

Orthopedagogical Internship (Abroad) (H002042)

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 28.0 Study time 840 h Contact hrs 45.0 h

Course offerings and teaching methods in academic year 2020-2021

A (year)	Dutch	Gent	teaching method	hours
			seminar	30.0 h
			self-reliant study activities	7.5 h
			project	7.5 h
			work placement	0.0 h

Lecturers in academic year 2020-2021

De Schauwer, Elisabeth PP10 lecturer-in-charge

Offered in the following programmes in 2020-2021

programme	crdts	offering
Master of Science in Educational Sciences (main subject Clinical Special Needs Education and Disability Studies)	28	A

Teaching languages

Dutch

Keywords

Internship abroad , working in the field of practice, reflective attitude, problem oriented/action oriented work (in ngo's)

Position of the course

This course is part of the Masters programme in Educational Sciences.

The competencies, knowledge and methods students were confronted with in former years can get a reality test. Students doing their practice period in their own country or abroad get in depth contacts with the complex reality of every day lifes of persons and families in danger to get marginalized. Research, theory building and relational ethics are united in this course.

Contents

Students have a personal internship program abroad connected to children and youngsters with the label of behavioral disorders ; people with substance abuse problems; the field of Disability Studies; children and youngsters with developmental problems and specific learning disorders...
Students are working in specific organizations, schools and NGO's that take care of the above mentioned 'target groups'. The practice period abroad should get a focus by the choice of a central theme.
Working in one of these specific fields that are central to Ghent University Special Needs Education Department has to be seen as an entrance to work at specific and general skills students need to become 'orthopedagogues'.

Initial competences

Final competences

- 1 Active participation in important orthopedagogical/societal discussions. These discussions are focused around concepts as: integrated treatment, empowerment, inclusion,...
- 2 Developing an '(ortho)pedagogical action plan', making sure the evaluation of this plan is linked to the insiders-, expert- and policy perspectives
- 3 Developing personal expertise that can be confronted in team work and in communities of practice. The clash of perspectives is seen as productive.

- 4 Making sure the idea's of 'prevention' are situated within recent scientific developments
- 5 Being able to situate/to organize a critical evaluation of different scientific discourses (the bio-medical discourse / the focus on the individual impairment/ the human rights discourse/ the ecological perspective/ thinking in 'functional capacities',...) making sure they can get integrated in function of different practices

Conditions for credit contract

This course unit cannot be taken via a credit contract

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Project, work placement, seminar, self-reliant study activities

Extra information on the teaching methods

- 1 Students have internships in practice fields abroad
- 2 Students have a personal project they work on in dialogue with the organizations they work for
- 3 Students meet in independent working/learning groups to discuss critical incidents making sure they are situated in broader perspectives
- 4 Students meet in supervised groups to discuss case studies – theme's linked to their fields of practices

Learning materials and price

Students are expected to make use of relevant scientific publications that will be integrated in their practice reports and analyses as gathered in their portfolio work

References

Course content-related study coaching

- Interactive support through Ufora
- The work at the practice places is part of individual trajectory. Students get individual support and coaching through a 'local mentor' and a supervisor from the Department of Special Needs Education. In supervision groups the individual trajectories change into a group process (with support and supervision). Within a final presentation students get their final feedback.

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

Portfolio, participation, job performance assessment

Possibilities of retake in case of permanent evaluation

examination during the second examination period is not possible

Extra information on the examination methods

Students are evaluated through their specific actions in the practice field + attitudes in confrontation with situations and different persons/perspectives involved + activities as organized in function of the chosen Theme + permanent evaluation+ final presentation and portfoliowork.

Calculation of the examination mark