternative exam in the second examination period. Description: another assignment.
 Feedback on the non-periodical evaluation: the feedback possibility will be announced on Ufora.

Calculation of the examination mark

A combination of periodic evaluation (50%) and permanent evaluation (50%). The points on each individual partim counts for an equal part (one third) of the total score. 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.

The final score is the weighted average of the components of the evaluation. Students can only pass for this course if they achieve a minimum of 10/20 for each component. When students obtain less than 10/20 for at least one of the components, the following rules apply:

- 8/20 or 9/20 for at least one of the components: the student can no longer pass the entire course unit: if the total score is a mark of ten or more out of twenty, then this is reduced to the highest failing mark (9/20).
- less than 8/20 for at least one of the components, the student can no longer pass the entire course unit: if the total score is a mark of eight or more out of twenty, then this is reduced to the highest non-deliberative mark (7/20)