



Table 2

### 3.2. Course description

Basic description		
Course coordinator	Daniela Malnar, prof., MD PhD	
Course title	Mental health aspects of persons with intellectual disabilities	
Study programme	Nursing – Mental health	
Course status	elective	
Year	II	
ECTS credits and teaching	ECTS student 's workload coefficient	1,5
	Number of hours (L+E+S)	25 (10+0+15)

#### 1. COURSE DESCRIPTION

##### 1.1. Course objectives

The aim is to familiarize students with basic knowledge about the objectives and content of rehabilitation programs for children and adults with intellectual disabilities (disabilities). It further aims to enable students to acquire competencies and skills of application of specific rehabilitation programs in a professional working with children and adults with intellectual disabilities (disabilities) who have higher levels of support needs

Through continuous work, students will acquire basic knowledge of the starting points, goals and activities support program. To acquire the basics of structuring individualized support program.

##### 1.2. Course enrolment requirements

None

##### 1.3. Expected course learning outcomes

The planned outcome of course is to acquire knowledge and skills that the students will acquire basic knowledge on the theoretical basis for improving social competence in children, youth and adults with intellectual disabilities, will introduce the basic features of the application program (Stancic, Ivancic, 1997; Ivancic, Stancic 2000, 2004). Through experience in working with the supervision, students will be able to plan and program to work with people with intellectual disabilities in education and socialization beyond teaching forms of work, working in the family, an organization for leisure.

##### 1.4. Course content

Developmental origin of structuring the rehabilitation programs for children and adults with intellectual disabilities (disabled)

The formal and content aspects of rehabilitation

Phases in the structuring of the program

Developmental and situational applications

Basal stimulation and communication, prenatal therapy space

Development of solid referenične (referentne, starting) point

Basic senzomotor stimulation

Methods of socialization

Taking care of yourself and overcome everyday situations

Understanding the immediate and wider environment

Social integration

Organizational forms and activities of adult education

Independent living - housing, leisure and employment in the community



<p>Fundamentals of structuring individualized support program          Support programs for the development of practical, cognitive and social competence          Support programs for the development of self-determination and autonomy          Support the achievement of social roles and social inclusion          Support in meeting the sexual needs and rights</p>							
1.5. <i>Teaching methods</i>		<p>X lectures          X seminars and workshops exercises  <input type="checkbox"/> long distance education  <input type="checkbox"/> fieldwork</p>			<p>x<input type="checkbox"/> individual assignment multimedia and network  <input type="checkbox"/> laboratories mentorship  <input type="checkbox"/> other</p>		
1.6. <i>Comments</i>							
1.7. <i>Student's obligations</i>							
<p>Regular attendance at all forms teaching. Student can be excluded with 30% of teaching with presentation reason. Systematically preparing materials for seminars.</p>							
1.8. <i>Evaluation of student's work</i>							
Course attendance	10%	Activity/Participation	30%	Seminar paper	30%	Experimental work	
Written exam		Oral exam	30%	Essay		Research	
Project		Sustained knowledge check		Report		Practice	
Portfolio							
1.9. <i>Assessment and evaluation of student's work during classes and on final exam</i>							
<p>Evaluation will be performed according to the Legal act of evaluation of University of Rijeka and of School of medicine Students' performance will be evaluated through entire duration of the course ( 70% of the evaluation) as well as on the final exam ( 30% of the evaluation).</p>							
1.10. <i>Assigned reading (at the time of the submission of study programme proposal)</i>							
<p>Kiš-Glavaš, L., Teodorović, B., Levandovski, D. (1997): Program bazične perceptivno-motoričke stimulacije. Fakultet za defektologiju Sveučilišta u Zagrebu.          Levandovski, D., Teodorović, B. (1989): Program rada s djecom s teškoćama u razvoju. Fakultet za defektologiju Sveučilišta u Zagrebu.          Levandovski, D., Teodorović, B. (1991): Kako poticati dijete s mentalnom retardacijom. Priručnik za roditelje. Fakultet za defektologiju Sveučilišta u Zagrebu.          Škrinjar, J.(1999): Udomljavanje odraslih osoba s mentalnom retardacijom u tuđe obitelji, Naš prijatelj - časopis za pitanja mentalne retardacije, 3/4., 11-17.          Teodorović, B. (1995): Ishodišta u suvremenom oblikovanju stambenih i životnih uvjeta za odrasle osobe s težom mentalnom retardacijom, Defektologija, 31, 1-2, 143-150.          Teodorović, B. (1997): Zadovoljavanje potreba odraslih osoba s težom mentalnom retardacijom, Naš prijatelj - časopis za pitanja mentalne retardacije, 3/4, 26-40.          Teodorović, B., Bratković, D. (2005): Značajke odraslih osoba s intelektualnim teškoćama. U: Bratković, D. (Ur.): Zapošljavanje uz podršku (19-22). Udruga za promicanje inkluzije, Zagreb.          Teodorović, B., Levandovski, D., Mišić, D. (1994): Kompetentnost odraslih osoba s mentalnom retardacijom. Defektologija, 30, 1, 67-83.</p>							
1.11. <i>Optional / additional reading (at the time of proposing study programme)</i>							
<p>Barešić-Valić, V., Bratković, D. (2002): Prikaz životne priče deinstitucionalizirane odrasle osobe s mentalnom retardacijom. Zbornik radova međunarodnog seminara: Kvaliteta života osoba s posebnim potrebama (151-159), 16.-18.05.2002. Varaždin: Savez defektologa Hrvatske.          Bratković, D., Beštelak, V., Dujmović, R. (2000): Prikaz programa radno-socijalne integracije osobe s mentalnom retardacijom, Naš prijatelj – časopis za pitanja mentalne retardacije, 27, 3/4, 25-38.          Greenspan, S., Wieder, S., Simons, R. (2003): Dijete s posebnim potrebama: poticanje intelektualnog i emocionalnog razvoja (hrvatski prijevod). Ostvarenje, Lekenik</p>							
1.12. <i>Number of assigned reading copies with regard to the number of students currently attending the course</i>							
		<i>Title</i>		<i>Number of copies</i>		<i>Number of students</i>	
		Kiš-Glavaš, L., Teodorović, B., Levandovski, D. (1997): Program bazične		5		30	



