



Course Catalogue of Undergraduate and Master Studies in Speech and Language Pathology

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- **Undergraduate Studies in Speech and Language Pathology (p. 2)**
- **Master Studies in Speech and Language Pathology (p. 56)**

Division of subjects by semesters and study programs

Department of Speech and Language Pathology

No.	Subject code	Subject name	Sem.	Hours of active teaching	ESPB
FIRST YEAR Study programs: Speech and Language Pathology					
1.	FAF	Functional Anatomy and Physiology	I	60	6
2.	HGE	Human Genetics	I	60	6
3.	OSS	Introduction to Sociology	I	60	6
4.	OPS	Introduction to Psychology	I	60	6
5.	OPE	Introduction to Pedagogy	I	60	6
6.	RPS	Developmental psychology	II	60	6
7.	OGP	Introduction to Speech and Language Pathology	II	60	6
8.	ENG1	English language 1	II	60	6
9.	IZB1	Elective courses -block 1 (Sociology of the family; Communication and culture)	II	60	6
10.	IZB2	Elective course - block 2 (Social ecology; Theories of Educational Management;)	II	60	6
Total hours of active teaching classes				600	
Total ESPB					60
SECOND YEAR Study programs: Speech and Language Pathology;					
1.	PPS	Pedagogical psychology	III	60	6
2.	SCP	Social psychology	III	60	6
3.	ONE	Basic Neurology	III	60	6
4.	PSI	Psychiatry	III	60	6
5.	ENG2	English language 2	III	60	6
6.	NPS	Neuropsychology	IV	75	7
7.	PDM	Psychiatry of childhood and youth	IV	60	6
8.	EPR	Etiology and assessment of developmental impairment	IV	75	7
9.	IZB3	Elective courses - block 3 (Theoretical basis of inclusion and	IV	45	5
10.	IZB 4	Elective courses- block 4 (Mental hygiene; Universal human	IV	45	5
Total hours of active teaching classes				600	
Total ESPB					60
THIRD YEAR Study programs: Speech and Language Pathology					
1.	FON	Phonetics	V	60	6
2.	OSL	Linguistics	V	60	6
3.	STU	Specific Learning Difficulties	V	60	6
4.	NEU	Neurolinguistics	V	60	5
5.	AFP	Articulation and Phonological Disorders	VI	75	7
6.	RGJ	Developmental Speech-Language Disorders	VI	60	6
7.	PGL	Voice disorders	VI	60	6
8.	IZB5	Elective courses - block 5 (Psychoacoustics; Ethics and professional identity)	VI	60	6
9.	IZB 6	Elective courses - block 6 (Basics of interpersonal skills; Early	VI	60	6

10.	IZB 7	Elective courses - block 7 (Alternative and augmentative communication; Assistive technology)	VI	45	4
11.	SPR1	Internship 1	VI		2
Total hours of active teaching classes				600	

Total ESPB					60
FOURTH YEAR Study programs: Speech and Language Pathology					
1.	PFG	Disorders of fluency	VII	45	5
2.	NRJ	Neurodevelopmental Language Disorders	VII	75	7
3.	MGP	Motoric Speech Disorders	VII	60	6
4.	PGO	Speech and language disorders in people with disabilities	VII	60	5
5.	PGS	Speech and language disorders in people with hearing impairment	VIII	60	5
6.	TGJ	Treatment of speech-language disorders	VIII	60	7
7.	AFL	Aphasiology	VIII	60	6
8.	IZB 8	Elective courses - block 8 (Pervasive developmental disorders; Cognitive learning strategies)	VIII	60	6
9.	IZB 9	Elective courses – block 9 (Advisory work with family; Non-verbal communication)	VIII	60	5
10.	IZB 10	Elective courses - block 10 (Play therapy; Theory and practice of intercultural communication)	VIII	60	5
11.	SPR2	Internship 2	VIII		3
Total hours of active teaching classes				600	
TOTAL ESPB					60

Study program: Speech and Language Pathology; Occupational Therapy			
Course title: FUNCTIONAL ANATOMY AND PHYSIOLOGY			
Lecturer: utovi R. Milisav			
Type of course: Compulsory			
Number of CTS allocated: 6			
Prerequisites: none			
Course aims: Introduction to human functional anatomy and physiology focusing on the structure and function of the nervous system, the senses, the endocrine system, the phonatory and respiratory system. The student will learn about the physiology of cells, tissues, organ systems and the whole human body in order to understand changes, pathological function and regulation, as well as the roles of control mechanisms of the body, understanding of the interconnectedness of regulatory systems within the human body; providing a theoretical basis for the monitoring and learning of other subjects.			
Course objectives: Ability to define, understand, describe, integrate and reproduce concepts that relate to the normal anatomical structures and physiology of organ and human organ systems. Learning about the structure and function of the nervous system and senses, as well as the structure and function of the endocrine, phonatory and respiratory system. Understanding of connection between the regulatory systems within the human organism, in order to understand the adaptation of the organism to changes in the internal structure and external environment.			
Course content: Lectures: Structure and general plan of the human body: cell structure and the role of particular cellular structures; bodily fluid; the muscular system; the nervous system; the structure and function of the central nervous system. The prenatal and postnatal development of the central nervous system, critical periods of development. The plasticity of the brain during development and later years of life and reorganization of brain functions. Sensory receptors and neuronal circuits for information processing. Motor functions of the brain. Characteristics of the senses; the anatomy and physiology of the senses. Individual senses - the sense of vision and hearing. The endocrine system. The reproductive system, Thermoregulation and metabolism. Forms of behavior. General principles of anatomical organization and principles of physiology of the system and the human body focusing on the nervous system. <i>Class and student work:</i> Intellectual brain functions, learning and memory. Brain-behavior and motivation. The peripheral and autonomic nervous system. Anatomical organization and physiology of the endocrine system. Physiology of voice generation (phonation, articulation and resonance). Anatomical organization of the respiratory system and the respiratory muscle. Physiology of breathing.			
Reading list: 1. Guyton AC, Hall JE, (2008). <i>Medical Physiology</i> , 11 th edition. Translation: group of translators. Editors: Star evi V, širevi -Draškovi G, uri D, Publisher: Savremena administracija, Belgrade. 2. Veli kovi B. D. (2013). <i>Physiology</i> , Faculty of Medicine, University of Niš, Galaksija.			
Hours of active teaching classes	Lectures: 2	Classwork: 2	
Teaching methods: Group work, interactive teaching, cooperative model of work with the application of the individual, group and tandem forms, work on research tasks, seminar work, reviewing the literature covered, class presentations.			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	Points
Lecture participation	10	written exam	40
Colloquia	30	oral exam	10
Seminars	10		

Study program: Speech and Language Pathology; Occupational Therapy			
Course title: HUMAN GENETICS			
Lecturer: utovi R. Milisav			
Type of course: Compulsory			
Number of CTS allocated: 6			
Prerequisites: none			
Course aim: Introducing students to the composition and expression of the human genome, and with the genetic mechanisms of hereditary diseases. Learning about the fundamental concepts and technological achievements in the research of the human genome. Understanding the processes and mechanisms of transferring the structure and expression of genetic information at the levels of molecules, chromosomes, organisms and the population, as well as the impact of genetic (hereditary) in the achievement of each individual's biopotentials and the disorders of growth and development of the isolated / combined defective individual. Introduction to methods of molecular genetics and their application in defectological treatment.			
Course objectives: Understanding and using basic concepts of genetics, as well as recognizing the importance of genetics in modern science, as well as diagnostics and treatment. Ability to observe and recognize genetic in disorders of growth and development (anomalies and hereditary diseases) and individual or teamwork with other specialties, from genetic counseling to making and implementing a prevention program.			
Course content: <i>Lectures:</i> The path of determining the growth and development of the individual; Basic principles of inheritance; DNA as hereditary substance, genetic code; Gen-concept, structure, functions; Gen-protein-phenotype .; Regulatory and interaction, variability; Human genome; Gene-spontaneous mutations induced. Mutagenesis; Monogenic diseases and types of inheritance; Distribution of the disease by type of insufficient protein; Multifactorial diseases; Genes and populations; Population screening and prenatal diagnosis (indications and methods); Application of methods of modern molecular genetics; Genetic diagnosis and counseling; Oncogenetics. Immunogenetics; Behavioral genetics; Genetic and non-genetic causes of speech disorder; Genetic and non-genetic causes of hearing disorder; Genetic and non-genetic causes of visual disturbance; Genetic and non-genetic causes of mental retardation. <i>Class and student work:</i> Cell-genetic aspect; Chromosomes, nomenclature, methods of analysis; Gametogenesis; Mutations of chromosomes; Chromosomal diseases; Mitochondrial DNA; Mitochondrial diseases; Full determination and differentiation; Pregnancy; Teratogenesis; Perinatal pathology; Newborn; Congenital anomalies.			
Reading list: 1. Marinkovi D. (1989). <i>Genetics</i> . Belgrade: Nau na knjiga (p. 494). ISBN 86-23-23058-2 2. Dikli V, sanovi , Nikoliš , Đuki , S. (2001). <i>Biology with Human Genetics</i> . Belgrade: dicinska knjiga. ISBN 86-83615-03-0			
Hours of active teaching classes	Lectures: 2		Classwork: 2
Teaching methods: Oral presentation, video presentation, discussion.			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	points
Lecture participation	10	written exam	50
Class and student work	10		
Colloquia	20		
Seminars	10		

Study program: Speech and Language Pathology; Occupational Therapy			
Course title: INTRODUCTION TO SOCIOLOGY			
Lecturer: uri L. Milorad			
Type of course: Compulsory			
Number of CTS allocated: 6			
Prerequisites: none			
Course aim: Introducing students to basic sociological concepts, historical development of sociology, contemporary sociological theories. Understanding the complex social process from the aspect of social stratification, social mobility of individuals and accelerated social changes in general. Linking theory and practice.			
Course objectives: Students will be able to apply sociological concepts and different theoretical perspectives in analyzing social phenomena and patterns of behavior, as well as understanding the nature of human problems and needs in the context of wider community.			
Course content: <i>Lectures:</i> The goal and task of sociology. Historical development of sociology. Connection of sociology with other social sciences. Methods of sociological research. Socialist theories from the oldest to the modern. Contemporary sociology through culture and society, globalization and society, religion and society. Social stratification, class and inequality. Sociology of Poverty. Sociology of deviant behavior. Modern society and crime. Gender Equality and Inequality. Family and marriage. Race, ethnicity, and migration. <i>Class and student work:</i> Presentation of seminar papers and debates on topics that supplement lectures in order to expand and lengthily comprehend the thematic units covered.			
Reading list: 1. Giddens, . (2003). <i>Sociology</i> . Belgrade: Faculty of Economics ISBN 86-403-0521-8			
Hours of active teaching classes	Lectures: 2	Classwork: 2	
Teaching Methods: Oral presentation, video presentation, discussion.			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	points
Lecture participation	10	written exam	50
Class and student work	10		
Colloquia	20		
Seminars	10		

Study program: Speech and Language Pathology; Occupational Therapy			
Course title: INTRODUCTION TO PSYCHOLOGY			
Lecturer: Krivokapi M. Žilijeta			
Type of course: Compulsory			
Number of CTS allocated: 6			
Prerequisites: none			
Course aim: Learning about psychology. Introduction to the fields and theories of personality. Mastering of methods, techniques and tools for data collection, as well as becoming familiar with skills relevant for processing, clarification, and interpretation of the collected data and their application in practical work.			
Course objectives: Learning basic theories and practice in psychology of personality. Mastering methods and techniques of data collection, processing, interpretation, and application in practice.			
Course content: <i>Lectures:</i> Subject, development and fields of psychology; Research Methods and measurement in psychology; The organic bases of mental life and development of mental life; Basic psychological processes: Perception: sensation and perception, laws of perception; perception of space, movement, time; Attention in observing; Learning: concept, importance, types of learning, transfer of learning; Memory and forgetting; Thinking and intelligence; characteristics of the process of thinking and type of opinion; opinion and speech, concepts; problem solving process; definition and the nature of intelligence; the individual differences in the ability of thinking; Feelings: characteristics, certain kinds of feelings; Motivation and motives: theoretical concepts, types of motives; satisfaction and obstruction of satisfying motives, defense mechanisms; aggressiveness; Personality: concept, structure, personality traits, personality types, and typologies, dynamics and development of personality; self-awareness, integrity, maturity stage of personality development; theories of personality; Personality and social context: observation of others, attitudes, group behavior: type and structure of the group, a group management, group efficiency; Mental health problems; mental hygiene: objectives and principles of mental hygiene; physiological processes (therapy) in the treatment of behavioral disorders. <i>Class and student work:</i> Measuring in psychology - approaches, procedures, ethical aspects of measurement and use of data; Basic methods and techniques of psychological research; analysis of application examples of particular methods and techniques; approaches to the examination and measurement of certain mental processes and properties over the study case analysis from literature: research and measuring the perceptual abilities, measurement of reaction time, the evaluation and control of attention, approach to measurement of intellectual ability, methods of evaluation and the control of emotion, access to the examination and measurement of personality traits, research and measurement of attitudes, group management.			
Reading list: 1. Rot, N. (2017). <i>General Psychology</i> . Belgrade: Zavod za udžbenike i nastavna sredstva. ISBN 978-86-17-19564-7 2. Trebješanin Ž. (2010). <i>The Psychology of the Person</i> . Belgrade: Teacher Education Faculty ISBN 978-86-7849-113-9 3. Hrnjica, S. (2005). <i>General Psychology with Psychology of Personality</i> , Nau na D ISBN 86-83645-12-6			
Hours of active teaching classes:	Lectures: 2	Classwork: 2	
Teaching Methods: Group work, interactive teaching, and cooperative work model with the use of individual, group and tandem form, work on research tasks, seminar papers, reviewing bibliography, and class presentation.			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	points
Class and student work	25	written exam	50
Colloquia	25		

Study program: Speech and Language Pathology; Occupational Therapy			
Course title: INTRODUCTION TO PEDAGOGY			
Lecturer: Stepanovi V. Saša			
Type of course: Compulsory			
Number of CTS allocated: 6			
Prerequisites: none			
Course aim: is to adopt the most relevant scientific and professional terminology in the field of education, training to understand the goals of education and critical understanding of the issues and problems of modern educational theory and practice.			
Course objectives: Learning about basic concepts in the field of education in order to apply them in professional activities, development of critical attitude towards the existing reality and changes in society and educational system, recognition of the role, importance and responsibilities of active participation in educational process.			
Course content:			
<i>Lectures:</i>			
Historical development of pedagogical thought. Disciplines of pedagogy. Pedagogical processes. Basic terminology in the field of education. Goal and task of education. Factors of educational work. Values and principles of education. Methods in educational work. Forms of educational work. Development of integrated personality as the goal of education. Relationship of education, learning and development. Theoretical foundations of learning and education. Components of education. Theories on intellectual development and education. The stages of intellectual development and education. Motivation and intellectual education. School programs, intellectual development and education. Moral education. Moral development and moral education. Moral education - goals - norms - values. Social and individual bases of moral education. Methods and means of moral education. Art and aesthetic education. Contemporary theories of aesthetic education. School programs and aesthetic education. The essence and tasks of physical and health education. The methods and means of physical education. Physical education and schools.			
<i>Class and student work:</i>			
Models of education. Prerequisites for inclusive education. Family impact on educational process. Society impact on education of children and youth. Media impact on education. Analysis of objectives, contents, methods and means of education. Analysis of school programs from the standpoint of whole personality development.			
Reading list:			
1. Trnavac N., or evi J. (2010). <i>Pedagogy</i> , Belgrade, Nau na D ISBN 978-86-6021-022-9.			
2. Antonijevi , R. (2013). <i>General Pedagogy</i> . Belgrade: Institute for Pedagogy and Andragogy. University of Belgrade, Faculty of Philosophy (Fields of education, 169-248).			
3. Antonijevi , R. (2011). <i>Nature of Cognitive Obstacles in the Process of Intellectual Education</i> , Teaching and Education, no. 4, 565-583.4.			
4. Miri , J. (1990). <i>Moral, Moral Development and Moral Education</i> , Psychology, Belgrade, no. 3-4, 111-121.			
Hours of active teaching classes:	Lectures: 2	Classwork: 2	
Teaching Methods:			
Group work, interactive work, cooperative work model with the use of individual, group and tandem form, work on the research tasks, seminar papers, reviewing bibliography, class presentation.			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	points
Lecture participation	10	written exam	40
Colloquia	30	oral exam	10
Seminars	10		

