



Josip Juraj Strossmayer

University of Osijek

Faculty of Education

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STUDY PROGRAMME

**UNDERGRADUATE UNIVERSITY STUDY PROGRAMME
OF SPEECH AND LANGUAGE THERAPY**

Osijek, 2024.

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1. Name of study programme

Undergraduate University Study Programme of Speech and Language Therapy.

2. Area and field of study programme

Scientific area: 5. Social sciences

Scientific field: 5.10. Logopedics

3. Compatibility analysis of the study programme with the strategic goals of the higher education institution

In its strategic documents, the Josip Juraj Strossmayer University of Osijek promotes the importance of launching new study programmes based on the needs of the labour market. Closer cooperation between the labour market and the higher education system is a prerequisite for the sustainability of study programmes and for the quality of work of employees who enter the world of work upon graduation. The existing strategic documents of Josip Juraj Strossmayer University foster the values of lifelong learning, not just the formal completion of studies. Participatory learning, self-activity, and (co)evaluation of quality indicators represent a meta-level of presenting professional roles. Moreover, it can be said that the strategic documents of Josip Juraj Strossmayer University encourage quality beyond the scope of higher education.

The proposal to initiate an Undergraduate University Study of Speech and Language Therapy is founded on the Strategic Plan of the Faculty of Education, i.e., the elements of the development strategy by defined areas: Area 5.1. Teaching activity; Strategic objective 1.; Specific objective 2. Initiating new undergraduate, graduate and postgraduate studies; Activity 2.1. Development of modern, innovative university undergraduate, graduate and postgraduate studies taking into account current trends and labour market needs; Key indicator: Defined new programmes in line with global trends and labour market needs; Performance assumptions: Achieved communication with other higher education institutions; Provided scientific and teaching staff necessary to start the programme; Realized material and financial assumptions for opening new programmes. The proposal to launch this study programme also aligns with the mentioned documents.

In accordance with Activity 2.1, the proposal for a new Undergraduate University Study Programme of Speech and Language Therapy is based on current trends and needs of the labour market. The lack of speech therapists has been present for several decades, and one can speak of a chronic deficit, which will require many years to improve the situation. In this context, the new Undergraduate University Study Programme of Speech and Language Therapy has a clear sustainability and direction of development, especially in the part of upgrading the graduate level, postgraduate studies, research projects, international cooperation, etc.

4. Academic title earned on completion of study

University Bachelor (baccalaureus/baccalaurea) of Speech and Language Therapy (univ. bacc. logoped.).

5. Opinion of the Croatian Employment Service

In a situation of chronic deficit of speech and language therapists, their employability is undeniable. According to the latest report of the Croatian Employment Service, the bachelor of speech and language therapy is deficient in the entire Republic of Croatia. The only existing Undergraduate university studies of Speech and Language Therapy are conducted at the Faculty of Education and Rehabilitation Sciences, at the University of Zagreb and the University of Rijeka. The issue of speech and language therapist shortage, as highlighted in the recommendations of the Croatian Employment Service, stems from low enrollment quotas, and the fact that the programme is offered at only two locations in the Republic of Croatia. This makes the study of speech and language therapy inaccessible to a large number of interested high school students. The recommendations of the Croatian Employment Service contribute to aligning education with the needs of

the labour market, thus reducing structural mismatches in terms of supply and demand. It is also important to note that a part of Slavonia and Baranja is still an area of special state concern, and it is believed that the establishment of a Undergraduate University Study Programme of Speech and Language Therapy will contribute to the quality of life of children with developmental difficulties/risks, adults with disabilities, and their families at the national level, especially in the mentioned area. Furthermore, the establishment of a Undergraduate University study programme of Speech and Language Therapy at the Faculty of Education at the University of Osijek aligns with the principles of equality and accessibility of education and the decentralization of education, as well as the guidelines for establishing a network of study programmes (National Council for Higher Education, 2011).

6. Admissions criteria

Enrolment requirements are provided by law. The decision of the University Senate on the student's enrolment in the first year of study (level 1 of higher education) is in accordance with the Ordinance on Studies and Studying at the Josip Juraj Strossmayer University of Osijek, especially Article 28, Article 29 and Article 30. Based on the decision on enrolment, the Senate announces the Call for enrolment, which includes: conditions for enrolment, the enrolment quota, and a scoring system, which must include an evaluation of success in secondary school, passing the state graduation exam and special achievements and additional tests of knowledge and skills to the requirements of the study programmes of the University constituent units, information on the documents to be submitted and the deadline for registration. Applications to undergraduate study programmes take place through the National IT System of Applications to Higher Education Institutions (NISpVU) to pass the State Matura exam and enrol in selected programmes. The criteria for selecting the candidates for enrolling in the 1st year of undergraduate university study are: evaluation of the success of secondary school education, passing the state graduation exam, and other criteria (e.g. special achievements in secondary education and further verification of knowledge, skills or abilities as determined by the head of the study programme, etc.). The candidate acquires the right to enrol in the 1st year of the Undergraduate University Study Programme of Speech and language therapy according to points achieved on the ranking within the enrolment quota.

