

Orthopedagogics of the Behavioural and Emotional Disorders (H002204)

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 50.0 h

Course offerings and teaching methods in academic year 2020-2021

A (semester 1)	Dutch	Gent	teaching method	hours
			online lecture	0.0 h
			seminar	20.0 h
			group work	2.5 h
			clinical lectures	2.5 h
			lecture	25.0 h

Lecturers in academic year 2020-2021

D'oosterlinck, Frank	PP10	lecturer-in-charge
De Pauw, Sarah	PP10	co-lecturer
Naert, Jan	PP10	co-lecturer

Offered in the following programmes in 2020-2021

programme	crdts	offering
Master of Science in Teaching in Behavioural Sciences (main subject Educational Sciences)	5	A
Master of Science in Educational Sciences (main subject Clinical Special Needs Education and Disability Studies)	6	A

Teaching languages

Dutch

Keywords

Behavioural disorders, emotional disorders, theoretical frameworks, treatment models, special target groups, family support and family oriented work, schools.

Position of the course

This course is situated in the first master year of the Master of Science in Educational Sciences, main subject Clinical Special Needs Education and Disability Studies (6 credits). This course is also part of the component domain of the Educative Master of Science in the Behavioral Sciences - Educational Sciences (5 credits). The course discusses, from an orthopedagogical point of view, the theoretical frameworks concerning treatment and support of persons with behavioural and emotional problems and the social network in their ecology.

Contents

The course will contain the following subjects:

- theoretical frameworks (e.g., psychoanalysis, orthopedagogical, systems theory, contextual thinking,...);
- recent scientific studies;
- act methodically (Rock and Water, Life Space Crisis Workshop , crisishulp aan huis,...);
- examples of applied programmes.

Initial competences

Developmental and behavioural disorders: psychological diagnosis
Clinical special needs education

Final competences

- 1 Continually actualise one's own insights and knowledge into the orthopedagogical treatment models for persons with emotional and behavioural disorders.

- 2 To interpret orthopedagogical research and to reflect critically on it in function of its 'helpfulness' in practice.
- 3 Develop your own view on the treatment of persons with emotional and behavioural disorders and give some critical arguments.
- 4 Situate the orthopedagogical treatment models within the social, historical and cultural context.
- 5 To give a balanced, theoretically-based description of an ecological system, based on different ways of information collection.
- 6 Creating theoretically sound treatment programmes for persons with emotional and behavioural disorders.

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, clinical lectures, online lecture

Extra information on the teaching methods

Following teaching methods are used:

- lectures, including guest speakers;
- clinical lectures: extensive discussion of case studies (applications of theoretical models in practice);
- seminar: the students practice Life Space Crisis Intervention in group;
- Presence during the periodical and non-periodical educational activities is required.

Learning materials and price

- Reader bestaande uit een selectie van wetenschappelijke artikels en/of hoofdstukken uit boeken;
 - Long, N., Wood, M., & Fescer, F. (2003) Life Space Crisis Intervention. Praten met kinderen en jongeren in crisissituaties, Heverlee-Leuven,: Uitgeverij Lannoo;
 - D'Oosterlinck, F., Soenen, B., Spriet, E., & Sel, K. (2016). Relaties opbouwen met kinderen en jongeren in crisissituaties. Leuven: LannooCampus;
 - Slides m.b.t. de workshop Life Space Crisis Intervention (LSCI).
- Estimated cost syllabi and workshops: 150 EUR.

References

- Bolt, A. (2005). Het gezin centraal. Handboek voor ambulante hulpverleners. Amsterdam: Uitgeverij SWP.
- Boszormenyi-Nagy, I., & Krasner, B. (1997). Tussen geven en nemen. Over contextuele therapie. Haarlem: Uitgeverij De Toorts.
- Carr, A. (2006). Family therapy: Concepts, process and practice. Second edition. Chichester / New York: John Wiley & Sons, Ltd.
- Haley, J. (1997.) Leaving Home: The Therapy of Disturbed Young People, Second Edition, New York: Brunner/Mazel, Inc.
- Johnson, D.W. & Johnson R.T. (1996). Conflict resolution and peer mediation programs in elementary and secondary schools: a review of the research. Review of Educational Research, 66(4), 459-506.
- Knorth, E., Metselaar, J., Josias, H., Konijn, C., Noom, M., Yperen, V. (2003). Indications for treatment in child and youth care: Results from two complementary empirical studies. International Journal of Child and Family Welfare, 6(4), 167-184.
- Kok, J. F. W. (1997). Specifiek opvoeden. Orthopedagogisch theorie en praktijk. Utrecht: De Tijdstroom.
- Michielsen, M., Van Mulligen, W.; Hermkens, L. (Red.) (1998). Leren over leven in loyaliteit: Over contextuele hulpverlening. Leuven: Acco.
- Van der Ploeg, J. D. (1990). Gedragsproblemen. Ontwikkelingen en risico's. Rotterdam: Lemniscaat.
- Van der Ploeg, J.D. (2005). Behandeling van gedragsproblemen. Uitgeverij Lemniscaat.

Course content-related study coaching

- interactive support using Ufora;
- by appointment.

Feedback is provided after examination on the feedback day.

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

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

The written exam will contain multiple choice questions (knowledge), open questions (insight), and one or more case-studies (applying knowledge).

The assignment: assignment including a written reflection report - more information will be provided by means of UFORA (only applicable to students who follow the course with 6 credits).

For the non-periodical evaluation there is the, if applicable, possibility for an alternative exam in the second examination period. Description: writing an individual paper.

Feedback on the non-periodical evaluation (if applicable):

Oral feedback on the feedback day.

Calculation of the examination mark

For the students who follow the course with 5 credits:

Exam (100%)

For the students who follow the course with 6 credits:

A combination of periodic evaluation (80%) and permanent evaluation (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.

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).