perceptivno-motoričke stimulacije. Fakultet za defektologiju Sveučilišta u Zagrebu.		
Levandovski, D., Teodorović, B. (1989): Program rada s djecom s teškoćama u razvoju. Fakultet za defektologiju Sveučilišta u Zagrebu.	5	30
Levandovski, D., Teodorović, B. (1991): Kako poticati dijete s mentalnom retardacijom. Priručnik za roditelje. Fakultet za defektologiju Sveučilišta u Zagrebu.	5	30
Škrinjar, J.(1999): Udomljavanje odraslih osoba s mentalnom retardacijom u tuđe obitelji, Naš prijatelj - časopis za pitanja mentalne retardacije, 3/4., 11-17.	5	30
Teodorović, B. (1995): Ishodišta u suvremenom oblikovanju stambenih i životnih uvjeta za odrasle osobe s težom mentalnom retardacijom, Defektologija, 31, 1-2, 143-150.	5	30
Teodorović, B. (1997): Zadovoljavanje potreba odraslih osoba s težom mentalnom retardacijom, Naš prijatelj - časopis za pitanja mentalne retardacije, 3/4, 26-40	5	30
Teodorović, B., Bratković, D. (2005): Značajke odraslih osoba s intelektualnim teškoćama. U: Bratković, D. (Ur.): Zapošljavanje uz podršku (19-22). Udruga za promicanje inkluzije, Zagreb	5	30
Teodorović, B., Levandovski, D., Mišić, D. (1994): Kompetentnost odraslih osoba s mentalnom retardacijom. Defektologija, 30, 1, 67-83.	5	30
<i>1.13. Quality monitoring methods which ensure acquirement of output knowledge, skills and competences</i>		
Anonymous evaluation questionnaire is given to the students at the end of the course. The rate of the course completion and grading is evaluated.		

Associate in teaching:

Radoslav Kosić, bacc.med.techn., mag.educational rehabilitation

**IMPORTANT:** For each of the ways of monitoring students' work, enter the appropriate share of the ECTS credits of individual activities so that the total number of ECTS credits corresponds to the value of items. Blanks are used for additional activities.