Integrated part of admission process is motivational interview with candidate. It will be a starting point with twofold purpose: (1) to get an insight into candidate's motivation and speech abilities (i.e. candidates should have excellent command of Croatian language, and should not have a speech and language impairment/ disorder), and (2) to introduce candidate with additional information on study programme and program outcomes, including the formal regulation which regulates that BA will not be able to provide speech and language therapy independently, yet under a supervision of speech and language therapist with masters degree. Candidates will be interviewed by committee with three members - speech and language therapists.

6.1. Structure of studies, study dynamics, criteria for enrolment in the subsequent semester

The Undergraduate University Study Programme of Speech and Language Therapy lasts 3 academic years or 6 semesters.

The arrangement of courses and subjects, i.e. topics, follows the spiral-ascending didactic-methodical construction of the study, which is necessary for the subsequent upgrading at level 2 (graduate level) and practical work. In the first year of study, the emphasis is on basic knowledge; in the second year, knowledge is constructed according to more specific ones; and in the third year, the emphasis is on specific knowledge and narrowly positioned in relation to the profession.

Elective courses are mostly from the social sciences and humanistic sciences in order to adequately prepare students for direct work with people but also for later continuation of formal education at the graduate level.

When planning the student's workload, it has been arranged on an equal matter at each study year. Students collect ECTS points in two ways: through compulsory and elective courses.

The methods of collecting ECTS points at the university undergraduate study of Speech and language therapy are aligned with the Acts on studies and studies at Josip Juraj Strossmayer University in Osijek (adopted on July 7, 2015, in Osijek), according to which studies at Josip Juraj Strossmayer University in Osijek are aligned with the European system acquisition and transfer of credits, according to which at least 60 ECTS credits are usually earned in one year of study in a full load. In doing so, ECTS points are assigned to students' study obligations based on the average total amount of work that the student must invest in order to achieve the expected learning outcomes as part of that obligation, whereby one ECTS point represents, as a rule, 30 hours of total average student work invested in acquiring the learning outcomes.

During the three years of study, the student must acquire a minimum of 180 ECTS points, combining different forms of attending classes and other activities embedded in the programme. In order to provide students with greater autonomy in creating their own professional profiles, elective courses follow this option, and students can have more than 180 ECTS credits at the end of their studies, depending on their preferences. The range of ECTS points greater than 180 is in accordance with the existing legal provisions and the Ordinance on Studies and Studying at the Josip Juraj Strossmayer University in Osijek (adopted on July 7, 2015, in Osijek), which stipulates that the students at university's undergraduate studies can obtain from 180 up to 240 ECTS.

The student completes the study with accumulated ECTS points and the creation of a final thesis, which is evaluated in accordance with the Ordinance on Final and Graduate Papers.

6.2. Criteria under which students who have completed their studies or lost the right to study in one study programme can continue their studies

The conditions under which students who haven't completed their studies or have lost the right to study in one study programme can continue their studies are determined in accordance with the Ordinance on Studies and Studying at Josip Juraj Strossmayer University of Osijek (adopted on July 7, 2015, in Osijek).

7. List of compulsory and elective courses along with the corresponding ECTS credits, form of delivery, course content, planned learning outcomes and lead course instructors

Outlined below is a list of compulsory and elective courses with the number of hours of active teaching required for performance and the number of ECTS credits by semester. On the basis of one semester, the student collects a minimum of 30 ECTS. The hours required for performance are shown on a weekly basis. Mark C refers to compulsory courses, and mark E to electives.