Study program: Speech and Language Pathology; Occupational Therapy; Social work			
Course title: DEVELOPMENTAL PSYCHOLOGY			
Lecturer: Krivokapi M. Žilijeta			
Type of course: Compulsory			
Number of CTS allocated: 6			
Prerequisites: none			
Course aim: Learning about cognitive, socio-affective and moral development, focusing on childhood and adolescence period. Introduction to basic methods, tools and techniques of research in developmental psychology. Training for linking scientific theory to development with practice.			
Course objectives: Familiarizing students with more comprehensive understanding of general laws of psychological development.			
Course content: <i>Lectures:</i> Developmental Psychology: Historical development. Factors of psychological development. General methodological strategies in study of development, specific methods and techniques. Theories of development approaches (constructivist, cognitive informational, evolutionist, etc.). Motor, physical, cognitive development, language development, socio-affective and moral development. Determinants of psychological development, heritage and environment, learning and development, socio-cultural environment and development concerns of speech and opinion, maturation and learning. Development and education. <i>Class and student work:</i> Lectures with the use of various areas of development: physical and motor development, social development, development of self-concept, emotional development, and cognitive development; speech and language development.			
Reading list: 1. Žiropa a Lj., Mio inovi Lj. (2012). <i>Developmental Psychology</i> , second edition. Belgrade ISBN 978-86-7558-528-2 2. Piaget, J. and Inhelder, B. (1982). <i>Intellectual Development of Child</i> , selected works. Belgrade: Zavod za udžbenike i nastavna sredstva, UDC 159.922.7/.8 159.95			
Hours of active teaching classes:		Lectures: 2	Classwork: 2
Teaching Methods: Lectures: educational blocks (with an accompanying video presentation) and interactive forms of teaching, with the active participation of students. Class and student work is to be accomplished by using active learning methods (analyzing movie and video presentation, group discussion, term papers presentation, draft construction of research projects, etc.).			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	points
Lecture participation	10	written exam	20
Class and student work	10	oral exam	30
Colloquium	15		
Seminar	15		

Study program: Speech and Language Pathology; Occupational Therapy			
Course title: INTRODUCTION TO SPEECH AND LANGUAGE PATHOLOGY			
Lecturer: auševac-Stojiljkovi S. Dragan			
Type of course: Compulsory			
Number of CTS allocated: 6			
Prerequisites: none			
Course aim: Introduction to basic theories and practice in the field of speech, language and communication, as well as speech and language pathology. Familiarizing students with etiology and basic structure of speech and language disorders.			
Course objectives: Familiarizing students with the field of speech and language disorders. Understanding connection between causes and manifestations, and health, education, and social welfare services in the field of speech pathology.			
Course content: <i>Lectures:</i> Speech, language, communication. Prevalence of speech and language disorders. Definition of speech and language disorders, classification of speech and language disorders. Etiology and relationship with forms of manifestation. Secondary effects of speech and language pathology. <i>Class and student work:</i> Personnel competence (in health, education, social protection system, in work with elderly and persons with developmental disabilities).			
Reading list: 1. Golubovi , S. (2006). <i>Gnosogenic, Pervasive and Psychopathology of Verbal Communication</i> . Speech Therapists Association of Serbia, Merkur, Belgrade. pp. 20-190 and pp. 196-226. ISBN 86-84765-11-7 ; ISBN 978-86-84765-11-8, COBISS. SR-ID 136892428. 2. Golubovi , S. (2006). <i>Developmental Language Disorder</i> . Speech Therapists Association of Serbia, erkur, Belgrade. pp. 50 -200 ISBN 86-84765-12-5; 3. Golubovi , S. (2007). <i>Phonological Disorders</i> . Speech Therapists Association of Serbia, erkur, Belgrade. pp. 9-17, pp. 257-302. ISBN 978-86-84765-15-6, COBISS. SR- ID 145707020			
Hours of active teaching classes:		Lectures: 2	Classwork: 2
Teaching methods: Group work, interactive teaching, cooperative model of work with the application of individual, group and tandem forms, work on research tasks, seminar work, reviewing the literature covered, class presentations.			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	points
Lecture participation	5	oral exam	50
Class and student work	10		
Colloquia	30		
Seminars	5		

Study program: Speech and Language Pathology; Occupational Therapy; Social work			
Course title: ENGLISH LANGUAGE 1			
Lecturer: Kova evi N. Irina			
Type of course: Compulsory			
Number of CTS allocated: 6			
Prerequisites: none			
Course aim: Improving reading, writing and communication skills in English, developing skills related to activities of reception, interaction and production.			
Course objectives: Adopting appropriate professional terminology for applying in writing, reading and understanding the written text as well as accomplishing spoken communication.			
Course content: <i>Lectures:</i> Expanding and adopting vocabulary, teaching grammar (phonology, morphology and syntax bases). Developing habits for understanding language in context - developing speaking skills, understanding speech, reading and writing based on text and audio-visual materials in English speaking countries. General themes. Understanding everyday words and expressions; the common understanding of everyday texts; understanding texts written in both plain language and professional terminology, comprehending event description, expressing needs, feelings and desires. The use of spoken language; the ability to engage with simple conversation while the interlocutor (teacher) assists with sentence structure. Communication as to speak on a daily basis in common situations on familiar topics. <i>Class and student work:</i> The use of spoken language within writing - the ability to formulate short, simple messages; writing a presentation on the (popular, professional) texts covered; spelling is not of primary significance.			
Reading list: 1. Video material available on http://aplaceofourown.org/episode_index.php?by=2&start=1 2. Hashemi, L., Thomas, B. (2003). <i>Cambridge Grammar for First Certificate</i> . Cambridge University Press 3. Philpot, S., Curnick, L. (2011). <i>New Headway Academic Skills: Reading, Writing and Study Skills</i> . Oxford University Press			
Hours of active teaching classes:	Lectures: 2	Classwork: 2	
Teaching methods: Group work, interactive teaching, the cooperative work model with the use of individual, group and the tandem forms; work on research tasks, seminar papers, reviewing bibliographies and class presentation.			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	points
Lecture participation	20	written exam	50
Class and student work	10		
colloquium	20		

Study program: Speech and Language Pathology; Occupational Therapy			
Course title: SOCIOLOGY OF THE FAMILY			
Lecturer: Grbi V. Ana			
Type of course: Elective			
Number of CTS allocated: 6			
Prerequisites: none			
Course aim: is to familiarize students with the basic problems of modern families and their study approaches.			
Course objectives: Ability to critical understanding of marriage, i.e. family and disorders in their functioning, capacity for independent analysis of modern family in transformation, exploring problems within the family.			
Course content:			
<i>Lectures:</i>			
Problems of family sociology as a distinct sociological discipline: emergence and historical development of modern family; problems of the constituent elements of modern and contemporary family (household, marriage, relationships, authority, etc.). Analysis and problems in relation between genders and generations in family, as well as the basic family processes (socialization, disintegration and life cycle) and family and society relationship. Method of sociology of family; Evolution of marriage and family; Functions of marriage and family; Matriarchal, patriarchal, democratic families; Family theories; Socialization of and within family; Family of procreation; Family insulation; Pathology of family; White plague and demographic bomb; Refugee families; The future of marriage and family.			
<i>Class and student work:</i> Social deviation and family; character of relationship in modern family; partnership challenges in modern family; work, and sex/gender system in family; authority and family values; marriage as an institution and partnership; parenting.			
Reading list:			
1. An elka Mili : <i>Sociology of the Family</i> , igoja, Belgrade, 2001.			
2. An elka Mili : <i>Birth of Modern Family</i> , Zavod za udžbenike, Belgrade, 1988.			
Hours of active teaching classes:	Lectures: 2	Classwork: 2	
Teaching methods:			
Group work, interactive teaching, cooperative work model with the use of individual, group and the tandem form, work on research tasks, seminar papers, reviewing bibliography, class presentation.			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	points
Lecture participation	10	written exam	40
Colloquia	30	oral exam	10
Seminars	10		

Study program: Speech and Language Pathology; Occupational Therapy			
Course title: COMMUNICATION AND CULTURE			
Lecturer: Ljiljana M. Mani			
Type of course: Elective			
Number of CTS allocated: 6			
Prerequisites: none			
Course aim: Introduction to stratification of the concept of culture, development and role of spiritual creativity in contemporary society. Introduction to the concept of communication, forms of communication, communication styles and the importance of good communication. The role and importance of communication and culture and their mutual relations and influences. Demonstrating the impact of culture in achieving successful communication.			
Course objectives: Qualification for quality communication. Ability to adapt to interlocutor in communication process (cultural awareness). Understanding the impact of communication to organization performance and relationship between culture and communication.			
Course content: <i>Lectures:</i> Concept of culture; Development of communication and culture; Myths, magic, and religion; Concept and the importance of communication; History of communication; Concept, cultural space and identity; Cultural needs and creativity in communication; Relationship of high and popular culture; Media, mass culture; Virtual culture and communication. <i>Class and student work:</i> Symbolic aspects of visual culture and their communicative feature; Communication between two persons, and its function (examples and analysis); Verbal and paralinguistic communication; Nonverbal communication and proxemics; intrapersonal and interpersonal communication.			
Reading list: 1. Jani ijevi , J. (2000). <i>Communication and Culture</i> , Izdava ka knjižarnica Zoran Stanojevi , Novi Sad.			
Hours of active teaching classes:		Lectures: 2	Classwork: 2
Teaching methods: Lectures and class and student work. Interactive work with students.			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	points
Lecture participation	10	written exam	40
Colloquia	30	oral exam	10
Seminars	10		

Study program: Speech and Language Pathology			
Course title: SOCIAL ECOLOGY			
Lecturer: Grbi V. Ana			
Type of course: Elective			
Number of CTS allocated: 6			
Prerequisites: none			
Course aim: Learning and understanding of the importance of natural phenomena and biological processes. Questioning relationship between man and nature. Recognizing characteristics of social relations in different ecosystems.			
Course objectives: Understanding interrelationships and causal links between society and its natural environment on micro and macro level.			
Course content: <i>Lectures:</i> Concept of ecology – basic settings and natural processes; Subject of social ecology and relationship with other sciences; Environment – concept, challenges and protection; Ecological ethics - ecopocentric and anthropocentric approach; Ecological movements; Urban areas and urban stress; Social ecology of rural areas. <i>Class and student work:</i> 1. Essays on relationship between man and nature 2. Workshop on threats to environment protection			
Reading list: 1. Danilo Ž. Markovi : <i>Social Ecology</i> , Zavod za udžbenike, Belgrade, 2015 2. Mara ukanovi : <i>Ecological Challenge</i> , lit, Belgrade, 1991. 3. Milica Boškovi : <i>Ecological Elite, the Emergence and Basic Principles of Thinking, Religion and Tolerance 12 (III)</i> , CEIR, Novi Sad, 2009. 4. Milica Boškovi : <i>Endangering Urban Environment as the Cause of Urban Stress, Collection of Papers, Faculty of Civil Defense</i> , Belgrade, 2005.			
Hours of active teaching classes:		Lectures: 2	Classwork: 2
Teaching methods Lectures and class and student work. Interactive work with students.			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	points
Lecture participation	10	written exam	50
Class and student work	10	oral exam	
Colloquia	15	

Study program: Speech and Language Pathology			
Course title: THEORY OF TEACHING ORGANIZATION			
Lecturer: Stepanovi V. Saša			
Type of course: Elective			
Number of CTS allocated: 6			
Prerequisites: none			
Course aim: Learning about the most relevant scientific and professional terminology in the field of education; Understanding goals and tasks of education and critical understanding of issues of modern educational theory and practice. Learning about preparation, organization and implementation of teaching.			
Course objectives: Learning about basic concepts in the field of education. Students will become familiarized with teaching and elements of teaching as well as models of teaching and how to apply them in professional activities; development of critical attitude towards existing realities and changes in education, openness to innovative approaches in teaching organization and implementation.			
Course content:			
<i>Lectures:</i> Concept of education. Teaching in function of education; Teaching characteristics; Teaching aims and tasks; Teaching factors; Principles and rules in teaching; teaching methods; Forms of teaching; Teaching aids, models of teaching organization; Teaching evaluation.			
<i>Class and student work:</i> Explanation of teaching models: individualization and forms of individualization, team teaching, exemplary teaching, and project based learning, problem teaching, programmed teaching, active learning, and cooperative learning.			
Reading list:			
1. Baljkovi , M. (2005). <i>Didactics</i> . Faculty of Education: Sombor. Garden-print ISBN 86-83097-26-9 .177			
2. Vilotijevi , M. (2000). <i>Didactics</i> 1, 3. Belgrade: Nau na knjiga, Faculty of Education, UDK37.02(075.8)			
Hours of active teaching classes:	Lectures: 2	Classwork: 2	
Teaching methods:			
Group work, interactive teaching, cooperative work model with the use of individual, group and the tandem form, work on research tasks, seminar papers, reviewing bibliography, class presentation.			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	points
Lecture participation	10	written exam	40
Colloquia	30	oral exam	10
Seminars	10		

Study program: Speech and Language Pathology; Occupational Therapy			
Course title: PEDAGOGICAL PSYCHOLOGY			
Lecturer: Stepanovi V. Saša			
Type of course: Compulsory			
Number of CTS allocated: 6			
Prerequisites: none			
Course aim: Adopting general principles of effective teaching strategies and motivating students, as well as student assessment. Developing sensitivity to individual differences among students. Developing critical attitude toward the findings and theories relevant to practice.			
Course objectives: The ability to apply different strategies in teaching process and recognizing individual differences and assessment in accordance with individual differences. Linking knowledge to typical and atypical psychological development of pupils with recommended teaching methods and models of work.			
Course content: <i>Lectures:</i> Subject of educational psychology; Methods of educational psychology; Learning and forms of learning; Learning methods; Psychological conditions of successful learning; Transfer of learning, memory and forgetting; Intellectual work and fatigue; Cooperative learning, programmed learning, individual differences and learning. <i>Class and student work:</i> Application of different forms and models of learning, implementation of cooperative learning methods, workshop organization and implementation.			
Reading list: 1. or evi , D. (2014). <i>Pedagogical Psychology</i> , Draslar partner, Belgrade ISBN 978-86-7614-249-1 pp. 1-16; 237-249.			
Hours of active teaching classes:		Lectures: 2	Classwork: 1
Teaching methods: Lectures (verbal method, scientific theater, use of audiovisual equipment), project-classes, debates, seminar papers, reviewing relevant literature, classes in application of different kinds of developmental workshops, active learning.			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	points
Lecture participation	10	written exam	50
Class and student work	10		
Colloquia	10		
Seminars	20		

Study program: Speech and Language Pathology; Occupational Therapy			
Course title: BASIC NEUROLOGY			
Lecturer: Paunovi Z. Milorad			
Type of course: Compulsory			
Number of CTS allocated: 6			
Prerequisites: Functional Anatomy and Physiology			
Course aim: Understanding of etiopathogenesis of diseases of the nervous and muscle system, ways of manifestation, course and prognosis of disease in order to recognize the most common neurological diseases /damages that leads to a temporary or permanent handicap and require special educational treatment and rehabilitation.			
Course objectives: Students will be able to identify the most common neurological diseases/defects which lead to temporary or permanent disability/impairment.			
Course content: <i>Lectures:</i> Neurological bases, semiotics, course and prognosis of congenital and acquired nervous system disease, diseases which are accompanied by delay in development of mental abilities, disease/damages of the central and peripheral nervous system which lead to temporary or permanent disorders of motor abilities; diseases / damages, particularly hearing and auditory pathways which lead to hearing loss and loss of language skills, and sense of sight and visual pathways which lead to visual impairment. <i>Class and student work:</i> Revising the cases covered within lectures.			
Reading list: 1. Pavlovi , D. (2012). <i>Neurology</i> . Belgrade: Orion Art, ISBN 978-86-83305-64-3 261 pp.			
Hours of active teaching classes:	Lectures: 2	Classwork: 1	
Teaching methods: Traditional teaching method using video presentations and actively engaging students in work.			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	points
activity during lectures	10	written exam	40
Class and student work	10	oral exam	10
Colloquia	30		

Study program: Speech and Language Pathology; Occupational Therapy			
Course title: PSYCHIATRY			
Lecturer: Vesna Dukanac			
Type of course: Compulsory			
Number of CTS allocated: 6			
Prerequisites: none			
Course aim: Becoming familiar with the field of pathology during ontogenetic and phylogenetic development of the human.			
Course objectives: Learning about developmental disturbance, behavioral disorder and their symptoms, along with mechanism of development of neurotic reactions and conditions, as well as recognizing and mastering basis approach in treatment of pervasive disorders.			
Course content:			
<i>Lectures:</i>			
Defining psychiatry and mental/psychiatric disorders/diseases; historical development of psychiatry; Classification of mental/psychiatric disorders, individual mental disorders (with an exception of mental disorders resulting from the harmful substance use); etiology of mental disorders/modern concept; psychosocial and biological care for people with mental disorders; - hospitalization and other forms of care for persons with mental disorders, influencing adverse effects of severe mental disorders - an integrative approach to psychiatry.			
<i>Class and student work:</i>			
Visiting medical care institutions and introduction to types and forms of pathology, as well as familiarizing with methods and techniques of treatment.			
Reading list:			
1. Brošev Lj. and associates (2014): <i>Psychiatry</i> . Faculty of Medicine, University of Novi Sad, Novi Sad: Futura Petrovaradin ISBN 978-86-7197-341-0 pp. 356.			
Hours of active teaching classes:	Lectures: 2	Classwork: 2	
Teaching methods:			
Assessment (maximum number of points 100)			
Precondition for final	points	Final exam	points
activity during lectures	10	oral exam	50
Class and student work	10		
Colloquia	15		
Seminars	15		

