

## Clinical Special Needs Education (H002080)

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 60.0 h

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

A (semester 1)	Dutch	Gent	teaching method	hours
			online lecture	0.0 h
			group work	5.0 h
			lecture	55.0 h

### Lecturers in academic year 2020-2021

Name	Role
Naert, Jan	PP10 co-lecturer
Vanderplasschen, Wouter	PP10 co-lecturer
Van Hove, Geert	PP10 co-lecturer

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

Programme	credits	offering
<a href="#">Bachelor of Science in Educational Sciences (main subject Clinical Special Needs Education and Disability Studies)</a>	6	A
<a href="#">Linking Course Master of Science in Educational Sciences (main subject Clinical Special Needs Education and Disability Studies)</a>	6	A
<a href="#">Preparatory Course Master of Science in Educational Sciences (main subject Clinical Special Needs Education and Disability Studies)</a>	6	A

### Teaching languages

Dutch

### Keywords

Orthopedagogics, Disability Studies, behaviour- and emotional disorders, substance abuse.

### Position of the course

This course focuses on clinical special needs education (klinische orthopedagogiek) situated in the broad field of welfare, education/schools, and health care.

### Contents

The course is grounded in an integrative action-oriented perspective, averse to target-group specific approaches, that is particularized in a number of research tracks that are developed with the Department of Special Needs Education: **Disability Studies, Emotional and Behavioral Disorders (including forensic issues in special needs education) and Substance Abuse.**

In this course the identity of special needs education in relation and cooperation with other disciplines in pedagogy, welfare, education, health care and the broader field. The contents focus on prevention, assessment and diagnosis, support and treatment of persons in vulnerable educational situations and their context.

More in detail, the following topics (non-exhaustive list) are dealt with:

- Integrative perspective on scientific and practice-based models (e.g., individual and social models (and the naïve thought that we can explain everything from one model); eco-bio-psycho-social models, ...)
- Prevention (e.g., prevention aimed at substance use/abuse in children, adolescents and adults, ...)
- Assessment and diagnosis (e.g., assessment of Emotional and Behavioral Disorders, substance abuse: man, milieu and substance, ...)
- Support and treatment (e.g., the New School Movement; Therapeutic Communities for children, abstinence-oriented and harm reduction treatment for substance abuse, ...)

- Interdisciplinary cooperation in teams within different fields (pedagogy, education, welfare, and health care).
- Disability Studies (DS): DS does not deal with the traditional question of 'handicap', but it critically reflects on the discourse of normality (which is also applicable in education, integral youth care, the field of arts and culture, adult support, ...) and it offers opportunities for student to cooperate internationally with fellow students (within Educational Sciences, teacher education and other disciplines such as sociology - literature - anthropology - critical psychology - gender studies - mad studies - diversity studies - ....).

#### Initial competences

This course is grounded on Orthopedagogics and Disability Studies, Orthopedagogics: practices, research and policies

#### Final competences

- 1 To apply basic orthopedagogical treatment methods and therapies and to reflect critically on their need and effect.
- 2 To apply basic concepts and models of service provision and to designate their implications for the practice of service provision.
- 3 To have basic knowledge and insights in special populations.
- 4 To reflect critically on the necessity and the implications of basic orthopedagogical treatment methods and therapies.
- 5 To reflect on problematical educational and life situations and to analyze them with the aid of diagnostic and clinical methods and techniques important for orthopedagogical action.
- 6 To situate educational actions and provisions in a social, historical, cultural, and legal context.

#### 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, online lecture

#### Extra information on the teaching methods

'Disability studies': the courses comprise of clips, Q&A-sessions, self study and group work.

'Substance abuse' and 'behaviour and emotional disorders' are provided through introductory lectures supplemented by guest lectures (experts).

#### Learning materials and price

- For the partim "Disability Studies": some articles will be posted on UFORA
- 1 Stuart Blume (2017) In search of experiential knowledge, *Innovation: The European Journal of Social Science Research*, 30:1, 91-103, DOI: [10.1080/13511610.2016.1210505](https://doi.org/10.1080/13511610.2016.1210505)
  - 2 Katherine Runswick-Cole & Sara Ryan (2019) Liminal still? Unmothering disabled children, *Disability & Society*, 34:7-8, 1125-1139, DOI: [10.1080/09687599.2019.1602509](https://doi.org/10.1080/09687599.2019.1602509)
  - 3 Brett Smith & Andrew C. Sparkes (2008) Narrative and its potential contribution to disability studies, *Disability & Society*, 23:1, 17-28, DOI: [10.1080/09687590701725542](https://doi.org/10.1080/09687590701725542)
  - 4 Sools, A. (2012). Narratief Onderzoek. *KWALON*, 17, 1, 27-35
  - 5 Van Hove, G. et.al. (2009). Working with mothers and fathers of children with disabilities: metaphors used by parents in a continuing dialogue. *European Early Childhood Education Research Journal*, 17, 2, 187-201.
- For the two other partims (Substance abuse and Emotional and behavioural disorders): syllabus with scientific articles and book chapters.
- Estimated cost : 50 EUR.

#### References

##### **DISABILITY STUDIES:**

Van Hove, G. (Ed.) (2019). *Disability Studies. Introductieteksten*. Oud-Turnhout: Gompel&Svacina.

##### **EMOTIONAL AND BEHAVIOURAL DISORDERS AND SUBSTANCE ABUSE:**

- Casselman, J. & Kinable, H. (2007). *Het gebruik van illegale drugs: multidimensionaal bekeken*. Heule: UGA.
- De Leon, G. (2000). *The therapeutic community. Theory, model and method*. New York: Springer.
- De Leon, G. (2010). *Is the Therapeutic Community an Evidence-based Treatment?*

What the Evidence Says. *International Journal of Therapeutic Communities*, 31(2), 104-128.

- Inciardi, J. & Harrison, L. (1999). Harm reduction: national and international perspectives. Thousand Oaks: Sage Publications.
- Prochaska, J.O., DiClemente, C.C.; Norcross, J.C. (1992). In search of how people change: Applications to addictive behaviours, *American Psychologist*, 1102-1114.
- Rink, J.E. (1995). Pedagogische verwaarlozing en orthopedagogiek: opvoeding, behandeling, personeelsbegeleiding, management. Leuven, Garant.
- van der Ploeg, J. (2007). Gedragsproblemen. Ontwikkelingen en risico's. Rotterdam: Lemniscaat.
- Levinthal, C. (2010). *Drugs, Behavior and Modern Society*. Boston: Pearson Education.

Supplemented with journal articles from national and international journals including *Orthopedagogiek: Onderzoek en Praktijk*, *Children and Youth Services Review*, *Psychiatric Quarterly*, ...

#### Course content-related study coaching

By appointment.

#### 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

Portfolio, 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

Periodic evaluation:

Written exam with a combination of open-ended and multiple-choice questions (for the partims 'Behavioural and emotional disorders' and 'Substance abuse')

Permanent evaluation (partim Disability Studies):

Method: the students work together in groups of 5 on a poster presentation.

Frequency: next to the introductions, helpdesk-moments are organized.

The assignment will be evaluated on the poster and a movie clip in order to present the poster.

Description of second examination opportunity: in agreement with the examiner, a compensating task can be scheduled between the first and second examination period.

The periodic exam can be retaken in the second examination period.

Feedback: the possibility for feedback with regard to the permanent evaluation:

helpdesk-moments. Feedback of periodic evaluation is scheduled during the regular feedback moment.

#### Calculation of the examination mark

Periodic evaluation (2/3) and permanent evaluation (1/3)

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.