Table1. List of compulsory and elective courses

Study year: 1						
Semester: 1 st , Winter Semester						
Course	Teacher	L	P	S	ECTS	STATUS
Functional Anatomy	Antonio Kokot, PhD, associate professor	1	1	0	2	C
Human Genetics and Genetic Counselling	Silvija Pušeljić, PhD, full professor	1	1	0	3	C
Human Developmental Psychology	Dunja Jurić Vukelić, PhD, assistant professor	1	0	1	2	C
Croatian Language and Language Culture	Dubravka Smajić, PhD, associate professor Nina Mance, PhD, assistant professor	1	0	1	2	C
Communication Skills	Emina Berbić Kolar, PhD, full professor	1	1	1	3	C
Introduction to Speech and Language Rehabilitation Practicum	Dora Begović, SLT, assistant	0	2	0	2	C
Physical and Health Education 1	Jurica Lovrinčević, senior lecturer	0	2	0	1	C
Acoustics of Voice and Speech	Ljiljana Širić, PhD, assistant professor, univ. spec. med. iur. external expert: Dora Begović, SLT, assistant	1	0	1	3	C
Linguistics	Emina Berbić Kolar, PhD, full professor	2	0	2	4	C
Audiology with Vestibulology	Andrijana Včeva, PhD, full professor Marinela Rosso, PhD, assistant professor	2	1	0	4	C
Overall ECTS point, compulsory courses					26	
English Language in Speech and Language Therapy I	Ivana Marinić, PhD, assistant professor	1	1	0	2	E
German Language in Speech and Language Therapy I	Darija Kuharić, PhD, assistant professor	1	1	0	2	E
Fundamentals of Pedagogy	Antonija Huljev, PhD, assistant professor	1	0	1	2	E
Language Games in Preschool Age	Valentina Majdenić, PhD, associate professor	1	1	1	2	E
Kinesiology for Individuals with Hearing Impairments	Dražen Rastovski, PhD, assistant professor	1	1	0	2	E
Selected Chapters of Educational Rehabilitation	Zlatko Bukvić, PhD, assistant professor	1	2	0	2	E
Overall ECTS points elective (students can choose) min. 4 ECTS					12	

Study year: 1						
Semester: 2nd , Summer Semester						
Course	Teacher	L	P	S	ECTS	STATUS
Functional Anatomy	Antonio Kokot, PhD, associate professor	1	1	0	3	C
Human Developmental Psychology	Dunja Jurić Vukelić, PhD, assistant professor	1	0	1	2	C
Croatian Language and Language Culture	Dubravka Smajić, PhD, associate professor Nina Mance, PhD, assistant professor	1	0	1	2	C
Applied Phonology and Phonetics	Emina Berbić Kolar, PhD, full professor external expert: Perina Vukša Nahod, PhD, senior research associate in phonetics	1	0	1	2	C
Nonverbal Communication Skills	Lidija Bakota, PhD, associate professor	1	1	1	2	C
Physical and Health Education 1	Jurica Lovrinčević, senior lecturer	0	2	0	1	C
Student Practice I	Dora Begović, SLT, assistant	0	6	0	3	C
Laryngology with Phoniatics	Andrijana Včeva, PhD, full professor Marinela Rosso, PhD, assistant professor	2	1	0	3	C
Pathophysiology of Hearing Impairments	Andrijana Včeva, PhD, full professor external expert: Višnja Maričak, SLT, assistant	1	1	1	3	C
Phenomenology of Hearing Impairments and the Culture of Deaf	Marinela Rosso, PhD, assistant professor external expert: Ivana Hornjak, SLT, assistant	1	0	1	3	C
Overall ECTS point, compulsory courses					24	
English Language in Speech and Language Therapy I	Ivana Marinić, PhD, assistant professor	1	1	0	2	E
German Language in Speech and Language Therapy I	Darija Kuharić, PhD, assistant professor	1	1	0	2	E
Digital Tools in Inclusive Education	Ivana Đurđević Babić, PhD, full professor	1	0	1	2	E
Project Management	Ivana Stanić, PhD, assistant professor	1	0	1	2	E
Learning and Teaching Theories	Rahaela Varga, PhD, associate professor	1	0	1	2	E
Functional Mathematical Abilities and Skills	Ružica Kolar-Šuper, PhD, full professor Ana Katalenić, PhD, assistant professor	1	1	0	2	E
Overall ECTS points elective (students can choose) min. 4 ECTS					12	