Study program: Speech and Language Pathology; Occupational Therapy; Social work			
Course title: ENGLISH LANGUAGE 2			
Lecturer: Kova evi N. Irina			
Type of course: Compulsory			
Number of CTS allocated: 6			
Prerequisites: none			
Course aim: Improvement of communicative competences in the English language, developing skills for substantive communication within the language of the profession in the field of defectology.			
Course objectives: Vocabulary in use of professional texts, paraphrasing and summarizing comprehended text / themes. The ability to use professional terms, discuss issues related to defectology as well as the use of professional and academic literature.			
Course content: <i>Lectures:</i> Expanding and adopting vocabulary, teaching grammar (phonology, morphology and syntax bases). Developing habits for understanding language in context - developing skills of speaking, understanding speech, reading and writing based on texts and audio-visual materials in English speaking countries. General themes. Understanding everyday words and expressions; the common understanding of everyday texts; understanding texts written in plain language and professional terminology, comprehending the description of events, expressing needs, feelings and desires. The use of spoken language. <i>Class and student work:</i> The use of spoken language within writing - the ability to formulate short, simple messages; written and oral presentations on the (popular, professional) text covered.			
Reading list: 1. Wendy A. Scott and Lisbeth H. Ytreberg (1990): <i>Teaching English to Children</i> , New York: Longman. 2. Cvetkovi , M. (2009). <i>English, Textbook for Students of Educational Faculties</i> , Belgrade: Faculty of Education. (pp. 3-136) 3. MACMILLAN English Dictionary for Advanced Learners (+ CD), or some other dictionary.			
Hours of active teaching classes:	Lectures: 2	Classwork: 1	
Teaching methods: Group work, interactive teaching, cooperative work model with the use of individual, in groups and tandem, work on research tasks, seminar papers, reviewing bibliography, class presentation.			
Assessment (maximum number of points 100)			
Precondition for final exam:	Points	Final exam	points
Lecture participation	20	written exam	50
Class and student work	10		
Seminars	20		

Study program: Speech and Language Pathology; Occupational Therapy			
Course title: NEUROPSYCHOLOGY			
Lecturer: auševac-Stojiljkovi S. Dragan			
Type of course: Compulsory			
Number of CTS allocated: 7			
Prerequisites: Functional Anatomy and Physiology; Developmental Psychology			
Course aim: Introduction to neurobiological basis of mental functions, basic processes, which are prerequisite for “normal” or “pathological” behavioral manifestations, basis of neuropsychological procedures in diagnostic and treatment of neurocognitive disorder.			
Course objectives: Understanding way in which human brain influence behavior, nature and character of changes in atypical / abnormal patterns of mental function, as well as contribution of neuropsychological evaluation in formulation and selection of optimal procedures in defectological treatment.			
Course content: <i>Lectures:</i> Developing understanding of brain basis behavior, evolution of approaches and methods of neuropsychological extrapolation, basic principles of cortical transmission and data processing, empirical and theoretical assumptions of hemispherical asymmetries, cortical topography disorders of higher cognitive functions; neural basis and structure of the most important cognitive functions; basis of neuropsychological rehabilitation. <i>Class and student work:</i> Development of the most important concepts of neuropsychological concepts through discussion or text analysis selected from course bibliography, trainings of neuropsychological conclusion of examples through video material, analysis of clinical case studies, presentation methods of neuropsychological evaluation and rehabilitation.			
Reading list: 1. Lezak, M. D. (2004). <i>Neuropsychological Assessment</i> . New York: Oxford University Press. 2. Oci , G. Vukasovi , D. (2012). <i>Clinical Neuropsychology</i> , Zavod za udžbenike, Belgrade ISBN 978-86-17-18005-6 pp. 350.			
Hours of active teaching classes:		Lectures: 3	Classwork: 2
Teaching methods Lectures, discussions, material analysis (texts, video, neuropsychological assessment data)			
Assessment (maximum number of points 100)			
Precondition for final	points	Final exam	points
Class and student work	10	written exam	50
Seminars	40		

Study program: Speech and Language Pathology; Occupational Therapy			
Course title: PSYCHIATRY OF CHILDHOOD AND YOUTH			
Lecturer: Dukanac V. Vesna			
Type of course: Compulsory			
Number of CTS allocated: 6			
Prerequisites: Psychiatry			
Course aim: Introduction to the most common abnormalities during ontogenetic and phylogenetic human development and learning about forms and manifestations of childhood and youth developmental disorders.			
Course objectives: Learning about the field of childhood and youth developmental disorders and connecting theory with practice in profession.			
Course content: <i>Lectures:</i> Historical development of psychiatry of childhood and youth; Development and factors of development; Personality theories; Children, youth and family; Developmental deviations; Feeding and eating disorders; Sleep and sleep disorders; Urinary incontinence; Defecation disorders; Movement and movement disorders; Psychosexual development and disorders; Development and aggression disorders; Psychoneuroses; Anxiety and phobic neuroses; Binge-coercive responses, conditions and neuroses; Conversion-dissociative (hysterical) responses, conditions and neuroses; Depressive responses and neuroses; Mania; Psychosis and boundary conditions; Adjustment and behavioral disorders; Personality disorders-psychopathy; Drug addiction; Psychosomatic illnesses; Dementia; Mental and development disorders in children and youth with disabilities. <i>Class and student work:</i> Case reports with diagnostics and treatment monitoring of sick children.			
Reading list: 1. Tadi , N. (2006). <i>Psychiatry of Childhood and Youth</i> . Nau na knjiga, Belgrade, ISBN 86-84153-61-8 pp. 21-114; 127-394; 407-464.			
Hours of active teaching classes:		Lectures:2	Classwork:2
Teaching methods Oral presentations, video case reports.			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	points
Lecture participation	10	written exam	20
Class and student work	20	oral exam	30
colloquia	20		

Study program: Speech and Language Pathology; Occupational Therapy			
Course title: ETIOLOGY AND ASSESSMENT OF DEVELOPMENTAL IMPAIRMENT			
Lecturer: Risti D. Ivana			
Type of course: Compulsory			
Number of CTS allocated: 7			
Prerequisites: none			
Course aim: Introducing students to phenomenology, etiology and overt forms of disorders and developmental disabilities. Training students in the use of methods, techniques, and instruments for assessment according to etiology and initial diagnosis.			
Course objectives: Ability to independent use of methods, techniques, and assessment instruments, etiology connection with overt forms, as well as ability for self-creating protocol and other supporting documents. Ability to interpret results and creating initial rehabilitation and educational programs.			
Course content: <i>Lectures:</i> Phenomenology and etiology of disturbances and disorders. Teamwork and the importance of multidisciplinary and interdisciplinary teamwork. Anamnesis and types of anamnesis. Observation (observation of the body and movement). Assessment of psychomotor abilities, practice organization assessment, evaluation of gnostic organization, evaluation practognostic organization, organization assessment of cognitive functions in relation to age, behavior assessment in family, preschool environment in school and wider community. Assessment of speech and language development. Assessment of sensory perception. <i>Class and student work:</i> Training students to collect and create anamnesis in children and adults. Practical application of methods, techniques and instruments, as well as the protocol of general assessment of persons with disabilities and developmental disorders.			
Reading list: 1. or i , A., Bojanin, S. (1997). <i>General Defectological Diagnostics</i> (second revised edition), Zavod za udžbenike i nastavna sredstva, Belgrade (selected chapters), ISBN 86-17-05978-8; 2. Povše-Ivki , V., Govedarica, . (2000). <i>Practicum of General Defectological Diagnostics</i> , Institute of Mental Health, Belgrade; 3. <i>Manual for Assessment of Psychomotor Development of Preschool Children</i> (1984), Institute of Mental Health, Belgrade.			
Hours of active teaching classes:		Lectures: 3	Classwork: 2
Teaching methods: Lectures with the use of modern technology, demonstration of practical application of diagnostic protocol, delivering an independent lecture.			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	points
Lecture participation	10	oral exam	50
Class and student work	20		
Colloquium	20		

Study program: Speech and Language Pathology; Occupational Therapy			
Course title: THEORETICAL BASIS OF INCLUSION AND INTEGRATION			
Lecturer: Stepanovi V. Saša			
Type of course: Elective			
Number of CTS allocated: 5			
Prerequisites: none			
Course aim: Introduce students to the concept of inclusive education, inclusive education models, and implementation; International documents, Legal basis; Becoming familiar with the field of inclusive culture, inclusive policy and inclusive practice.			
Course objectives: Learning about the field of inclusive education, understanding requirements and principles of inclusive education model implementation, development of critical relation towards inclusive education.			
Course content: <i>Lectures:</i> Concept of inclusive education; Inclusive education models; Inclusive education between theory and practice. Prerequisites for implementation of inclusive education. International documents – support for inclusive education; Legislation; Barriers to successful development of concept of inclusive education. <i>Class and student work:</i> Developing inclusive culture; Developing inclusive policy; Developing inclusive practices.			
Reading list: 1. Armstrong, A., C. Armstrong, D., Spandagou, I. (2010). <i>Inclusive Education</i> , International Policy & Practice, ISBN 978-1-84787-940-0; ISBN 978-1-84787-941-7 (pbk) 2. John Salvia, James E. Ysseldyke, Sara Bolt (2010). <i>Assessment in Special and Inclusive Education</i> . Wadsworth, Cengage Learning. SAD			
Hours of active teaching classes:		Lectures: 2	Classwork: 1
Teaching methods: Group work, interactive teaching, cooperative work model with the use of individual, group and the tandem form, work on research tasks, seminar papers, reviewing bibliography, class presentation.			
Assessment (maximum number of points 100)			
Precondition for final	points	Final exam	points
Lecture participation	10	oral exam	50
Practical exam	10		
Colloquia	15		
Seminars	15		

Study program: Speech and Language Pathology; Occupational Therapy			
Course title: SENSORY INTEGRATION AND DYSFUNCTION			
Lecturer: Risti D. Ivana			
Type of course: Elective			
Number of CTS allocated: 5			
Prerequisites: none			
Course aim: is that students master theoretical conceptions of model of sensory integration and dysfunction.			
Course objectives: Ability to identify sensory integration dysfunction, sensory integration assessment, and development of work programs for individual sensory areas.			
Course content: <i>Lectures:</i> Concept and definition of sensory integration; Sensory systems; relationship between learning, behavior and environment; recognizing sensory integration dysfunction; criteria for observing sensory function/dysfunction; specialized instruments and techniques for sensory integration assessment; programs for sensory integration stimulation. <i>Class and student work:</i> Application of assessment tests for sensory integration, processing and results interpretation, evaluation; planning and programming interventions.			
Reading list: 1. Ayers, J. (2009): <i>Child and Sensory Integration</i> , Naklada Slap, ISBN 978-953-191-147-4, pp. 217, (translation provided). 2. Beery-Buktenica <i>Development Test of Visual-Motor Integration</i> , 6th Edition, Author(s): Keith E. Beery, PhD, Norman A. Buktenica, and Natasha A. Beery (translation provided). 3. Ayres, A. J. (1989): <i>S.I.P.T. – Sensory Integration and Praxis Test</i> . Los Angeles: Western Psychological Services (translation provided).			
Hours of active teaching classes:		Lectures: 2	Classwork: 1
Teaching methods: Lectures, class and student work, interactive teaching.			
Assessment (maximum number of points 100)			
Precondition for final	points	Final exam	points
Lecture participation	10	oral exam	50
Class and student work	20		
Colloquia	20		

Study program: Speech and Language Pathology; Occupational Therapy			
Course title: MENTAL HYGIENE			
Lecturer: Marina Lepojević Kovačević			
Type of course: Elective			
Number of CTS allocated: 5			
Prerequisites: none			
Course aim: Adoption of the basic principles of mental hygiene, application procedures and techniques for prevention in mental health and mental health maintenance. Applying principles of mental hygiene in practice.			
Course objectives: Ability to identify risks for mental health; learning about application of basic mental hygiene measures to maintain and improve mental health.			
Course content: <i>Lectures:</i> Definition, historical development of the theory and practice of mental hygiene. Biological, psychological and social determinants of mental disorders. Behavior, feelings and opinions. Mental hygiene problems in children, adolescents, adults and elderly; maladaptive behavior. Psychiatric disorders: anxiety disorders, psychosis, substance abuse, developmental disorders etc. Mental disorders in children and adolescents, role of school, family and social environment. Stress and anti-stress and other methods of preventing disorders and improving mental health. <i>Class and student work:</i> Multidisciplinary of mental hygiene - Social and legal/forensic aspects. Non-pharmacological therapeutic and pharmacologic treatment; Psychotherapeutic directions. Nutrition, physical and intellectual activity and mental health.			
Reading list: 1. Pavlović, D. M. (2012): <i>Neuropsychology, Behavioral Neurology and Neuropsychiatry</i> , Belgrade: <i>Prion art</i> . ISBN 978-86-83305-75-9; 752 pages (selected chapters). 2. Vidanović, I., Kola, D. (2008): <i>Mental Hygiene</i> , Belgrade: Home for Children and Youth – LINEA, (selected chapters).			
Hours of active teaching classes:	Lectures: 2	Classwork: 1	
Teaching methods: Traditional teaching method using video presentations and actively engaging students in work.			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	points
Lecture participation	10	written exam	40
Class and student work	10	oral exam	10
Colloquia	30		

Study program: Speech and Language Pathology; Occupational Therapy			
Course title: UNIVERSAL HUMAN AND CHILD RIGHTS			
Lecturer: Milica S. Boškovi			
Type of course: Elective			
Number of CTS allocated: 5			
Prerequisites: none			
Course aim: Learning about human and child rights; introduction to the concept of doctrine and practice of human rights and child rights; developing critical thinking in terms of differentiating value judgments and aiming at active participation of students in learning process; raising awareness of importance of respect for human and child rights in everyday activities in spirit of multiculturalism and development of tolerance and willingness to protect rights of others; international legal aspects of human and child rights; strengthening interdependence between social responsibility and understanding of universal human rights.			
Course objectives: It is expected that students, after completing the course, will be able to explain basic conceptual categories of universal human and children's rights; to analyze information, define meaning, causes and correlation between development of human rights, fundamental rights and social status of political situation in the country. They will be able to explain modalities and causes of violations of human and children's rights. To critically analyze role of legislation in protecting human rights. Students will assess capacity effectiveness of international organizations for protection of human and children's rights. They will be able to incorporate awareness of importance of respecting human rights of every individual in personal hierarchy of values.			
Course content:			
<i>Lectures:</i> Introduction to the concept of human rights and children's rights; Concept and subject of human rights; Evolution of the idea of human rights - from the French Revolution to the modern human rights guidelines; International - legal aspects of human rights; Classification of human rights and freedoms; Implementation of human rights in the international context; The role of international organizations in protection of human rights, basic human rights and freedoms - right to life and personal liberty, right to a fair trial, moral and economic integrity of person; Social and economic rights; Collective rights - right of people to self-determination, solidarity rights; Protection of special categories of people – women's rights in regard to relevant international treaties and conventions; Child rights - child's family status, parental rights and child without parental care; Students' final workshop on human rights and rights of the child.			
<i>Class and student work:</i> Development and determination of appropriate support measures to the rights and obligations of persons with disabilities in the educational, health system and social welfare system. Customizing access to information for people with disabilities. Developing people with disabilities attitudes towards active participation in political and public life, and participation in cultural life.			
Reading list: Tati , D. (2011): <i>A Guide to Rights of Persons with Disabilities in the Republic of Serbia</i> . Ministry of Labor and Social Policy, The National Organization of Persons with Disabilities of Serbia, Belgrade, pp. 65. Dimitrijevi , V. (2007): <i>International Instruments on Rights of Persons with Disabilities</i> . Belgrade Center for Human Rights, Belgrade, pp. 81, ISBN 978-86-7202-096-0. Paunovi , ., rivokapi B., Krsti I. (2010). <i>International Human Rights</i> , Faculty of Law, University of Belgrade. Draški , . (2011). <i>Family Law and the Rights of a Child</i> , Faculty of Law, University of Belgrade. tulovi , . (1996). <i>Human Rights</i> . (pp. 197- 205 and 209 – 227), Croatian Philosophical Society, Zagreb. Prokopijevi , . (1996). <i>Human Rights in Human Rights</i> (pp. 1-32), ed. Prokopijevi iroslav, IES, Belgrade. Sen, . (2002). <i>Culture and Human Rights in Development as Freedom</i> (pp. 269 – 292), Filip Višnji , Belgrade.			
Hours of active teaching classes:	Lectures: 2	Classwork: 1	
Teaching methods: Lectures, class and student work, interactive teaching.			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	points

Lecture participation	10	oral exam	50
Class and student work	10		
Colloquia	15		
Seminars	15		