Study year: 2						
Semester: 3rd , Winter Semester						
Course	Teacher	L	P	S	ECTS	STATUS
Introduction to Statistical Methods	Ana Mirković Moguš, PhD, assistant professor	1	2	0	2	C
Clinical Neurology	Mihael Mišir, PhD, assistant professor	1	1	0	3	C
Psychiatry with Psychotherapy	Ljiljana Radanović Grgurić, PhD, assistant professor	1	1	0	3	C
Contemporary Educational Approaches to Children with Specific Learning Disabilities	Ksenija Romstein, PhD, associate professor, univ. spec. rehab. educ.	1	1	0	2	C
Deontology in Clinical Speech Therapy Practice	Marinela Rosso, PhD, assistant professor	1	0	1	3	C
Physical and Health Education 2	Jurica Lovrinčević, senior lecturer	0	2	0	1	C
Voice Disorders I	Ljiljana Širić, PhD, assistant professor, univ. spec. med. iur. external expert: Ivana Hornjak, SLT, assistant	2	2	0	4	C
Learning Disabilities I	Maja Kelić, PhD, assistant professor external expert: Anja Borbaš, SLT, assistant	2	1	0	4	C
Croatian Sign Language I	Lidija Šmit Brleković, SLT, assistant	0	2	0	2	C
Overall ECTS point, compulsory courses					24	
English Language in Speech and Language Therapy II	Ivana Marinić, PhD, assistant professor	1	1	0	2	E
German Language in Speech and Language Therapy II	Darija Kuharić, PhD, assistant professor	1	1	0	2	E
Group Intervention Management	Zlatko Bukvić, PhD, assistant professor	1	1	0	2	E
Vertical Multilingualism in the Croatian Language	Emina Berbić Kolar, PhD, full professor	1	0	1	2	E
Programmes for Promoting Social Skills in Children with Developmental Disabilities	Aleksandra Krampač Grljušić, PhD, assistant professor	1	1	0	2	E
New Technologies in Assessment and Rehabilitation of Autism Spectrum Disorder	Ksenija Romstein, PhD, associate professor, univ. spec. rehab. educ.	1	2	0	2	E
Overall ECTS points elective (student can choose) min. 4 ECTS					12	

Study year: 2						
Semester: 4th , Summer Semester						
Course	Teacher	L	P	S	ECTS	STATUS
Cognitive Communication Disorders with Comorbidity	Dunja Jurić Vukelić, PhD, assistant professor	1	1	0	2	C
Fundamentals of Pediatrics	Blaženka Kljaić Bukvić, PhD, assistant professor	1	1	0	2	C
Contemporary Technologies in Speech and Language Rehabilitation	Ana Mirković Moguš, PhD, assistant professor external expert: Ivana Hornjak, SLT, assistant	2	1	1	3	C
Promoting Literacy Skills	Lidija Bakota, PhD, associate professor	1	2	0	3	C
Physical and Health Education 2	Jurica Lovrinčević, senior lecturer	0	2	0	1	C
Student Practice II	Dora Begović, SLT, assistant	0	8	0	5	C
Phonological and Articulation Disorders	Ljiljana Širić, PhD, assistant professor, univ. spec. med. iur. external expert: Višnja Maričak, SLT, assistant	2	2	0	4	C
Language and Speech Development and Disorders I	Maja Kelić, PhD, assistant professor	2	1	1	4	C
Croatian Sign Language I	Lidija Šmit Brleković, SLT, assistant	0	2	0	2	C
Overall ECTS point, compulsory courses					26	
English Language in Speech and Language Therapy II	Ivana Marinić, PhD, assistant professor	1	1	0	2	E
German Language in Speech and Language Therapy II	Darija Kuharić, PhD, assistant professor	1	1	0	2	E
Visual Impairments	Ksenija Romstein, PhD, associate professor, univ. spec. rehab. educ.	1	1	0	2	E
Methodology of Teaching Students with Dysgraphia and Dyslexia	Lidija Bakota, PhD, associate professor	1	1	0	2	E
Intersectoral Speech and Language Rehabilitation	Dora Begović, SLT, assistant	0	4	0	2	E
Rhythm and Child Development	Lidija Nikolić, PhD, assistant professor	2	0	1	2	E
Volunteer Work I	Zvezdana Penava Brekalo, PhD, assistant professor	0	2	0	2	E
Overall ECTS points elective (student can choose) min. 4 ECTS					14	

Study year: 3						
Semester: 5th , Winter Semester						
Course	Teacher	L	P	S	ECTS	STATUS
Personal Management of Speech and Language Therapists	Zvezdana Penava Brekalo, PhD, assistant professor external expert: Višnja Maričak, SLT, assistant	1	1	0	2	C
Early Intervention and Support	Ksenija Romstein, PhD, associate professor, univ. spec. rehab. educ.	2	1	0	3	C
Counselling Work with Families	Dunja Jurić Vukelić, PhD, assistant professor	2	1	0	3	C
Surdopedagogy	Marinela Rosso, PhD, assistant professor Zlatko Bukvić, PhD, assistant professor external expert: Anja Borbaš, SLT, assistant	2	1	0	3	C
Interdisciplinary Approach to the Rehabilitation of Individuals with Intellectual and Multiple Disabilities	Dunja Jurić Vukelić, PhD, assistant professor	1	1	0	2	C
Team Management	Ivana Stanić, PhD, assistant professor	1	0	1	2	C
Rehabilitation of Hearing Impaired Persons I	Marinela Rosso, PhD, assistant professor external expert: Lidija Šmit Brleković, SLT, assistant	2	2	0	4	C
Neurological Speech and Language Disorders	Ljiljana Širić, PhD, assistant professor, univ. spec. med. iur. external expert: Dora Begović, SLT, assistant	1	1	1	3	C
Motor Speech Disorders	Marinela Rosso, PhD, assistant professor external expert: Ivana Hornjak, SLT, assistant	2	1	0	4	C
Overall ECTS point, compulsory courses					26	
English Language in Speech and Language Therapy III	Ivana Marinić, PhD, assistant professor	1	1	0	2	E
German Language in Speech and Language Therapy III	Darija Kuharić, PhD, assistant professor	1	1	0	2	E
Psychogenic Etiology of Communication and Language Disorders	Dunja Jurić Vukelić, PhD, assistant professor	1	1	0	2	E
Fundamentals of Didactics	Rahela Varga, PhD, associate professor	1	0	1	2	E
Adaptation of Curriculum	Edita Borić, PhD, full professor	1	1	0	2	E
Intervention Techniques with Individuals with ADHD	Tena Velki, PhD, full professor	1	0	1	2	E
Rights of Speech and Language Impaired Patients	Ljiljana Širić, PhD, assistant professor, univ. spec. med. iur.	1	0	1	2	E
Overall ECTS points elective (student can choose) min. 4 ECTS					14	