Study program: Speech and Language Pathology			
Course title: PHONETICS			
Lecturer: Ošmjanski V. Vera			
Type of course: Compulsory			
Number of CTS allocated: 6			
Prerequisites: none			
Course aim: Course aim is to introduce students with verified scientific facts related to the articulatory, acoustic and auditory aspect of speech perception.			
Course objectives: Becoming familiar with the speech process will create a necessary foundation for students, their understanding and mastering the content of other subjects within the study program. Acquired skills in the analysis of speech perception is to be applied in several domains of professional activity of experts who study within this program.			
Course content:			
<i>Lectures:</i>			
Phonetics as a scientific discipline (the status of phonetics within linguistics) – narrow fields of phonetics, branches of phonetics; speech expression as a subject of study in phonetics; methods and techniques of research in phonetics; theoretical significance and practical application of phonetics; a review of the historical development of the study of linguistic expression. Function of the physiological speech base in the production of speech segments and suprasegments; initiators function in speech production; phonators function in speech expression; resonators function in speech expression; articulators function in speech expression. Acoustic characteristics of speech perception; duration, frequency, intensity; basic tone, vocal formants, sonorant formants and murmur concentration, transitions. Individual phonetic capacity. Auditory aspect of speech perception; perception of speech expression; perception of isolated speech segments; perception of continuous speech; levels of redundancy in the perception of continuous speech; acoustic sound analysis and the principles of acoustic speech description; audio system functioning principles.			
<i>Class and student work</i>			
Speech exercises (phonological, accentual, intonation); oral and written syntax exercises; lexicology and lexicography exercises; spelling exercises; language games; building words; oral and written expression exercises.			
Reading list:			
Suboti , L., Sredojevi , D., & Bjelakovi , I. (2012). <i>Phonetics and Phonology: Orthoepic and Orthographic Norm of the Standard Serbian Language</i> . Novi Sad, Faculty of Philosophy. ISBN 978-86-6065-109-1			
Petrovi , D., Guduri , S. (2010). <i>The Phonology of the Serbian Language, I Phonetics</i> . Belgrade, Novi Sad: Institute for the Serbian Language SASA, Beogradska knjiga, Matica srpska, 53-292. ISBN 978-86-7590-256-0 (BK)			
Crystal, D. (1996). <i>The Cambridge Encyclopedia of Language</i> – chapter IV – The Medium of Language – Speaking and Listening. Belgrade: Nolit, 123 – 174, no ID			
Stanoj i , Ž, Popovi , Lj. (1997). <i>Gramatika srpskog jezika (The Grammar of the Serbian Language)</i> , secondary school textbook for I, II, III and IV grade, Zavod za udžbenike i nastavna sredstva, Belgrade.			
Pešikan , , rkovi , I., Pižurica, . (1995). <i>Pravopis srpskog jezika (The Serbian Language Spelling Book)</i> , tica srpska, Novi Sad; Zavod za udžbenike i nastavna sredstva, Belgrade.			
Hours of active teaching classes:	Lectures: 2	Classwork: 2	
Teaching methods: Interactive teaching with interactive technology.			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	points
Lecture participation	10	Written exam	50
Class and student work	10		
Colloquium	30		

Study program: Speech and Language Pathology			
Course title: LINGUISTICS			
: rsenijevi M. Boban			
Type of course: Compulsory			
Number of CTS allocated: 6			
Prerequisites: none			
Course aim: Instructing of linguistic concepts as well as recognizing, understanding and describing linguistic schools and movements. Learning about the language and its structure in order to create speech and language pathology work programs.			
Course objectives: Being able to comprehend, classify and design basic linguistic concepts through argumentation; recognizing representatives of linguistic theories; comparing and contrasting different theories, approaches and movements in linguistics; understanding the importance and meaning of all theories and concepts covered.			
Course content:			
<i>Lectures:</i> Contemporary linguistic theory and its concepts; methods and techniques of research in linguistics; essential language characteristics; language function; origin of language - pyogenesis, sociogenesis, ontogenesis; language universals; language, culture and society; general language structure; Language sign - linking sound and meaning in language; symbolization; levels of linguistic structure; relevant relationships between levels of linguistic structure; grammatical relations - syntagmatic relations, paradigmatic relations, functional relations; grammatical rules: prescriptive rules - descriptive rules; grammatical categories; morphological system; syntactic system; lexicon structure; linguistic semantics; linguistic pragmatics; discourse and text, conversation, text structure; stratification of language; functional styles and pragmatics;			
<i>Class and student work:</i> Practice completion through examples of grammatical rules: prescriptive rules - descriptive rules; grammatical categories; morphological system; syntax system; structure of the lexicon;			
Reading list:			
Bugarski, R. (1996). <i>Introduction to General Linguistics</i> , igoja/XX vek (Collected works, 6), Belgrade, 1-269, ISBN 867558-200-5;			
Bugarski, R. (1996). <i>Linguistics and Humankind</i> , igoja/XX vek (Collected works, 3), Belgrade, 15-155, ID 48322828.			
Hours of active teaching classes:	Lectures: 2	Classwork: 2	
Teaching methods:			
Typical educational method using video presentations and actively engaging students in work.			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	points
Lecture participation	10	Written exam	40
Class and student work	10	Oral exam	10
Colloquia	30		

Study program: Speech and Language Pathology			
Course title: SPECIFIC LEARNING DIFFICULTIES			
Lecturer: Miloševi R. Neda			
Type of course: Compulsory			
Number of CTS allocated: 6			
Prerequisites: none			
Course aim: Familiarizing students with the field of specific learning difficulties and their impact on acquisition of academic skills and attaining knowledge, as well as methods and techniques of assessment and implementation of rehabilitation programs. Ability to participate in teamwork.			
Course objectives: Ability to assess specific learning difficulties and application of methods and techniques in treatment, as well as to create individual and group rehabilitation programs.			
Course content:			
<i>Lectures:</i>			
Definition and classification of specific learning difficulties. Etiology of specific learning difficulties. Characteristics of specific learning difficulties in early or pre-school period. Characteristics of school-age in relation to language, reading, writing, mathematical abilities. Methods and procedures of rehabilitation. Adults with specific learning disabilities.			
<i>Class and student work:</i> Assessment of specific learning difficulties. Procedures in planning and treatment approaches. Creation and implementation of rehabilitation programs. Individual, group and teamwork.			
Reading list:			
1.Lalovi , D. (2012). <i>Reading: From Letter to Text</i> . Belgrade: Faculty of Philosophy, University of Belgrade. ISBN 978-86-86563-85-9. COBISS.SR-ID 191984908			
2.Snowling, M. (2001): From Language to Reading. <i>Dyslexia</i> , 7, 37-46. Stanovich, K. (2000): Progress in Understanding Reading. Part IV - The Importance of Word Recognition in Models of Reading. (207-221). The Guilford Press, NY.			
3. Bishop, D, Snowling, M. J. (2004). Developmental Dyslexia and Specific language Impairment: Same or Different? <i>Psychological bulletin</i> , Vol.130 (6) 858-886 (translation provided).			
4. Ramus, F., Rosen, S. Dakin, S., C., Day, B. L., Castolote, J. M., White S., Firth, U. (2003): <i>Theories of Developmental Dyslexia: Insights from a Multiple Case Study of Dyslexic Adults</i> . <i>Brain</i> , Vol.126 (4) (translation provided).			
5. Reid, G. (2003). <i>Dyslexia, A Practitioner's Handbook</i> (3 rd edition). Chichester: Wiley (translation provided).			
6. J. B. Schumaker, D. D. Deshler (2009). Adolescents with Learning Disabilities as Writers: Are We Selling Them Short?, <i>Learning Disabilities Research & Practice</i> , 24(2), 81–92.			
Hours of active teaching classes:		Lectures: 2	Classwork: 2
Teaching methods: Group work, interactive teaching, cooperative model of work with the application of individual, group and tandem forms, work on research tasks, seminar work, reviewing the literature covered, class presentations.			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	points
Lecture participation	10	oral exam	50
Class and student work	10		
Colloquia	15		
Seminars	15		

Study program: Speech and Language Pathology			
Course title: NEUROLINGUISTICS			
Lecturer: auševac-Stojiljkovi S. Dragan			
Type of course: Compulsory			
Number of CTS allocated: 5			
Prerequisites: none			
Course aim: Learning about the neuro basis of linguistic abilities and disorders of linguistic abilities, principles, methods and techniques of neurolinguistics diagnostic.			
Course objectives: Understanding the relationship between language and neurological processes, or brain functions, as well as connecting neurolinguistics theory with other related scientific disciplines.			
Course content:			
<i>Lectures:</i>			
Subject, aim and task of neurolinguistics; Relationship between neurolinguistics and related scientific disciplines; Lateralization and localization of speech-language functions; Cultural and educational factors and impact on the cortical organization; Language typology and multilingualism as a factor of cortical organization; biological factors in biological organization; Plasticity of the central nervous system: plasticity and linguistic function, features of speech and language processing: features and principles of working memory, cortical damages (aphasia, dyslexia and dysgraphia); Language and aphasia; basic methods, procedures and techniques in neurolinguistics; basic principles and features of neurolinguistics diagnostics.			
<i>Class and student work:</i> Methods, procedures and techniques in neurolinguistics; basic principles and features of neurolinguistics diagnostics and application in defectological (speech pathology) practice.			
Reading list:			
1.Lurija R. A. (2000). <i>Language and Cognition</i> , Zavod za udžbenike i nastavna sredstva, Belgrade. ISBN 86-17-08286-0			
2.Bojanin, S. (1985). <i>Neuropsychology of Developmental Period and General Reduction Method</i> (chapter: Clinical Neurolinguistics of Developmental Age pp. 282 – 295), Zavod za udžbenike i nastavna sredstva, Belgrade.			
4.Crystal , D. (1987). <i>The Cambridge Encyclopedia of Language: chapter: Language, Brain, and Disability</i> pp. 257 – 283 Nolit, Belgrade.			
Hours of active teaching classes:		Lectures: 2	Classwork: 2
Teaching methods:			
Lectures, discussion, material analysis (reading list, video, neuropsychological assessment data).			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	points
Lecture participation	10	Written exam	50
Seminars	40		

Study program: Speech and Language Pathology			
Course title: ARTICULATION AND PHONOLOGICAL DISORDERS			
Lecturer: Miloševi R. Neda			
Type of course: Compulsory			
Number of CTS allocated: 7			
Prerequisites: none			
Course aim: Learning about the field of articulation-phonological disorders, causes, methods and techniques of assessment and implementation of rehabilitation programs. Ability to participate in teamwork.			
Course objectives: Ability to detect articulation-phonological disorders and to apply assessment methods and techniques. Ability to develop and implement rehabilitation programs, as well as participation in teamwork.			
Course content:			
<i>Lectures:</i> Definition, classification and causes of articulation disorders. Frequency of pronunciation disorders. Types and degrees of articulation disorders. Differences between articulation and phonological disorders. Estimation of articulation disorders. Treatment of articulation disorders (methods and procedures). Phonological disorders, causes, forms of manifestation and treatment.			
<i>Class and student work:</i> Articulation and phonological disorders evaluation. Procedures in planning the therapy for articulation and phonological disorders. Approaches in the treatment of articulation and phonological disorders. Development and implementation of rehabilitation programs. Teamwork.			
Reading list:			
<ol style="list-style-type: none"> 1. Miloševi , N. (2017). Comparative Analysis of Phonological Abilities of Children with Specific Language Disorders and Children of Typical Language Development. Doctoral Dissertation. Faculty for Special Education and Rehabilitation. Selected chapters. pp. 5-57 – monograph in review. 2. Miloševi , N., Vukovi , . (2016). Phonological Ability as a Determinant of Defining and Interpreting Phonological Disorders. <i>Croatian Review for Rehabilitation Research</i>. Vol. 52, No.1. 3. Milosevic, N., Vukovic, M. (2017). Rapid Naming in Children with Specific Language Impairment and in Children with Typical Language Development. <i>Journal of Special Education and Rehabilitation</i>, Macedonia, Vol 18. (translation provided). 4. Milosevic, N., Milicevic M., Causevac, D. (2013). Phonological Skills in Children with Specific Language Impairment. "Modern Aspects of the Special Education and Rehabilitation of Persons with Disabilities". Ohrid, 17-19.2013. Conference Proceedings. Ed. Cicevska Jovanova et al. Skopje: Faculty of Philosophy, Institute of Special education and Rehabilitation, p.123-137 (translation provided). 5. Miloševi , N., auševac, D., Zeli , . (2011). <i>Psychosocial Approach to Articulation and Phonological Disorders</i>, Special Education and Rehabilitation Today: 5. International scientific conference. Collection of Papers. Ed. Nenad Glumbi and Vesna Vu ini . Zlatibor: Faculty for Special Education and Rehabilitation, Thematic issue, 315-321. 6. auševac, D. Et al. (2009). <i>Correction of Speech Disorders and Disorders in Primary Health Care</i>, Institute for Psychophysiological Disorders and Speech Pathology, Belgrade. ISBN 978-86-87805-00-2. 			
Hours of active teaching classes:		Lectures: 3	Classwork: 2
Teaching methods: Group work, interactive teaching, cooperative model of work with the application of individual, group and tandem forms, work on research tasks, seminar work, reviewing the literature covered, class presentations.			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	points
Lecture participation	10	Oral exam	50
Class and student work	10		
Colloquia	15		
Seminars	15		

Study program: Speech and Language Pathology			
Course title: DEVELOPMENTAL SPEECH-LANGUAGE DISORDERS			
Lecturer: Milošević R. Neda			
Type of course: Compulsory			
Number of CTS allocated: 6			
Prerequisites: none			
Course aim: Acquiring skills in diagnostics and treatment of developmental speech-language disorders.			
Course objectives: Mastering skills in order to effectively evaluate, predict and treat speech and language disorders.			
Course content:			
<i>Lectures:</i>			
Definition, classification and terminology of developmental speech-language disorders (specific language disorders - developmental dysphasia, developmental apraxia, developmental auditory processing disorders); Differential diagnostics of developmental speech-language disorders in relation to etiology (hearing impairment, pervasive pathology - autism, intellectual disability, psychosocial and emotional deprivation, elective mutation, childhood aphasia); disorders of unknown etiology, specific language disorders; analysis of discourse in diagnosis of specific language disorders; models and forms of work with children with a specific language disorder; intervention strategies in the rehabilitation of specific language disorders through situational context, discourse context and semantic context.			
<i>Class and student work:</i> Principles and methodology of assessment, prognosis and treatment in relation to the type and degree of speech-language disorders.			
Reading list:			
1. Golubovi , S. (2006). <i>Developmental Language Disorders</i> . Speech Therapists Association of Serbia, Merkur, Belgrade. pp. 50 – 200 ISBN 86-84765-12-5; ISBN 978-86-84765-12-5.			
2. Speech and Language Disorders of Developmental Age: The II Congress of Speech Therapist of Serbia. International Conference held on 15-17 May, 2015. Collection of Papers. Ed. Neda Milošević . Belgrade: Speech Therapists Association of Serbia. ISBN 978-86-915577-2-0. COBISS.SR-ID 214855436			
3. Milosevic, N., Vukovic M. (2010). <i>Articulation Phonological Deficits in Children with Specific Developmental Language Impairment</i> . In <i>Special Education and Rehabilitation, Science and/or Practice</i> , Thematic collection of papers (edited by Nedovic, G., Rapaic, D., Marinkovic, D.), Sombor, Society of Special Educators and Rehabilitators, 437-454. (translation provided).			
4. Milošević , N., Vuković , . (2011). <i>Lexical-semantic Abilities in Children with Specific Linguistic Disorders</i> , Special Education and Rehabilitation. Belgrade, Vol.10 (3-3), 435-445. 5. Milosevic, N., Vukovic, M. (2011). Grammar and Syntactic Deficit in Children with Specific Development Language Impairment. <i>Journal of Special Education and Rehabilitation</i> , Macedonia, Vol 12 (3-4), 50-58.			
6. Alcock, K.J., Passingham, R. E., Watkins, K. E., Vargha-Khadem, F. (2000) <i>Oral Dyspraxia in Inherited Speech and Language Impairment and Acquired Dysphasia</i> . <i>Brain and Language</i> , 75. 17-33. (translation provided)			
7. Dale, P. S., Hayden, D. A. (2013). Treating Speech Subsystems in Childhood Apraxia of Speech With Tactile Input: The PROMPT Approach. <i>American Journal of Speech-Language Pathology</i> , 22. 644-661 (translation provided).			
8. Dodd, B. (2009). <i>Differential Diagnosis and Treatment of Children with Speech Disorder</i> . Whurr Publisher Ltd., West Sussex (translation provided).			
Hours of active teaching classes:		Lectures: 2	Classwork: 2
Teaching methods: Group work, interactive teaching, cooperative model of work with the application of individual, group and tandem forms, work on research tasks, seminar work, reviewing the literature covered, class presentations.			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	points
Lecture participation	10	Oral exam	50
Class and student work	10		
Colloquia	15		
Seminars	15		

Study program: Speech and Language Pathology			
Course title: VOICE DISORDERS			
Lecturer: Bunijevac B. Mila			
Type of course: Compulsory			
Number of CTS allocated: 6			
Prerequisites: none			
Course aim: Learning about the field of voice disorders, causes, methods and techniques of assessment and application of rehabilitation programs. Ability to participate in teamwork.			
Course objectives: Ability to detect voice disorders and application of assessment methods and techniques. Ability to create and implement rehabilitation programs, as well as participation in team work.			
Course content:			
<i>Lectures:</i>			
Voice and phenomenology of voice disorder. The basic parameters of voice, type of voice, type of disorder of voice of children and adults, classification of voice disorders in relation to various causes, vocal abuse, voice and syndromic diseases. Frequency of voice disorder. Vocal professionals. Rehabilitation of laryngectomy. Vocal hygiene for children and adults.			
<i>Class and student work:</i>			
Voice disorder assessment. Procedures in planning the treatment of voice disorders. Access to the treatment of voice disorders. Development and implementation of rehabilitation programs. Teamwork.			
Reading list:			
1. Jovi , R, Mumovi , G.Mitrovi , S.Golubovi , S. (2014). <i>Medical Basics of Voice and Speech Disorders</i> , Faculty of Medicine, Novi Sad, Futura ISBN 978-86-7197-418-9 pp. 235.			
2. Dworkin, J. P., Meleca, R. J. (1997): <i>Vocal Pathologies: Diagnosis, Treatment, and Case Studies</i> . Singular Publishing Group, Inc. San Diego, London. (chapters 4,5 & 6: p. 56) (translation provided).			
3. Harris, T., Harris, S., Howard, D. M. (1997): <i>The Voice Clinic Handbook</i> . Whurr Publishers Ltd. (chapter from p. 12: Speech Therapy for Dysphonia) (translation provided).			
Hours of active teaching classes:		Lectures: 2	Classwork: 2
Teaching methods: Group work, interactive teaching, cooperative model of work with the application of individual, group and tandem forms, work on research tasks, seminar work, reviewing the literature covered, class presentations.			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	points
Lecture participation	10	Oral exam	50
Class and student work	10		
Colloquia	15		
Seminars	15		

Study program: Speech and Language Pathology			
Course title: PSYCHOACOUSTICS			
Lecturer: auševac-Stojiljkovi S. Dragan			
Type of course: Elective			
Number of CTS allocated: 6			
Prerequisites: none			
Course aim: Introduce students with the basics of psychoacoustics, training for the application of tests for central auditory processing.			
Course objectives: Becoming familiar with basics in the field of psychoacoustics, as well as the mastering techniques for the application of central auditory processing, data processing, results interpretation and evaluation.			
Course content:			
<i>Lectures:</i>			
Hearing field; Hearing threshold; Hearing test; Hearing impairment; Feeling the volume, height and color of the sound; Speech and listening; Speech and emotion; Localization of sound in space and binaural listening; Masking; Central auditory processing; Hemisphere division / specialization of perception for different types of hearing stimulus; Dichotomous listening; Central hearing impact testing methods; Central voice processing testing.			
<i>Class and student work:</i>			
Application of central auditory processing tests, data processing, interpretation and evaluation.			
Reading list:			
1. Wernwr, L. A., Rubel, E. W. (ed.) (1992). <i>Developmental Psychoacoustics</i> . American Psychological Association, Washington DC. (translation provided).			
2. Denes, P. B., Pinson, E. N. (1993). <i>The Speech Chain. The Physics and Biology of Spoken Language</i> . W. H. Freeman and Company, New York (translation provided).			
Hours of active teaching classes:		Lectures: 2	Classwork: 2
Teaching methods:			
Group work, interactive teaching, and cooperative model of work with the application of individual, group and tandem forms, work on research tasks, seminar work, reviewing the literature covered, class presentations.			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	points
Lecture participation	10	Oral exam	50
Class and student work	10		
Colloquia	15		
Seminars	15		

Study program: Speech and Language Pathology			
Course title: ETHICS AND PROFESSIONAL IDENTITY			
Lecturer: Tatjana Milivojevi			
Type of course: Elective			
Number of CTS allocated: 6			
Prerequisites: none			
Course aim: Learning about the basics of the main ethical theories, ethical key concepts, methods of moral reasoning and their application in specific contexts and situations of social or professional action. Professional ethics involves the application of general ethics to specialized fields, i.e. examines the applicability of moral theories in certain areas of action. The aim of the course is to have a clearer and deeper understanding of ethical values, challenges and dilemmas related to professional identity and the work of social workers.			
Course objectives: Instructing students to identify moral components and to link fundamental ethical dilemmas in their own field and other fields of action; to learn to manage ethically disputable cases; to recognize systemic conditions, mechanisms and procedures which make the moral dimension more difficult or easier in their professional performance; to understand the importance of ethical standards of professional behavior for development and empowerment of their professional identity.			
Course content: <i>Lectures:</i> 1. Introductory lecture: familiarizing students with the goal, outcome, and content of the subject, method of assessment, precondition for the final exam 2. Conceptual definition of morality and ethics; the origin of ethical disposition; areas of study and forms of ethics 3. Values – characteristics and position of moral values in the hierarchy of values 4. Main ethical directions: utilitarianism 5. Main ethical directions: deontological ethics, the theory of justice, the relationship between morality and law 6. Sensory components of morality, empathy and moral care; vulnerable population categories 7. Professional ethics and ethical codes 8. Ethics of character and virtue 9. Psychology of morality: phases of moral development 10. Communication ethics 11. Trust 12. Development of professional identity; integrating professional and personal identity 13. Ethics and social responsibility <i>Class and student work:</i> 1. Ethical case analysis 2. Discussions and workshops			
Reading list: 1. Singer Peter (ed.) <i>Introduction to Ethics</i> , IKZS Sremski Karlovci – Novi Sad, 2004 (selected chapters) 2. De George Richard T. <i>Business Ethics</i> , Filip Višnji , Belgrade, 2003 (selected chapters).			
Hours of active teaching classes:		Lectures : 2	Classwork: 2
Teaching methods: Lectures and class and student work. Interactive teaching activities. Case studies.			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	points
Lecture participation	10	Oral exam	50
Class and student work	10		
Colloquia	15		
Seminars	15		

Study program: Speech and Language Pathology; Occupational Therapy			
Course title: BASICS OF INTERPERSONAL SKILLS			
Lecturer: Dukanac V. Vesna			
Type of course: Elective			
Number of CTS allocated: 6			
Prerequisites: none			
Course aim: is to enable students to understand the importance of interpersonal skills for constructive interaction with others; to learn basic interpersonal skills necessary for constructive interpersonal relationships and future practice with social protection recipients; to enable students to understand, recognize and critically analyze mechanisms of personality functioning in interpersonal relationships and standards of functional treatment towards others.			
Course objectives: Upon completion of the course, students will master basic and specialized skills needed to develop constructive interpersonal relationships and future practice with social protection recipients; to improve their own introspection and sensitivity for personal intrapsychic processes; develop tolerance and flexibility in social environment; develop mechanisms for better understanding of themselves in social context, as well as better understanding of position of the other in interaction.			
Course content: <i>Lectures:</i> Human needs and communication; Language and communication; Processes, models and principles of communication; Non-verbal interpersonal signs; Communication in group; Culture influence on interpersonal relations; Components and types of listening to others; Empathy. Expressing emotions “I” and “You” speech and assertive communication; Dual messages and their impact on outcome of communication; Self respective interactive style (concept of scripts and games); Providing feedback and decentralization; Non-violent communication. <i>Class and student work:</i> Seminar papers; Group and individual analysis of types of communication.			
Reading list: 1. Adler R. B., Rosenfeld LB., Proctor RF. (2007). <i>Interplay, the Process of Interpersonal Communication</i> , Oxford University Press; Rot N. (2004): <i>Signs and Meanings</i> , Plato, Belgrade; 2. Rosenberg, . (2002). <i>A Language of Compassion</i> , Zavod za udžbenike i nastavna sredstva, Belgrade; 3. Steiner C. (2003). <i>Intelligence with a Heart</i> , Psihopolis, Novi Sad; 4. Bojanovi , R. (1999). <i>The Psychology of Interpersonal Relations</i> , Center for Applied Psychology, Psychological Association of Serbia, Belgrade; 5. andi , . (2003). <i>The Psychology of Communication</i> , Clio, Belgrade; Rot, N. (2006): <i>Group Psychology</i> , Zavod za udžbenike, Belgrade.			
Hours of active teaching classes:		Lectures: 2	Classwork: 2
Teaching methods: Group work, interactive teaching, and cooperative model of work with the application of individual, group and tandem forms, work on research tasks, seminar work, reviewing the literature covered, class presentations.			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	points
Lecture participation	10	oral exam	50
Class and student work	10		
Colloquia	15		
Seminars	15		

Study program: Speech and Language Pathology			
Course title: EARLY COMMUNICATION DEVELOPMENT			
Lecturer: Milošević R. Neda			
Type of course: Compulsory			
Number of CTS allocated: 6			
Prerequisites: none			
Course aim: Understanding the characteristics of early communication and its role in learning and socializing, as well as understanding the causes of disturbed early communication and delayed occurrence of language communication. Application of assessment methods in the field of early communication.			
Course objectives: Ability to understand the characteristics of early communication and its role in learning and socializing, as well as understanding the causes of disturbed early communication and delayed occurrence of language communication. Mastering assessment methods in the field of early communication.			
Course content:			
<i>Lectures:</i>			
Stages in the development of early communication; Emotional communication in the early development; Child-parent regulation and regulation disorders; Therapeutic approaches to regulatory disorders; Early communication functions; Attention and communication; Early communication tools: vocalization and gestures. Predictors of impaired communication the development: deficiencies in the development of social cognition and assessment methods, imitative abilities and assessment methods, symbolic play and assessment methods.			
<i>Class and student work:</i>			
Insufficient parent interactivity and consequences for early communication (stress, depression, psychosocial immaturity for parenting, overemployment, and poverty). Long-term hospitalization or institutionalization and effect on early communication. Perinatal brain damage and other perinatal risk factors and effect on early communication. Approaches to encouraging early communication development.			
Reading list:			
1. McLaughlin, S. (1998). <i>The introduction to language development</i> . Chapters: The Interactive Basis of Human Communication, pp. 123-173.; The beginnings – infant communication, pp. 175-218. San Diego: Singular (translation provided).			
2. Elizabeth B. Hurlock (1956). <i>Child Development</i> . Belgrade: Zavod za izdavanje udžbenika. Chapter 6. Speech development, pp.178-218.			
3. Schmidt, V. H. O. (1999). <i>Child Development: Biological, Cultural and Educational Framework of Research</i> . (Selected chapters). Belgrade: Zavod za udžbenike i nastavna sredstva. ISBN 686-17-07411-			
4. Ivić, I. (2015). <i>Human - animal symbolicum</i> . Belgrade: Zavod za udžbenike. ISBN 978-86-17-19288-2.			
5. Crystal, D. (1987). <i>The Cambridge Encyclopedia of Language: Chapter: Child Language Acquisition</i> . Chapter VII Nolit, Belgrade.			
Hours of active teaching classes:		Lectures: 2	Classwork: 2
Teaching methods:			
Lectures, discussion, material analysis (reading list, video, neuropsychological assessment data).			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	points
Lecture participation	10	Written exam	50
Seminars	40		

Study program: Speech and Language Pathology			
Course title: ALTERNATIVE AND AUGMENTATIVE COMMUNICATION			
Lecturer: Bunijevac B. Mila			
Type of course: Elective			
Number of CTS allocated: 4			
Prerequisites: none			
Course aim: Becoming familiar with the field of application of system of augmentative and alternative communication, methods in relation to the causes of speech-language pathology, estimations, values and principles of introduction of methods of alternative and augmentative communication. Learning about achieving interprofessional cooperation in the work on alternative and augmentative communication.			
Course objectives: Understanding the purpose of applying the system of augmentative and alternative communication, the ability to apply methods to people who cannot speak or do not use the function of speech, as well as the ability to achieve interprofessional cooperation in the work on alternative and augmentative communication.			
Course content:			
<i>Lectures:</i> Historical development of alternative and augmentative communication. Symbols, means, techniques and strategies of the AAC system. Diagnostic procedures in the selection of augmentative and alternative communication systems. Criteria for the application of the system of augmentative and alternative communication and the criteria of zero exclusion. Strategies of augmentative and alternative communication when introducing the system of augmentative and alternative communication. Dictionary and symbol selection.			
<i>Class and student work:</i> Team members and their tasks in applying the system of augmentative and alternative communication. Principles for decision making and intervention in alternative and augmentative communication.			
Reading list: 1. Beukleman, D. R., Mirenda, P. (1999). <i>Augmentative and Alternative Process</i> In: Beukleman, D. R. and Mirenda, P. (ed.). <i>Augmentative and Alternative Communication</i> , Baltimore: Brookes, 3-221.			
Hours of active teaching classes:		Lectures: 2	Class and student work: 1
Teaching methods: Group work, interactive teaching, and cooperative model of work with the application of individual, group and tandem forms, work on research tasks, seminar work, reviewing the literature covered, class presentations.			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	points
Lecture participation	10	Oral exam	50
Class and student work	10		
Colloquia	15		
Seminars	15		

Study program: Speech and Language Pathology			
Course title: ASSISTIVE TECHNOLOGY			
Lecturer: Medenica M. Veselin			
Type of course: Elective			
Number of CTS allocated: 4			
Prerequisites: none			
Course aim: Familiarizing students with the field of assistive technology. Ability to participate in teamwork.			
Course objectives: Ability to develop and implement rehabilitation programs, as well as to participate in teamwork.			
Course content:			
<i>Lectures:</i>			
Principles of assistive technology. Assistive technology for people with speech and language pathology. Ethical aspects of assistive technology. Assistive technology services. Assistive technology and mobility. Assistive technology for: sensory, audio and cognitive impairment. Alternative and augmentative communication systems.			
<i>Class and student work:</i> Assessment in assistive technology. Procedures in planning and treatment approaches. Development and implementation of rehabilitation programs. Teamwork.			
Reading list:			
Polgar, . . ., Cook, . . . (2015) <i>Assistive Technologies: Principles and Practice</i> . (4 th edition). Elsevier, Mosby. St. Louis, Missouri. ISBN-13: 978-0323096317 (translation provided).			
Hours of active teaching classes:		Lectures : 2	Class and student work:1
Teaching methods: Group work, interactive teaching, cooperative model of work with the application of the individual, group and tandem forms, work on research tasks, seminar work, reviewing the literature covered, class presentations.			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	points
Lecture participation	10	Oral exam	50
Class and student work	10		
Colloquia	15		
Seminars	15		

Study program: Speech and Language Pathology			
Course title: INTERNSHIP 1			
Lecturer:			
Type of course: Compulsory			
Number of CTS allocated: 2			
Prerequisites: none			
Course aim: Acquiring skills in the field of assessment of people with hearing and communication disorders.			
Course objectives: Student will be able to apply diagnostic instruments, process and interpret the obtained results in the assessment of hearing and speech and language abilities.			
Course content: Assessment criteria; taking medical history; quantitative and qualitative hearing screening; speech and language development test, processing and results interpretation (early age, pre-school age, school population and adults).			
Hours of active teaching classes: 30 classes per week			
Teaching methods: Case study, taking medical history, methods of clinical assessment, evaluation of auditory and speech and language status.			
Assessment (maximum number of points 100)			
Taking medical history	10	Implementation of speech therapy	20
Clinical and speech pathology assessment	20		
Speech and language status	20		
Case study	30		

Study program: Speech and Language Pathology			
Course title: DISORDERS OF FLUENCY			
Lecturer: Bunijevac B. Mila			
Type of course: Elective			
Number of CTS allocated: 5			
Prerequisites: none			
Course aim: Learning about theory and practice in the field of speech and language fluency disorders.			
Course objectives: Ability to detect disorders of speech and language fluency and application of assessment methods and techniques. Ability to develop and implement rehabilitation programs, as well as participation in teamwork.			
Course content:			
<i>Lectures:</i> Definition, classification, and causes of fluency disorder. Frequency of fluency disorders. Types and degrees of fluency disorder. Differences between speech and language dysfluency. Evaluation of fluency disorders. Treatment of fluency disorders (methods and procedures).			
<i>Class and student work:</i> Evaluation of fluency disorder. Procedures in the (treatment) planning of fluency disorders. Approaches in the treatment of fluency disorders. Development and implementation of rehabilitation programs. Teamwork.			
Reading list:			
1. Prins, D. (1994): <i>Fluency and Stuttering</i> . U: F. D. Minifie (Ed.): <i>Communication Sciences and Disorders</i> . Singular Publishing Group, Inc. San Diego, pp. 521-561 (translation provided).			
2. Bloodstein, O. (1995): <i>A Handbook on Stuttering</i> . Singular Publishing Group, Inc., San Diego, (translation provided).			
3. Freund, H. (1996): <i>Psychopathology and the Problems of Stuttering</i> . Charles C. Thomas Publishers. Springfield. (translation provided).			
Hours of active teaching classes:		Lectures: 2	Classwork: 1
Teaching methods:			
Group work, interactive teaching, cooperative model of work with the application of the individual, group and tandem forms, work on research tasks, seminar work, reviewing the literature covered, class presentations.			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	points
Lecture participation	10	Oral exam	50
Class and student work	10		
Colloquia	15		
Seminars	15		