Study year: 3						
Semester: 6th, Summer Semester						
Course	Teacher	L	P	S	ECTS	STATUS
Final Paper Methodology	Antonija Huljev, PhD, assistant professor	1	1	0	2	C
Interdisciplinary Approach to the Rehabilitation of Individuals with Motor Disabilities and Chronic Illnesses	Ksenija Romstein, PhD, associate professor, univ. spec. rehab. educ.	2	0	1	2	C
Neurological Speech and Language Disorders	Ljiljana Širić, PhD, assistant professor, univ. spec. med. iur. external expert: Višnja Maričak, SLT, assistant	1	2	1	4	C
Student Practice III	Lidija Šmit Breković, SLT, assistant	0	8	0	5	C
Speech and Language Rehabilitation Practicum	Dora Begović, SLT, assistant	0	2	0	2	C
Speech Fluency Disorders I	Ljiljana Širić, PhD, assistant professor, univ. spec. med. iur. external expert: Anja Borbaš, SLT, assistant	1	2	1	3	C
Deglutition Disorders	Marinela Rosso, PhD, assistant professor external expert: Ivana Hornjak, SLT, assistant	1	2	1	3	C
Final Paper Preparation	Selected mentor				5	C
Overall ECTS point, compulsory courses					26	
English Language in Speech and Language Therapy III	Ivana Marinić, PhD, assistant professor	1	1	0	2	E
German Language in Speech and Language Therapy III	Darija Kuharić, PhD, assistant professor	1	1	0	2	E
Field Work	Zvezdana Penava Brekalo, PhD, assistant professor	0	2	0	2	E
Creative and Supportive Therapies	Jelena Kovačević, PhD, prof. art., univ. spec. art. therap.	1	2	0	2	E
Methodology of Teaching Students with Dyscalculia	Ružica Kolar-Šuper, PhD, full professor Ana Katalenić, PhD, Assistant professor	1	1	0	2	E
Lexemes in Contemporary Croatian Language	Nina Mance, PhD, Assistant professor	1	0	1	2	E
Overall ECTS points elective (student can choose) min. 4 ECTS					12	

In summary, ECTS credits per year and semester are:

- 1st year, I. (winter) semester: compulsory courses carry 26 ECTS, elective courses carry a minimum of 4, a maximum of 12 ECTS;

- 1st year, II. (summer) semester: compulsory courses carry 24 ECTS, elective courses carry a minimum of 6, a maximum of 12 ECTS;

- 2nd year, III. (winter) semester: compulsory courses carry 24 ECTS, elective courses carry a minimum of 6, a maximum of 12 ECTS;
- 2nd year, IV. (summer) semester: compulsory courses carry 26 ECTS, elective courses carry a minimum of 4, a maximum of 14 ECTS;
- 3rd year, V. (winter) semester: compulsory courses carry 26 ECTS, elective courses carry a minimum of 4, a maximum of 14 ECTS;
- 3rd year, VI. (summer) semester: compulsory courses carry 26 ECTS, elective courses carry a minimum of 4, a maximum of 12 ECTS.

Such redistribution of the total load achieves an even load by years and semesters in the part of compulsory content and a greater choice for students in the part of elective content. Uniformity in the core content and differentiation in the elective part allows students to create an individualized higher education curriculum of professional development with competencies necessary for the labour market while satisfying personal preferences and affinities, which in the future can shape the further professional development of students.

Outlined below are the compulsory and elective courses categorised by year.