Study program: Speech and Language Pathology			
Course title: NEURODEVELOPMENTAL LANGUAGE DISORDER			
Lecturer: Bunjevac B. Mila			
Type of course: Compulsory			
Number of CTS allocated: 7			
Prerequisites: none			
Course aim: Becoming familiar with the field of neurodevelopmental language disorders, causes, methods and techniques of assessment and application of rehabilitation programs. Ability to participate in teamwork.			
Course objectives: Ability to detect neurodevelopmental language disorders and application of assessment methods and techniques. Ability to develop and implement rehabilitation programs, as well as participation in teamwork.			
Course content:			
<i>Lectures:</i>			
Types and features of early brain damage. The role of various perinatal risk factors in the occurrence of brain damage. Similarities and differences in language difficulties in children with neurodevelopmental disorders and syndromes such as perinatal brain damage, fetal and infant insult, hydrocephalus, tuberous sclerosis, Rasmussen, Opercular and Van der Knapp syndrome and children with traumatic brain damage. Application of research and clinical methodology. Methods of speech pathology diagnostics and therapy in developmental linguistic difficulties caused by various neurodevelopmental disorders.			
<i>Class and student work:</i>			
Evaluation of neurodevelopmental language disorders. Procedures in planning the therapy of neurodevelopmental language disorders. Approaches to the treatment of neurodevelopmental language disorders. Development and implementation of rehabilitation programs. Teamwork.			
Reading list:			
1. Crystal, D. (1987). <i>The Cambridge Encyclopedia of Language: chapter: Language, Brain, and Disability</i> pp. 257 – 283 Nolit, Belgrade.			
2. Bojanin, S. (1985). <i>Neuropsychology of Developmental Period and General Reduction Method</i> chapter: Clinical Neurolinguistics of Developmental Age pp. 282 – 295, Zavod za udžbenike i nastavna sredstva, Belgrade. UDK616.83:159.922.7/.8 (075.8).			
3. Vranješević, D., Čukić, A. (1989). <i>Neurological Maturity</i> (younger school-age), “AS Delo”, Belgrade. ISBN 86-81207-14-8.			
Hours of active teaching classes:		Lectures: 3	Classwork: 2
Teaching methods:			
Group work, interactive teaching, cooperative model of work with the application of the individual, group and tandem forms, work on research tasks, seminar work, reviewing the literature covered, class presentations.			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	points
Lecture participation	10	Oral exam	50
Class and student work	10		
Colloquia	15		
Seminars	15		

Study program: Speech and Language Pathology			
Course title: MOTOR SPEECH DISORDERS			
Lecturer: auševac-Stojiljkovi S. Dragan			
Type of course: Compulsory			
Number of CTS allocated: 6			
Prerequisites: none			
Course aim: Learning about the field of motor speech disorders, causes, methods and techniques of evaluation and application of rehabilitation programs. Ability to participate in teamwork.			
Course objectives: Ability to detect motor speech disorders and the application of methods and evaluation techniques. Ability to develop and implement rehabilitation programs, as well as participation in teamwork.			
Course content: Definition and categorization. Etiology of motor speech difficulties. Deviation terminology within speech motor disorders. Neurological basis of motoric speech and speech production and its pathology. Neuromuscular features of disturbed speech. Abnormalities in nonspeech motor system. Motor speech disorders in children. Dysarthria. Speech in people with cerebral palsy. Apraxia in speech. Neurogenic mutism. Other neurogenic speech deviations. Acquired psychogenic speech motor deviations. Differential diagnosis. <i>Class and student work:</i> Evaluation of motor disorders. Procedures in the therapy planning for speech-related motor disorders in children and adults. Approaches to treatment of apraxia. Procedures and techniques for the treatment of dysarthria. Augmentative and alternative communication in people with motor speech disorders.			
Reading list: 1.Freed, D. B. (2000). <i>Motor Speech Disorders: Diagnosis and Treatment</i> , Singular publishing Group, Canada (translation provided). 2.Ackermann, H., Hertrich, I. (2000). The Contribution of the Cerebellum to Speech Processing, <i>Journal of Neurolinguistics</i> , Volume 13, Issues 2-3, 95-116 (translation provided). 3.Freed, D. (2000). <i>Motor Speech Disorders: Diagnosis and Treatment</i> , San Diego: Singular Press, (translation provided). 4.Pavlovi , D. (1999). <i>Behavioral Neurology of Brain Trauma</i> , Belgrade, pp. 118-143., ID =75745548.			
Hours of active teaching classes:		Lectures: 2	Classwrok: 2
Teaching methods: Group work, interactive teaching, cooperative model of work with the application of the individual, group and tandem forms, work on research tasks, seminar work, reviewing the literature covered, class presentations.			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	points
Lecture participation	10	Oral exam	50
Class and student work	10		
Colloquia	15		
Seminars	15		

Study program: Speech and Language Pathology			
Course title: SPEECH AND LANGUAGE DISORDERS IN PEOPLE WITH DISABILITIES			
Lecturer: Milošević R. Neda			
Type of course: Compulsory			
Number of CTS allocated: 5			
Prerequisites: none			
Course aim: Becoming familiar with the types and forms of expressing speech and language disorders in relation to the type and degree of disability.			
Course objectives: Recognizing the form and degree of speech and language pathology in relation to the type and degree of disability and creation and implementation of rehabilitation programs.			
Course content:			
<i>Lectures:</i> Deviations in speech and language development. Voice disorders. Pronunciation disorders. Speech fluency (rhythm and tempo) disorders. Language disorders. Secondary consequences of speech and language disorders. Speech and language disorders in people with sensory impairment. Speech and language disorders in intellectually impaired persons. Speech and language disorders in people with motor disorders. Speech and language disorders in people in the autistic spectrum disorders.			
<i>Class and student work:</i> Evaluation and design of individual rehabilitation and educational programs.			
Reading list:			
1. Golubović, S. (2006). <i>Gnosogenic, Pervasive and Psychological Pathology of Verbal Communication</i> , Association of Defectologists of Serbia, Belgrade, ISBN 86-84765-11-7.			
2. Farago, E., Blažić, D., & Vuković Ogrizek, M. (2016). Articulation-phonological Abilities of Children with Cerebral Palsy. <i>Croatian Review of Rehabilitation Research</i> , 52(1), 17-29.			
3. Brojčin, B., Milošević, M., & Milačić-Vidojević, I. (2016). Pragmatic Skills Of Children and Youth with Light Intellectual Disability. <i>Special Education and Rehabilitation</i> , 2 (15), 95-118.			
4. Gligorović, M., & Buha, N. (2011). Verbal Fluency in Children with Light Intellectual Disability. <i>Special Education and Rehabilitation</i> , 10 (4), 595-613.			
5. Glumbić, N. (2005): The Fate of Mental Retardation in a Politically Correct Discourse, <i>Research in Defectology</i> , Faculty of Defectology, Belgrade, vol. 4, no. 6, pp. 11-21.			
Hours of active teaching classes:	Lectures: 2	Classwork: 2	
Teaching methods: Lectures, class and student work, interactive teaching.			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	points
Lecture participation	10	Oral exam	50
Class and student work	20		
Colloquia	15		
Seminars	5		

Study program: Speech and Language Pathology			
Course title: SPEECH AND LANGUAGE DISORDERS IN PEOPLE WITH HEARING IMPAIRMENT			
Lecturer: Risti D. Ivana			
Type of course: Compulsory			
Number of CTS allocated: 5			
Prerequisites:			
Course aim: Instructing on the basics of rehabilitation of hearing and speech, methods and techniques of evaluation and implementation of rehabilitation programs. Ability to participate in teamwork.			
Course objectives: Ability to create and implement rehabilitation programs, participation in teamwork.			
Course content:			
<i>Lectures:</i> Speech and language disorders in relation to the degree of hearing impairment and time when the impairment occurred. General principles of the rehabilitation process. Detection, diagnostics and early rehabilitation. Methods and techniques of rehabilitation of hearing and speech in relation to the types and degrees of hearing impairment. Methods in corrective speech therapy. Auditory training. Amplification. Electroacoustic and visual techniques in the rehabilitation of listening speech. Assistive technology.			
<i>Class and student work:</i> Evaluation of hearing disorders in relation to speech and language development. Procedures and approaches in treatment planning. Creation and implementation of rehabilitation programs. Timework.			
Reading list:			
1.Easterbrooks, S. R., Estets, E. L. (2007). <i>Helping Deaf and Hard of Hearing Students to Use Spoken Language: A Guide for Educators and Families</i> . Corwin Press. USA – India – UK – Singapore, (translation provided).			
2.Carmen, R. I., Ed (2004): <i>The Consumer Handbook on Hearing Loss and Hearing AIDS: A Bridge to Healing</i> . 2nd Edition. Auricle Ink Publishing. Sedona, AZ, (translation provided).			
3.Mashie, J., Moseley, M. J., Manzi Scott, S., Lee, J. (2006). <i>Enhancing Communication Skills of Deaf and Hard of Hearing Children in the Mainstream</i> . Thompson - Delmar Learning. USA, (translation provided).			
4.Cole, E. B., Flexer, C. (2008). <i>Children With Hearing Loss: Developing Listening and Talking Birth to Six</i> . Plural Publishing Inc. San Diego – Oxford – Brisbane (translation provided).			
Hours of active teaching classes:		Lectures: 2	Classwork:2
Teaching methods:			
Group work, interactive teaching, cooperative model of work with the application of the individual, group and tandem forms, work on research tasks, seminar work, reviewing the literature covered, class presentations.			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	points
Lecture participation	10	Oral exam	50
Class and student work	10		
Colloquia	15		
Seminars	15		

Study program: Speech and Language Pathology			
Course title: TREATMENT OF SPEECH-LANGUAGE DISORDERS			
Lecturer: Milošević R. Neda			
Type of course: Compulsory			
Number of CTS allocated: 7			
Prerequisites: none			
Course aim:			
Course objectives:			
Course content:			
<i>Lectures:</i>			
Interventions focusing on early stimulation of speech-language development (receptive speech – acquisition of word meaning and expressive speech – word formation) and socio-emotional development (common attention, play, interest for others), development and directing of auditory perception and attention, enriching vocabulary and the sentence structure, development of the ability of auditory perception and discrimination of grammatical categories (correction of agrammatism), the development of verbal memory, voice causing, pronunciation correction, the development of the ability of a discrimination acoustically similar phonemes - phonemic hearing, stimulation and development of new skills necessary for successful mastering of reading and writing (treatment of dyslexia and dysgraphia), global psychomotor development, development and differentiation of oral praxia, development of hand techniques, development of graphomotor skills, development of visuomotor coordination, raising the degree of motivation for communication, development of the ability of pragmatic use of language (the use of speech and language in accordance with the requirements in given social situation and context).			
<i>Class and student work:</i>			
Creation of individual rehabilitation programs, procedures in the preparation of individual programs of work in relation to the form and degree of disorder.			
Reading list:			
1. Golubović, S. (1998). <i>Clinical Speech and Language Pathology 2</i> . University of Belgrade, ISBN 86-81019-83-X.			
2. Golubović, S. (2005). <i>Psychopathology of Verbal Communication in Adults</i> , Association of Defectologists of Serbia and Montenegro, ISBN 86-84765-08-7 pp.180.			
3. Matić, M. (1968). <i>How to Eliminate Children's Speech Disorders and Deficiencies</i> , Society of Defectologists of Yugoslavia, Belgrade.			
4. Milošević, N., auševac D., Zelić M., Drobnjak B. (2015). <i>The Use of Logopedic Instruments: Manual</i> . Belgrade: Logomedika. ISBN 978-86-918365-0-4. COBISS.SR-ID 219608076.			
5. Brajović, Lj., Popović, L., & Šešum, M. (2010). Monograph of the Institute for Psychophysiological Disorders and Speech Pathology "Professor Dr. Cvetko Brajović", Belgrade, Republic of Serbia: National Library.			
Hours of active teaching classes:		Lectures: 3	Classwork: 2
Teaching methods:			
Presentations, independent work.			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	points
Lecture participation	15	Oral exam	50
Class and student work	15		
Seminars	20		

Study program: Speech and Language Pathology; Occupational Therapy			
Course title: APHASIOLOGY			
Lecturer: auševac-Stojiljkovi S. Dragan			
Type of course: Compulsory			
Number of CTS allocated: 6			
Prerequisites: none			
Course aim: Learning about current theories and accessing the problem of aphasia, the ability to link neurological brain damage with certain language components, training in diagnosis, planning and performing therapy with people with aphasia. Learning about the assessment methods to differentiate aphasia from similar language disorders.			
Course objectives: Learning about innovative approaches in rehabilitation of aphasia, implementing modern methods and procedures in the design and implementation of rehabilitation programs.			
Course content:			
<i>Lectures:</i> Definition and history of aphasia; Neuroanatomic structures and brain damage; Causes of aphasia and methods of diagnosis; Classifications of aphasia; Symptoms of aphasia; Differentiation of aphasia from similar symptoms of other language disorders; Non-fluent aphasia; Fluent aphasia; Alexia, agraphia; Dysarthria, agnosia; Diagnosis of aphasia; Aphasia therapy.			
<i>Class and student work:</i> Creating protocols for evaluating the form and degree of aphasia. Creation of rehabilitation programs.			
Reading list:			
1. Oci , G. (2012). <i>Clinical Neuropsychology</i> . Zavod za udžbenike i nastavna sredstva. ISBN 978-86-17-18005-6.			
2. Pavlovi , D., Pavlovi , A. (2013). <i>Neuropsychological Diagnostics</i> . Orion Art. ISBN 9788683305865.			
3. Code, C., & Müller, D. J. (1989). <i>Aphasia Therapy</i> . John Wiley & Sons Incorporated (translation provided).			
Hours of active teaching classes:		Lectures: 2	Classwork: 2
Teaching methods: Group work, interactive teaching, cooperative model of work with the application of the individual, group and tandem forms, work on research tasks, seminar work, reviewing the literature covered, class presentations.			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	points
Lecture participation	10	Oral exam	50
Class and student work	10		
Colloquia	15		
Seminars	15		

Study program: Speech and Language Pathology			
Course title: PERVASIVE DEVELOPMENTAL DISORDERS			
Lecturer: Ljubomir O. Nataša			
Type of course: Elective			
Number of CTS allocated: 4			
Prerequisites: none			
Course aim: Learning about pervasive developmental disorders and characteristics in relation to etiology and form of manifestation.			
Course objectives: Learning about pervasive developmental disorders and characteristics in relation to etiology and form of manifestation in order to plan and program the treatment.			
Course content:			
<p><i>Lectures:</i> Pervasive developmental disorders: etiology, definition, classification; children's autism; atypical autism; Rett syndrome; childhood disintegrative disorder; hyperkinetic disorder associated with mental retardation and stereotyped movements; Asperger syndrome; other pervasive developmental disorders; pervasive developmental disorder, unspecified developmental disorders. Characteristics of pervasive developmental disorders: speech, social interaction, behavior.</p> <p><i>Class and student work:</i> Modern theories of pervasive developmental disorders; visiting educational and institutions of social and health care in which the treatment of persons with pervasive developmental disorders is carried out.</p>			
Reading list:			
<ol style="list-style-type: none"> 1. Lord C, Cook EH, Leventhal BL, Amaral D. G. (2000). "Autism Spectrum Disorders" (PDF). <i>Neuron</i> 28 (2): 355–63, (translation provided). 2. Bregman, J. D., & Volkmer, F. R. (1988). "Autistic Social Dysfunction and Down's Syndrome", <i>Journal of the American Academy of Child and Adolescent Psychiatry</i>, 27, 440-441 (translation provided). 3. Resolution adopted by the General Assembly-on the report of the Third Committee (A/62/435)62/139. World Autism Awareness Day (translation provided). 4. International Classification of Diseases and Related Health Problems, 10th edition. (MKV-10). 			
Hours of active teaching classes:		Lectures: 2	Class and student work: 1
Teaching methods: Interactive teaching, PowerPoint presentation, case reports, movies.			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	points
Lecture participation	15	Written exam	
Class and student work	15	Oral exam	50
Seminars	20		

Study program: Speech and Language Pathology			
Course title: COGNITIVE LEARNING STRATEGIES			
Lecturer: ur evi R. Sanja			
Type of course: Elective			
Number of ECTS allocated: 6			
Prerequisites: none			
Course aim: Instructing of cognitive learning strategies and principles and methodology of applying cognitive strategies in working with students with disabilities.			
Course objectives: Understanding cognitive learning strategies, as well as applying cognitive strategies in working with students with disabilities.			
Course content:			
<i>Lectures:</i>			
Definition of cognitive learning strategies; general learning strategies; specific learning strategies; factors influencing learning; self-learning and application of cognitive learning strategies; student motivation; classroom management; pre-knowledge; strategies for efficient transfer of ideas; individual characteristics of students and learning strategies; assessment of learning objectives; verification of learning objectives.			
<i>Class and student work:</i>			
Visual and auditory learning; Spontaneous learning; Tactile and olfactory learning; Emotional learning and kinesthetic memory.			
Reading list:			
1. Y. N. Bui, J. B. Schumaker, D. D. Deshler (2006). The Effects of a Strategic Writing Program for Students with and without Learning Disabilities in Inclusive Fifth-Grade Classes, <i>Learning Disabilities Research & Practice</i> , 21(4), 244–260 (translation provided).			
2. D. Scanlon (2002). PROVE-ing What You Know, Using Learning Strategies in an Inclusive Class, <i>Teaching Exceptional Children</i> , 48-54 (translation provided).			
3. E. Zhi-Feng Liu, S. S. J. Lin (2007). Relationship between Peer Feedback, Cognitive and Metacognitive Strategies and Achievement in Networked Peer Assessment, <i>British Journal of Educational Technology</i> 38, 1122–1125.			
4. L. B. Keith (1992). Self-managed Learning Strategy Systems for Children and Youth. <i>School Psychology Review</i> , Vol. 21, 211–229 (translation provided).			
Hours of active teaching classes:		Lectures: 2	Classwork: 1
Teaching methods:			
Group work, interactive teaching, cooperative model of work with the application of the individual, group and tandem forms, work on research tasks, seminar work, reviewing the literature covered, class presentations.			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	points
Lecture participation	10	Oral exam	50
Class and student work	10		
Colloquia	15		
Seminars	15		