COMPULSORY COURSES, 1st YEAR

General information			
Lead instructor	Antonio Kokot, MD, PhD, associate professor		
Course name	FUNCTIONAL ANATOMY		
Study programme	Undergraduate University Study Programme of Speech and Language Therapy		
COURSE STATUS	Compulsory		
Year	1 st year, 1 st and 2 nd semester		
Number of credits and mode of delivery	ECTS student workload coefficient	2	3
	Number of hours (L+P+S)	1+1+0	1+1+0

1. COURSE DESCRIPTION			
1.1. <i>Course aims</i>			
The main aim of the course is for students to acquire the basics of the macroscopic morphology of individual organs and organ systems in humans, leading to a better understanding of physiological, pathophysiological, and pathological processes in the body.			
1.2. <i>Course enrolment requirements</i>			
None.			
1.3. <i>Intended course learning outcomes</i>			
On successful completion of this course, students will be able to:			
<ol style="list-style-type: none"> 1. Analyse Describe the structure of the human body. 2. Interpret life functions. 3. Apply new insights to master subjects in Speech and language therapy. 4. Develop Apply an integral approach to health and disease and view the cell and the organism as an integrated system. 5. Interpret normal physiological and anatomical values. 			
1.4. <i>Course content</i>			
<p>The course encompasses the acquisition of knowledge in general anatomy, as well as understanding the structure and function of individual organs and organ systems. The course includes the following.</p> <p>1 General anatomy: (define and differentiate anatomy within the scope of morphological sciences; define and distinguish the levels of human body structure; define the concept and practical importance of anatomical orientation and anatomical body position; describe and demonstrate the position of the three fundamental planes of orientation and axes in relation to the body).</p> <p>2 General and specialised osteology (analyse and compare different bone shapes, describe the fundamental characteristics of the vertebral column/the spine as a whole, show the parts of the ribs, describe the sternum, describe the overall structure of the skull, define the general features of cranial bones, distinguish the basic parts of individual bones of the hand /arm and foot/leg).</p> <p>3 General and specialised syndesmology (synarthroses and diarthroses, define the types of joints according to their shape and movements, analyse the types of joints between the vertebrae, the joints of the thoracic spine with the ribs and sternum, and describe the bony thorax as a whole, define joints between skull/cranial bones and describe their functional significance).</p> <p>4 General and specialised myology (the structure and parts of skeletal muscle, the shapes of skeletal muscles and muscle function).</p> <p>5 General and specialised neurology (describe the structure of nervous tissue, analyse and compare the anatomical and physiological division of the nervous system, define the brain /encephalon/ and parts of the brain /cerebrum, cerebellum, truncus encephali/, describe the cerebrum, show the lobes of the cerebrum on an anatomical specimen,</p>			

show their boundaries, describe and demonstrate the surfaces, furrows/sulci and convolutions/gyri of the cerebrum. Describe the internal structure of the cerebrum, define the cortex (mantle) /pallium/, deep grey/basal ganglia/ and white matter of the cerebrum). On the anatomical specimen, demonstrate the position, parts and boundaries of the lateral ventricle, describe the cerebellum, describe the brainstem, define and show on the anatomical specimen the position and boundaries between the parts of the brainstem (medulla oblongata, pons, mesencephalon), describe the spinal cord, reflex arc, differentiate reflex arcs in the cerebrospinal system, the parasympathetic and sympathetic divisions of the autonomic nervous system, describe the meninges of the brain, define the nerve pathways, distinguish between cranial/brain and spinal nerves, ganglia, describe the types of nerve fibers, their exist, branching, and innervation area, nerve tangles/plexuses, define the autonomic nervous system, analyse the anatomical and functional differences between pars parasympathica and pars sympathica).

6 General and specialised angiology (types of structure of blood vessels, pulmonary and systemic circulation /blood circulation (small and large), cardiac wall, lymphatic vessels and lymph nodes, shape and location of the spleen.

7 General and specialised splanchnology (parenchymatous organs, digestive system organs, respiratory system organs, define the pleura, the pleural space and argue the significance of the pleura for the breathing mechanics, urinary system organs, internal and external organs of the female and male reproductive system, endocrine glands (the glands with internal secretion).

8 Skin and special senses (sensory organ system, describe the shape and internal structure of the eye, ear, olfactory (smell) sense, taste sense, sense of balance, and skin).

1.5. Modes of delivery	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work	<input type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other
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1.6. Comments

1.7. Student obligations

Attendance at lectures and practices is required according to the Ordinance on Studies and Studying at the Josip Juraj Strossmayer University in Osijek for students to be eligible to take the exam.

1.8. Monitoring student work

Course attendance		Participation in class	1	Seminar paper	Experimental work	
Written exam	1	Oral exam	1	Essay	Research	
Project		Continuous assessment of knowledge	2	Student report	Practical work	
Portfolio						

1.9. Assessment and evaluation of student work during classes and the final exam

LECTURES

Attendance at lectures is mandatory according to the rules on absence outlined in the Ordinance on Studies and Studying at the Josip Juraj Strossmayer University of Osijek.