Study program: Speech and Language Pathology; Occupational Therapy			
Course title: FAMILY COUNSELING			
Lecturer:			
Type of course: Compulsory			
Number of CTS allocated: 6			
Prerequisites: none			
Course aim: Learning about family psychology, as well as how to provide psychological support to family based on methods of marital counseling, family therapy, system approach to work with family, and other psychotherapeutic approaches.			
Course objectives: Acquiring skills necessary for professional work with family and children.			
Course content:			
<i>Lectures:</i>			
Becoming familiar with family psychology. Work with family of healthy and disturbed child, developmental cycle of family of a child with proper development and developmental disabilities, psychological support to parents at an early stage of adaptation children's disorder, system approach to work with family, family therapy and other psychotherapeutic techniques.			
<i>Class and student work:</i>			
Acquiring skills in using approaches and techniques of various psychotherapeutic methods suitable for working with family with a child with proper development and with developmental disabilities.			
Reading list:			
1. Dimoski, S. (2012). <i>Advisory Work with Family of Disturbed Child who Suffers Violence</i> . Belgrade School of Special Education and Rehabilitation. 2012 18 / 1 157-167V. ISSN 0354-8795.			
2. Hrnjica, S. (1997). <i>Child with Developmental Disabilities in Elementary School</i> , Chapter: <i>Child with Special Needs and Family</i> . Teacher Education Faculty. Belgrade. pp. 111-132. ID-54227212.			
Hours of active teaching classes:		Lectures: 2	Classwork: 2
Teaching methods:			
Group work, interactive teaching, cooperative model of work with the application of the individual, group and tandem forms, work on research tasks, seminar work, reviewing the literature covered, class presentations.			
Assessment (maximum number of points 100)			
Precondition for final exam:		Final exam	points
Lecture participation		Oral exam	50
Class and student work			
Colloquia			
Seminars			

Study program: Speech and Language Pathology			
Course title: NON-VERBAL COMMUNICATION			
Lecturer: auševac-Stojiljkovi S. Dragan			
Type of course: Elective			
Number of ECTS allocated: 5			
Prerequisites: none			
Course aim: Introduction to the modes of non-verbal communication. Learning about the sign language.			
Course objectives: Mastering modes of non-verbal communication and becoming familiar with elementary notions for the purpose of basic communication in the sign language.			
Course content: <i>Lectures:</i> Non-verbal communication. Modalities of non-verbal communication. Historical development. Sign language. Finger alphabet (one-handed/two-handed): historical development, types, rules, application. Gesture: historical development, definition and classification, application. Implementation of basic terms in the sign language in order to establish elementary communication (managing within family, school and macro environment). <i>Class and student work:</i> Becoming familiar with the basic words in the sign language.			
Reading list: 1. Savi , Lj. (2002): <i>Non-verbal Communication of Deaf and its Interpretation</i> , Serbian Association of the Deaf, Belgrade, ISBN 86-903569-0-8 pp. 243. 2. Rot, N. (2010). <i>Signs and Meanings</i> . Zavod za udžbenike. ISBN: 8600262016539.			
Hours of active teaching classes:		Lectures: 2	Classwork: 2
Teaching methods: Interactive teaching, PowerPoint presentations.			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	points
Lecture participation	10	Oral exam	45
Class and student work	30		
Colloquia			
Seminars	15		

Study program: Speech and Language Pathology			
Course title: PLAY THERAPY			
Lecturer: Ljubomir O. Nataša			
Type of course: Elective			
Number of CTS allocated: 5			
Prerequisites: none			
Course aim: Learning about the influence of play therapy on cognitive, physical, social and emotional development, mastering the basic techniques of applying play therapy in prevention and solving the psychosocial difficulties of children.			
Course objectives: Ability to apply play therapy in the framework of preventive and rehabilitation programs.			
Course content:			
<i>Lectures:</i>			
Concept of play and defining it, playing through child development. Characteristic of the play of children with special needs. Play in the function of cognitive, physical, social and emotional development of children. Play in the prevention of psychosocial disorders. Non-directive play therapy. Principles of non-directive play therapy. Criteria for selecting toys in working with children with special needs. Didactic material in play therapy. Therapeutic personality in play therapy. Parents as partners in play therapy.			
<i>Class and student work:</i> Research tasks and seminar papers: Play in preventive programs and Rehabilitation role of the play.			
Reading list:			
1. Grujkovi , .(2016). <i>Play therapy - How to Develop Skills for Understanding a Child and to Deepen the Relationship with Them</i> , Zagreb, Harfa ISBN: 9789537351434 pp. 151.			
2. Landreth, L. G., (2012) <i>Play Therapy: the Art of the Relationship</i> . (3 rd edition). Routledge Taylor&Francis Group, New York. ISBN-978-0-415-88681-9 (translation provided).			
Hours of active teaching classes:		Lectures: 2	Classwork: 1
Teaching methods:			
Group work, interactive teaching, and cooperative model of work with the application of the individual, group and tandem forms, work on research tasks, seminar work, reviewing the literature covered, class presentations.			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	points
Lecture participation	10	Oral exam	50
Class and student work	10		
Colloquia	15		
Seminars	15		

Study program: Speech and Language Pathology			
Course title: THEORY AND PRACTICE OF INTERCULTURAL COMMUNICATION			
Lecturer: Milivojević Tatjana			
Type of course: Elective			
Number of ECTS allocated: 5			
Prerequisites: none			
Course aim: Learning about characteristics of different cultures and the impact on communication, as well as the impact of stereotypes, biases, and perception characteristic of members of particular cultures about interactions in increasingly "more global" and increasingly multicultural business environments; stereotypes, biases, and perception characteristic of members of particular cultures affect interactions in increasingly "global" and increasingly multicultural business environments.			
Course objectives: Upon completion of the course, students will be able to recognize how and to what extent their culture influences communication with members of other cultures; students will be familiar with significance of cultural characteristics in communication between members of different communities; student will be able to understand how different stereotypes, biases, and perceptions, which are characteristic of members of particular cultures affect interactions in increasingly "more global" and increasingly multicultural business environments; students will master practice necessary for successful and flexible communication with people coming from other cultures.			
Course content:			
<i>Lectures:</i>			
Learning about basics of successful communication with people who come from different cultural, ethnic and racial environments. Analyzing different types and forms of encountering cultures, intercultural communications and modes of intercultural (non)understanding. Familiarization with typical figures that have played a significant role in the processes of cultural mediation between the Western and non-European world in historical perspective. Acquiring skills for successful intercultural interaction. Training to develop strategies and acquire skills necessary to bridge the cultural barriers and successful accomplishment in intercultural organizations and environments.			
<i>Class and student work:</i>			
Conducting research as a basis for review for the seminar work.			
Reading list:			
Jandt, F. E. (2011). <i>Intercultural Communication: An Introduction</i> , (3 rd ed.), Thousand Oaks, Sage Publications			
Kim, M. N. (1994). Cross-Cultural Comparisons of the Perceived Importance of Conversational Constraints, <i>Human Communication Research</i> , 21 (1), 128–151.			
Petrović, D. (2006). <i>Intercultural (non) Understanding</i> , in Popadić, D. (Ed.) <i>Introduction to Peace Studies</i> , II volume, MOST Group, Belgrade.			
Hall, E. T. (1998). The Power of Hidden Differences, In Bennett, M. J, (ed.) <i>Basic Concepts of Intercultural Communication: Selecting Readings</i> , Yarmouth, Maine, Intercultural Press, pp. 53-67.			
Hours of active teaching classes:	Lectures: 2	Classwork: 2	
Teaching methods:			
Lectures, presentations, discussions, consultations, mentoring, video materials, guest lectures, student exhibitions, field visits.			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	points
Lecture participation	10	Oral exam	50
Class and student work	10		
Colloquia	20		
Seminars	10		

Study program: Speech and Language Therapy			
Course title: INTERNSHIP 2			
Lecturer:			
Type of course: Compulsory			
Number of ECTS allocated:3			
Prerequisites:			
Course aim: Acquiring skills in the field of treatment of people with hearing and communication disorders.			
Course objectives: Student will be able to apply adequate models and forms of hearing and speech therapy in work with people with hearing disorders, language, speech and communication abilities.			
course content: Application of exercises predicted by the programs of the treatment of certain forms of speech and language disorders; Preparation for the speech therapist and completion of individual forms of speech therapy (at least two sessions in each professional course); Writing and presenting a journal of practice. Hearing and speaking exercises; work on articulation of sounds; application of amplification in treatment (early age, pre-school age, school population and adults).			
Hours of active teaching classes: 30 classes in two weeks			
Teaching methods: Creation and implementation of rehabilitation programs.			
Assessment (maximum number of points 100)			
Taking medical history	10	Implementation of speech therapy	20
Clinical and speech pathology assessment	20		
Speech and language status	20		
Case study	30		

Division of subjects by semesters and study programs
 Department of Speech and Language Pathology

No.	Subject code	Subject name	Sem.	Hours of active teaching classes	ESPB
FIRST YEAR Master programs: Speech and Language Pathology					
1.	LOGOM1	Humanities and social scientific research methods	I	60	6
2.	LOGOM2	Diagnostics in speech and language pathology	I	60	6
3.	PIBM1L	Elective courses - block 1 (Modern technologies in speech and language pathology; Modern approaches to research in special education and rehabilitation)	I	60	6
4.	PIBM2L	Elective courses - block 2 (Specific neurological diagnosis in the function of speech and language pathology; Dysphagia)	I	60	6
5.	PIBM3L	Elective courses - block 3 (Approaches to habilitation / rehabilitation of hearing impaired; Neurodegenerative speech and language disorders;)	I	60	6
6.	SIRML	Study research work	II	300	10
7.	ZRML	Master thesis	II		20
Total hours of active teaching classes				600	
Total ESPB					60

Study program: Occupational Therapy; Speech and Language Pathology			
Course title: HUMANITIES AND SOCIAL SCIENTIFIC RESEARCH METHODS			
Lecturer: Mani Lj. Ljiljana			
Type of course: Compulsory			
Number of ECTS allocated: 6			
Prerequisites: none			
Course aim: Course aim is to introduce students to theory of research methodology, logical forms of thinking and theory of research; to be able to independently determine epistemological postulates of concrete research upon which students will be able to create a scientific research project of empirical and analytical and action research, to conduct research, to make appropriate conclusions and to write a research report; when collecting and processing data and interpreting empirical results independently apply the descriptive statistics and statistics of conclusion.			
Course objectives: Application of skills in designing and performing empirical and analytical research, and ability to comprehend literature of empirical character.			
Course content: <i>Lectures:</i> The possibilities and limits of scientific research. Paradigms of research. Types of research. Empirical and analytical research. Action research. Research realization. Research project. Measurement in research. Theoretical method. Experimental method. Descriptive method. Historical method. Empirical-analytical research course. Analysis of documents content. Observation participation. Qualitative interview. Survey. Evaluation and assessment. Sociometric research procedure. Forming a database. Encoding of measuring instruments. Sample research. Average. Variability. Determining the connection of variables. T-test. Chi-square test. Applying empirical and analytical research results. <i>Class and student work:</i> Creating a research project. Analysis of research findings.			
Reading list: 1. Pe ujli , Mili V. (2003). <i>Methodology of Social Sciences</i> , Vizartis, Belgrade. ISBN 86-84199-08-1 pp. 245. 2. unda ina , Ban ur, V. (2007). <i>Methodological Practicum – Practice in Methodology of Pedagogical Research</i> , 08-2, Užice: Teacher Training Faculty. ISBN 978-86-7700-082-0.			
Hours of active teaching classes:	Lectures: 2	Classwork: 2	
Teaching methods: Presentation, independent work.			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	points
Lecture participation	10	Oral exam	50
Class and student work	15		
Seminar	25		

Study program: Speech and Language Pathology		
Course title: DIAGNOSTICS IN SPEECH AND LANGUAGE PATHOLOGY		
Lecturer: auševac-Stojiljkovi S. Dragan		
Type of course: Compulsory		
Number of CTS allocated: 6		
Prerequisites:		
Course aim: Becoming familiar with the field of speech pathology diagnostics and voice evaluation.		
Course objectives:		
<p>Gaining ability of professional and sensitive listening, as well as active observation of modalities of verbal-vocal behavior and communication. Acquiring skills for adequate selection and application of tests, questionnaires, scale and other speech pathology procedures and techniques in the diagnostic testing process. Acquiring skills for qualitative and quantitative testing of communicative skills and their disorders. Ability to formulate and validate clinical hypotheses and the application of procedures and strategies for speech therapist diagnosis. Acquiring skills and ability to create a detailed written speech pathology report on the evaluation results.</p>		
Course content:		
<p><i>Lectures:</i> Elementary concepts of basic principles and strategies in speech pathology diagnostics. The scientific foundation of diagnostic research of voice, swallowing, speech, language, reading, writing and human communication disorders. Application of standard speech pathology tests and instruments in speech pathology diagnostics. Application of non-standard procedures and techniques in the collection of valid and necessary data in speech pathology diagnostics. Qualitative and quantitative methods and procedures in the process of speech pathology diagnostics. <i>Class and student work:</i></p> <p>Speech pathology documentation. Speech pathology diagnosis and evaluation. Speech pathology diagnostic report: structure, content and presentation method. Application of computer programs in speech pathology diagnostics. Result presentation of diagnostic process, both orally (before the team of experts, parents, clients, colleges) and in writing.</p>		
Reading list:		
<ol style="list-style-type: none"> 1. Tomblin, J.B. et al. (1994): <i>Diagnosis in Speech - Language Pathology</i>. Singular Publishing Group, Inc, San Diego. Chapters: 'Perspectives on Diagnosis', pp. 1-28 'The Clinical History', pp. 53- 63, (translation provided). 2. <i>Instruments and Measurements in Speech Therapy</i>. (2013). Congress of Speech Therapist of Serbia. National Meeting with International Participation. Collection of Papers. Ed. Neda Milošević. Div ibare: Serbian Association of Speech Therapist. ISBN 978-86-915577-1-3. COBISS.SR-ID 198243596. 3. ordi, A., Bojanin, S. (1997). <i>General Defectological Diagnostics</i> (2nd supplemented edition), Speech Organization Evaluation pp. 165-195, Zavod za udžbenike i nastavna sredstva, Belgrade, (selected chapters), ISBN 86-17-05978-8. 4. Keramit ievski, S. (1990). <i>General Speech and Language Pathology with the History of Speech Pathology and Basic Speech Pathology Dictionary</i>, Chapter: Speech Pathology Diagnostics, Nau na knjiga, Belgrade ISBN 86-23-60084-3. 5. <i>Manual for the Evaluation of Psychomotor Development of Preschool Children</i> (1984). <i>Development and Evaluation of Preschool Children</i>, pp. 133-139. Institute of Mental Health; Belgrade. 6. He ever, M., Nikoli, B., Fabijanovi, A. <i>Dichotic Words Test: Metric Properties. Croatian Review of Rehabilitation Research</i>, 49, (1). 49-64. 		
Hours of active teaching classes:	Lectures:2	Classwork:2
Teaching methods:		
Group work, interactive teaching, and cooperative model of work with the application of the individual, group and tandem forms, work on research tasks, seminar work, reviewing the literature covered, class presentations.		
Assessment (maximum number of points 100)		

Precondition for final exam:	points	Final exam	points
Lecture participation	10	Oral exam	50
Class and student work	15		
Colloquia	/		
Seminars	25		

Study program: Speech and Language Pathology			
Course title: MODERN TECHNOLOGIES IN SPEECH AND LANGUAGE PATHOLOGY			
Lecturer: Milošević R. Neda			
Type of course: Elective			
Number of CTS allocated: 6			
Prerequisites: none			
Course aim: Becoming familiar with the use of speech and language pathology technology.			
Course objectives: Mastering the ability to use and implement speech and language pathology technology.			
Course content:			
<p><i>Lectures:</i> Historical development of speech and language technology and theoretical basis; basic and specific technological means in speech and language pathology work; mechanical and electromechanical speech pathology instruments; audiovisual technology in speech pathology, analogue and digital hearing processing, selective auditory filter amplification and digital auditory filter amplification, voice analyzers.</p> <p><i>Class and student work:</i> Instructional practice and implementation of speech pathology technology - implementation of mechanical and electromechanical instruments, implementation of digital signal processing - computerized devices, implementation of voice analysis programs, programs of delayed speech effect.</p>			
Reading list:			
<ol style="list-style-type: none"> He ever, M. (2010). Examination of Hearing Processing in Elementary School Students Using a Dichotic Word Test. In: V. Mildner, M. Liker (ed.) <i>Production and Speech Perception: to Professor Damir Horgić on his Seventieth Birthday</i>. Zagreb: Faculty of Philosophy, University of Zagreb, Department of Phonetics, Department of Phonetics, <i>Croatian Philological Society</i>, FF Press. 198-207. He ever, M., Bonetti, A. (2010). Examination of Hearing Processing Disorders Using Filtered Words among Lower Grade Elementary Students. <i>Croatian Review for Rehabilitation Research</i>, 46, (2). 50-60. He ever, M. (2010). <i>Digital Speech Pathology Tool Kit in Speech Pathology Rehabilitation</i>. Logopedija, 2, 1, 20-25. Keith, R. W. (2000) SCAN-C. <i>Test for Auditory Processing Disorders in Children - Revised</i>. The Psychological Corporation, Harcourt Assessment company. Milošević, N., He ever, M., Drobnjak, B. (2015). Implementation of Digital Speech Pathology Tool Kit in the Treatment of Lateral Stigmatism. <i>Speech and Language Disorders of Developmental Age: The II Congress of Speech Therapist of Serbia</i>. International conference held on 15-17 May, 2015. Collection of Papers. Ed. Neda Milošević. Belgrade: Speech Therapists Association of Serbia, pp. 187-195. ISBN 978-86-915577-2-0C. Milošević, N., Čaušević D., Zelić M., Drobnjak B. (2015). <i>The Use of Speech Pathology Instruments: Manual</i>. Belgrade: Logomedika. ISBN 978-86-918365-0-4. COBISS.SR-ID 219608076. 			
Hours of active teaching classes:		Lectures: 2	Classwork:2
Teaching methods:			
Group work, interactive teaching, and cooperative model of work with the application of the individual, group and tandem forms, work on research tasks, seminar work, reviewing the literature covered, class presentations.			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	points
Lecture participation	10	Oral exam	50
Class and student work	10		
Colloquia	15		
Seminars	15		

Study program: Speech and Language Pathology			
Course title: MODERN APPROACHES TO RESEARCH IN SPECIAL EDUCATION AND REHABILITATION			
Lecturer: ur evi R. Sanja			
Type of course: Elective			
Number of CTS allocated: 6			
Prerequisites: none			
Course aim: Instructing students for monitoring news and research results and independent research work in the field of special education and rehabilitation.			
Course objectives: Understanding the approaches to implementing qualitative methods in special education and rehabilitation, becoming familiar with their implementation in a particular research and the ability to implement them.			
Course content:			
<i>Lectures:</i> Theoretical and epistemological, and methodological problems in special education and rehabilitation. Developmental tendencies in research work. Types of research. Stages in scientific research. Criteria for the selection of research problems in special education and rehabilitation. Ethics in research work. Research project. Population and sample in the field of special education and rehabilitation. Designing research instruments. Analysis and interpretation of results. Research report. Analysis of selected research, implementing results in practice.			
<i>Class and student work:</i> Recognizing and formulating scientific and research problem. Individual, group and teamwork.			
Reading list:			
Gitlin, N. L., Depoy, E., (2011). <i>Introduction to Research: Understanding and Applying Multiple Strategies</i> , Elsevier Mosby: Missouri ISBN-13: 978-0323068543(translation provided).			
Lune, H., Berg, L.B., (2014). <i>Qualitative Research Methods for the Social Sciences</i> . Pearson Education Limited: Harlow ISBN-13: 978-0205809387 (translation provided).			
Parker, ..Pitney, W., (2009). <i>Qualitative Research in Physical Activity and the Health Professions</i> . (1 st edition) Human Cintetics ISBN-13: 978-0736072137 (translation provided).			
Hours of active teaching classes:		Lectures: 2	Classwork: 2
Teaching methods:			
Group work, interactive teaching, and cooperative model of work with the application of the individual, group and tandem forms, work on research tasks, seminar work, reviewing the literature covered, class presentations.			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	points
Lecture participation	10	Oral exam	50
Class and student work	10		
Colloquia	15		
Seminars	15		

Study program: Speech and Language Pathology			
Course title: SPECIFIC NEUROLOGICAL DIAGNOSIS IN THE FUNCTION OF SPEECH AND LANGUAGE PATHOLOGY			
Lecturer: auševac-Stojiljkovi S. Dragan			
Type of course: Elective			
Number of CTS allocated: 6			
Prerequisites: none			
Course aim: Learning about diagnostic capabilities and the scope of neurological science, focusing on damage to the central nervous system and objective diagnostic capabilities.			
Course objectives: Student will be able to integrate and link acquired skills of diagnostics of damage to the central nervous system and to independently assign prognosis, design and implement rehabilitation programs.			
Course content:			
<i>Lectures:</i>			
Specific neurological diseases dominated by speech disorders. Types of lesions and their localization. Diagnostic criteria in speech disorders assessment. The impact of brain autoregulation on speech. Diagnostic methods and method of speech disorders evaluation. Some clinical pathology disease entities in neurology that directly affect speech disorder. The basic principles of ultrasound diagnostics in cerebral circulation disorders that directly affect speech. Application of TCD (Transcranial Doppler Sonography) in the rapid diagnosis of circulatory disorders and zones responsible for speech and language expression. Computerized brain tomography (CT) and nuclear magnetic resonance (NMR), reliable methods in the presentation of morphological intracranial lesions responsible for speech disorders. Regional cerebral flow (PET and SPECT), significant research methods in the study of speech and language outbursts. (Visual) Evoked potential (VEP) and brainstem auditory evoked response (BAER) with their diagnostic significance. Differential diagnosis approach. <i>Class and student work:</i> Becoming familiar with diagnostic results, interpretation of results and their application in speech pathology therapy.			
Reading list:			
1. Pavlovi ,D., Pavlovi , A. (2013). <i>Neuropsychological Diagnostics</i> , Orion Art, Belgrade ISBN 9788683305865			
2.Hyogo, T.; Nakagawara, J.; Nakamura, J. & Suematsu, K. (1996). Multiple Segmental Agenesis of the Cerebral Arteries: case report. <i>Neuroradiology</i> , 38(5):433-6.			
3.Grotta JC, Norris J. W, Kamm B. (1999). Prevention of Stroke With Ticlopidine: Who Benefits Most? TASS Baseline and Angiographic Data Subgroup. <i>Neurology</i> . 42:111–5.			
4.Muller A, Mungersdorf M, Reichmann H, Strehle G, Hummel T (2002). Olfactory Function in Parkinsonian Syndromes. <i>J Clin Neurosci</i> 9: 521–24.			
5.Isozaki E, Naito A, Horiguchi S, Kawamura R, Hayashida T, Tanabe H.(1996). Early Diagnosis and Stage Classification of Vocal Cord Abductor Paralysis in Patients with Multiple System Atrophy. <i>J Neurol Neurosurg Psychiatry</i> 60: 399–402.			
6. Deguchi K, Ikeda K, Shimamura M, et al. (2007). Assessment of Autonomic Dysfunction of Multiple System Atrophy with Laryngeal Abductor Paralysis as an Early Manifestation. <i>Clin Neurol Neurosurg</i> 109: 892–95.			
7.Wu YR, Chen CM, Ro LS, Chen ST, Tang LM.(1996). <i>Vocal Cord Paralysis as an Initial Sign of Multiple System Atrophy in the Central Nervous System</i> . <i>J Formos Med Assoc</i> 95: 804–06.			
Hours of active teaching classes:	Lectures: 2	Classwork: 2	
Teaching methods:			
Group work, interactive teaching, and cooperative model of work with the application of the individual, group and tandem forms, work on research tasks, seminar work, reviewing the literature covered, class presentations.			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	points
Lecture participation	10	Oral exam	50
Class and student work	10		
Colloquia	15		
Seminars	15		

Study program: Speech and Language Pathology			
Course title: DYSPHAGIA			
Lecturer: Bunijevac B. Mila			
Type of course: Elective			
Number of CTS allocated: 6			
Prerequisites: none			
Course aim: Becoming familiar with the field of swallowing and chewing, i.e. feeding processes in children and adults, different risk groups, methods and techniques of assessment and implementation of rehabilitation programs. Participation in teamwork.			
Course objectives: Ability to recognize disorders and implement evaluation methods and techniques. Ability to create and implement rehabilitation programs, as well as participation in teamwork.			
Course content:			
<i>Lectures:</i>			
Physiology of swallowing; analysis of the stage in the process of feeding (chewing and swallowing); developing feeding and chewing skills. Variations in normal chewing, dysphagia-definition; etiology of dysphagia; dysphagia in children; dysphagia in adults; deviation in the processes of swallowing and chewing in neurological disorders and diseases; complications of dysphagia; diagnostic procedures and evaluation of the patient with dysphagia; modern technical tools in diagnosis of dysphagia; rehabilitation of a patient with dysphagia; rehabilitation procedures; head positions; maneuver of swallowing; Relationship between chewing ability and oral motor skills. Models of differential diagnosis. The role of speech therapist in the dysphagia rehabilitation.			
<i>Class and student work:</i>			
Evaluation of the type and degree of dysphagia. Procedures in therapy planning and therapy approaches. Preparation and implementation of rehabilitation programs. Exercises, oral hygiene. Teamwork.			
Reading list:			
1.White GN, O'Rourke F, Ong BS, Cordato DJ, Chan DKY. Dysphagia: Causes, Assessment, Treatment and Management. <i>Geriatrics</i> 2008; 63: 15-2.			
2.Heemsker, A.-W. R., Roos, A. C. (2011). Dysphagia in Huntington's Disease: A Review, <i>Dysphagia</i> , 26:62–66 (translation provided).			
3.Morris, S.E., Klein, M. D. (2000). Pre-Feeding Skills: A Comprehensive Resource for Mealtime Development, Tsb/Harcourt; 2 nd edition (selected chapters) (translation provided).			
4.Palmer, J. B., Drennaan, J. C., Baba, M. (2000). Evaluation and Treatment of Swallowing Impairments, <i>American Fam. Physician</i> , Vol. 61((8)24, 53-62 (translation provided).			
5.Skelton, J. (1994). Dysphagia in Motor Neuron Disease, <i>Nursing Standard</i> , Vol. 8, No 37, pp. 57-64 (translation provided).			
6.Speyer, R., Baijens,L.,Heijnen, M., Zwijnenberg, I. (2010). Effects of Therapy in Oropharyngeal Dysphagia by Speech and Language Therapists: A Systematic Review, <i>Dysphagia</i> , 25: 40–65 (translation provided).			
Hours of active teaching classes:		Lectures: 2	Classwork: 2
Teaching methods:			
Group work, interactive teaching, and cooperative model of work with the application of the individual, group and tandem forms, work on research tasks, seminar work, reviewing the literature covered, class presentations.			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	points
Lecture participation	10	Oral exam	50
Class and student work	15		
Colloquia	/		
Seminars	25		

Study program: Speech and Language Pathology			
Course title: APPROACHES TO HABILITATION AND REHABILITATION OF IMPAIRED HEARING			
Lecturer: Risti D. Ivana			
Type of course: Elective			
Number of CTS allocated: 6			
Prerequisites:			
Course aim: Learning about the acquired disturbances and hearing disorders occurring during lifetime. Instructing of the psycho-social consequences of hearing loss and their impact on the quality of life, understanding and mastering the methodology of applying modern assessment techniques, habilitation amplification and hearing rehabilitation, speech and language of deaf and partially deaf children, youth and adults.			
Course objectives: Being able to work independently on assessment of hearing and speech-language abilities of deaf and partially deaf adults, ability to evaluate and apply the appropriate type of amplification in accordance with individual biological and psycho-social characteristics of adults, ability to assess the quality of life of deaf and partially deaf adults, independent design of appropriate rehabilitation programs.			
Course content: <i>Lectures:</i> Psycho-social characteristics of deaf and partially deaf persons; the frequency of hearing impairment in children, youth, adults and the elderly. Etiology and damage. Connection of the degree of hearing impairment with the quality of life. Consequences of hearing loss at an early age, in adults and elderly people. Methodology for creating habilitation and rehabilitation programs. Modalities of communication. Amplification and amplification capabilities. Adaptation to the hearing aid. <i>Class and student work:</i> Creating activity programs for improving the quality of life of deaf and partially deaf people, especially adults and elderly deaf and partially deaf people. Amplification and programs for improving the adaptation process to the hearing aid.			
Reading list: 1.Ventry, I., & Weinstein, B. (1982). The Hearing Handicap Inventory for the Elderly: A New Tool. <i>Ear and Hearing</i> , 3, 128-133. 2.Kochkin S. (2005). MarkeTrak VII: Hearing Loss Population Tops 31 Million People. <i>The Hearing Review</i> . 12(7), 16-29. 3.Kricos PB. (1997). Audiologic Rehabilitation for the Elderly: A Collaborative Approach. <i>The Hearing Journal</i> , 1997, 50(2), 10-19. 4.Babeu, L., Kricos, P., Lesner, S. (2004). Applications of the Stages-of-Change Model in audiology. <i>Journal of the Academy of Rehabilitative Audiology</i> , 37. 5.Humphrey Ch. Gilhome Herbst K. Faurqi S. (2009). Some Characteristics of the Hearing-impaired Elderly who do not Present Themselves for Rehabilitation, <i>British Journal of Audiology</i> , 15 (1), 25-30.			
Hours of active teaching classes:	Lectures: 2	Classwork: 2	
Teaching methods: Lectures, class and student work in laboratory, group discussions and analyzes, seminar, colloquiums, video analysis, essay writing.			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	points
Lecture participation	10	Oral exam	50
Class and student work	15		
Colloquium	/		
Seminars	25		

Study program: Speech and Language Pathology			
Course title: NEURODEGENERATIVE SPEECH AND LANGUAGE DISORDERS			
Lecturer: Milošević R. Neda			
Type of course: Elective			
Number of CTS allocated: 6			
Prerequisites: none			
Course aim: Becoming familiar with current theories and approaching the problem of neurodegenerative speech and language disorders, the ability to connect neurological brain damage with certain language components, training for determining diagnosis, planning and performing therapy for people with neurodegenerative speech and language disorders. Learning about assessment methods in order to distinguish them from similar speech and language disorders.			
Course objectives: Understanding innovative approaches in the rehabilitation of neurodegenerative speech and language disorders, implementing modern methods and procedures in creating and implementing rehabilitation programs.			
Course content:			
<i>Lectures:</i> Definition and historical development of neurodegenerative speech and language disorders; Neuroanatomic structures and brain damage; Causes of neurodegenerative speech and language disorders and methods of diagnostic process; Classifications of aphasia; Symptoms of aphasia; Differential diagnosis of neurodegenerative speech and language disorders; Treatment of neurodegenerative speech and language disorders.			
<i>Class and student work:</i> Creating protocols for evaluating the form and degree of speech and language disorders of neurodegenerative etiology. Creating rehabilitation programs.			
Reading list:			
1.Hedge, M. N. (2006). <i>A Text Book on Aphasia and other Neurogenic Language Disorders</i> , Third Edition, Thomson, Delmar Learning. Chapters: 1-9, pp. 3-301.			
2.La Pointe, L. L. (2005). <i>Aphasia and Related Neurogenic Language Disorders</i> , Thieme, New York, Stuttgart. Chapters: 8-12, pp. 117-199.			
3.Sarno, M. T.(2002). Aphasia. <i>Encyclopedia of the Human Brain</i> , Volume 1, Academic Press, USA, 181-192.			
4.Bugarski, V. & Semnic, . (2009). Neuropsychology of Alzheimer Disease. <i>News from Neurology, Psychiatry and Border Areas</i> , XVII, No. 1-2.			
5. Pavlovi , D. (2002). <i>Dementia: Clinical Diagnostics: Diagnostic Criteria and Differential Diagnosis, Primary Progressive Dementia, Diagnostic Procedure</i> . Belgrade: D. Pavlovi . ISBN 9788690311101, 8690311106.			
6. auševac, D. (2006). <i>On Space and Time - a Contribution to Understanding Space and Time in Patients with Anaphylaxis</i> , International Conference - Multidisciplinary Approaches in Special Education and Rehabilitation, Collection of Papers, Belgrade, pp. 75-80.			
7. auševac, D. (2009). <i>Rehabilitation of Aphasia, Contemporary Treatment of Children with Special Needs</i> , Institute for Psychophysiological Disorders and Speech Pathology "Prof. Cvetko Brajovi , PhD", Collection of Papers, Belgrade.			
Hours of active teaching classes:		Lectures: 2	Classwork: 2
Teaching methods: Group work, interactive teaching, and cooperative model of work with the application of the individual, group and tandem forms, work on research tasks, seminar work, reviewing the literature covered, class presentations.			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	points
Lecture participation	10	Oral exam	50
Class and student work	15		
Colloquia	/		
Seminars	25		

Study program: Speech and Language Pathology			
Course title: MASTER THESIS			
Type of course: Compulsory			
Number of ECTS allocated: 20			
Prerequisites: all exams have been passed			
Course aim: Being able to complete a scientific work in the field of hearing, speech, language and communication.			
Course objective: By completion of a master thesis, the student will gain the understanding and skills needed for conducting research and integrating it into studies, scientifically addressing significant social issues, drafting, outlining and completing research; analysis and research result interpretation; give conclusions and implications of research for theory and practice; presentation of scientific work in the field of hearing, speech, language and communication.			
Course content: Master thesis is independent theoretical and research paper in the field of occupational therapy. Student may choose a mentor who is a lecturer at the study program. In agreement with mentor, student chooses a topic from narrow scientific field of study program and prepares a research project in the framework of the study research work. The final paper is in written form and consisted of the following elements: introductory part, subject of the research, research goals and tasks, research hypothesis, methodology, research results, discussion, conclusion and bibliography. Master thesis defense is public.			
Reading list:			
Hours of active teaching classes:	Lectures:	Classwork:	
Teaching methods: Consultations (work with mentor) and independent research work.			
Assessment (maximum number of points 100)			
Precondition for final exam:	points	Final exam	points
		Drafting Master Thesis	70
		Master Thesis Defense	30