PRACTICE

Students are consistently encouraged to engage in studying, and after each practice session, a brief oral examination is conducted, along with an evaluation of the attainment of learning outcomes, for which points are awarded. Furthermore, student participation during the practice sessions is assessed through two-way communication that encourages critical thinking, understanding, knowledge integration, expressing opinions, and drawing conclusions. A student who has regularly attended the practice sessions and successfully completed all the tests during the sessions is eligible to take the written test and the oral component of the exam.

FINAL TEST

After passing the final test, the student can obtain a maximum of 25 additional grade points. The minimum criterion for obtaining grade points in the final test is 60% of correctly answered questions. The points earned in the written part of the final test are converted into grade points and added to the points achieved during the course. If a student does not

meet the minimum criteria in the final exam during the first examination period, they can retake the final test in the next scheduled makeup session if they wish to increase their overall score.

FINAL EXAM

A student who has completed all forms of instruction and made up for all absences from practice lessons has the right to receive a signature and take the final exam.

The final exam is mandatory and consists of an oral component. During the final exam, a student can obtain a maximum of 45 grade points. In the oral exam, the student draws cards with five (5) questions, and each question is graded with a maximum of 9 points. The minimum standard for successfully completing the oral part of the exam is for the student to receive a positive number of points for each question. Without meeting the minimum standard, the student cannot pass the exam successfully.

Final grade formation:

The grade points earned during the course are combined with those obtained in the final exam.

Grading in the ECTS system is conducted through absolute distribution, i.e., based on the final achievement, and is compared to the numerical scale as follows:

A – excellent (5): 80-100 grade points

B – very good (4): 70-79,99 grade points

C – good (3): 60-69,99 grade points

D – sufficient (2): 50-59,99 grade points

1.10. *Required readings (at the time of submitting the study programme proposal)*

Bajek, S., Bobinac, D., Jerković, R., Malnar, D., Marić, I. (2007). *Sustavna anatomija čovjeka*. Rijeka: Digital point d.o.o. (selected chapters)

Hall, J. E., Hall, M. E. (2022). *Fiziologija čovjeka*. Zagreb: Medicinska naklada. selected chapters)

Judaš, M., Kostović, I. (1997). *Temelji neuroznanosti*. Available at: <http://www.hiim.unizg.hr/index.php/udzbenik-temelji-neuroznanosti>

1.11. *Supplementary readings (at the time of submitting)*

Bobinac D., Dujmović M. (2003). *Osnove anatomije*. Rijeka: Glosa.

1.12. *Required readings and number of copies relative to the number of students currently taking the course*

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>
Bajek, S., Bobinac, D., Jerković, R., Malnar, D., Marić, I. (2007). <i>Sustavna anatomija čovjeka</i> . Rijeka: Digital point d.o.o.	Selected chapters are available in a digital edition.	40
Hall, J. E., Hall, M. E. (2022). <i>Fiziologija čovjeka</i> . Zagreb: Medicinska naklada.	2	40

1.13. *Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies*

Anonymous student survey.

General information		
Lead instructor	Silvija Pušeljić, PhD, full professor	
Course name	HUMAN GENETICS AND GENETIC COUNSELLING	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
COURSE STATUS	Compulsory	
Year	1 st year, 1 st semester	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	1+1+0

1. COURSE DESCRIPTION		
1.1. <i>Course aims</i>		
<p>The primary aim of the course is to acquaint students with fundamental knowledge and principles of medical genetics, encompassing its extensive applications in human health and disease. The overarching aim is to empower students with the necessary skills to apply this knowledge within clinical practice and scientific research effectively. The course aims to familiarise students with the normal structure and functioning of human genetic material, pathological changes, modes of damage, and inheritance of altered genetic foundations, as well as the prevalence and nature of genetic diseases. It aims to acquaint students with contemporary diagnostic methods in the field of human genetics, as well as potential prevention strategies for hereditary diseases. Its objective is also to foster the acquisition of knowledge, enabling the application of contemporary genetic insights in both clinical practice and scientific research. Furthermore, it emphasises the integration of the latest foundational knowledge with practical clinical capabilities for the recognition, treatment, and rehabilitation of various genetic conditions.</p>		
1.2. <i>Course enrolment requirements</i>		
None		
1.3. <i>Intended course learning outcomes</i>		
<p>On successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Analyse Describe the factors that influence normal and disrupted intrauterine development. 2. Engage in critical thinking regarding Identify the existing legal regulations, current healthcare guidelines, and ethical principles within the field concerning hereditary disorders. 3. Design and Implement rehabilitation procedures tailored to individuals with genetic disorders. 4. Actively participate in the genetic counselling process. 		
1.4. <i>Course content</i>		
<p>LECTURES FUNDAMENTALS OF GENETICS - Principles of Inheritance; Chromosome Structure, DNA as the Primary Hereditary Material; Structure and Function of Genes; Genetic Code. TECHNIQUES IN MEDICAL GENETICS - Cytogenetic analysis; Molecular cytogenetics; Nucleic acid sequencing methods - advantages and limitations of individual techniques in medical genetics. SCREENING FOR GENETIC DISORDERS - Prenatal screening; Newborn screening; Screening in high-risk populations. GENETIC DISORDERS AND CLASSIFICATION OF HEREDITARY DISEASES - Congenital anomalies; Mechanisms of developmental disorders; Genetics and epigenetics of developmental processes; Principles of teratogenesis; Definition and classification of congenital anomalies; Syndromes and dysmorphology; Hereditary metabolic diseases. DEVELOPMENTAL DISORDERS AND GENETICS - Autism spectrum disorder; Intellectual disability. GENETIC COUNSELING TREATMENT AND REHABILITATION OPTIONS FOR HEREDITARY DISEASES ETHICS AND LEGAL DETERMINANTS IN MEDICAL GENETICS PRACTICE :</p> <ul style="list-style-type: none"> • Down syndrome 		

<ul style="list-style-type: none"> • Other chromosomal disorders (chromosomopathies) • Autism • Intellectual disability • Developmental language disorders • Complex developmental disorders • Cerebral palsy. 							
1.5. Modes of delivery				<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other		
1.6. Comments							
1.7. Student obligations							
Regular attendance and active participation in classes. Essay writing.							
1.8. Monitoring student work							
Course attendance	0,50	Participation in class	0,50	Seminar paper		Experimental work	
Written exam		Oral exam	1	Essay		Research	
Project		Continuous assessment of knowledge	1	Student report		Practical work	
Portfolio							
1.9. Assessment and evaluation of student work during classes and the final exam							
Student participation in class, regular attendance, knowledge assessment, and essay writing are evaluated. The final grade is determined based on the performance in the oral exam.							
1.10. Required readings (at the time of submitting the study programme proposal)							
Turnpenny, P. D., Ellard, S. (2011). <i>Emeryjeve osnove medicinske genetike</i> . Zagreb: Medicinska naklada. (selected chapters)							
1.11. Supplementary readings (at the time of submitting)							
Klug, W. S. et al. (2020). <i>Essentials of Genetics</i> . Hoboken: Pearson.							
1.12. Required readings and number of copies relative to the number of students currently taking the course							
Title					Number of copies	Number of students	
Turnpenny, P. D., Ellard, S. (2011). <i>Emeryjeve osnove medicinske genetike</i> . Zagreb: Medicinska naklada					The selected chapters are available through interlibrary loan.	40	
1.13. Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies							
The assessment of learning outcomes is conducted through an oral examination. Anonymous student survey.							

General information			
Lead instructor	Dunja Jurić Vukelić, PhD, assistant professor		
Course name	HUMAN DEVELOPMENTAL PSYCHOLOGY		
Study programme	Undergraduate University Study Programme of Speech and Language Therapy		
COURSE STATUS	Compulsory		
Year	1 st year, 1 st and 2 nd semester		
Number of credits and mode of delivery	ECTS student workload coefficient	2	2
	Number of hours (L+P+S)	1+0+1	1+0+1

1. COURSE DESCRIPTION			
1.1. <i>Course aims</i>			
The course aims to introduce students to developmental theories and basic characteristics of developmental stages, fostering their understanding of optimal developmental conditions during childhood and facilitating their comprehension of normative aspects and individual differences in lifelong development.			
1.2. <i>Course enrolment requirements</i>			
None.			
1.3. <i>Intended course learning outcomes</i>			
On successful completion of this course, students will be able to:			
<ol style="list-style-type: none"> 1. Analyse List different developmental theories and compare them. 2. Interpret the fundamental characteristics of each developmental period. 3. Analyse characteristic behaviours and abilities of individuals at different ages. 4. Evaluate normative aspects and individual differences across various developmental domains (cognitive, socio-emotional, and moral development, development of gender roles, and peer relationships). 5. Assess the factors and processes that cause developmental changes. 			
1.4. <i>Course content</i>			
This course includes the following:			
<ol style="list-style-type: none"> 1. Goals and issues of developmental psychology 2. Research methodology in development and ethical principles in developmental psychology research 3. Developmental theories and orientations (Piaget, Vygotsky, Kohlberg, Freud, Erikson, Watson, Skinner, Bandura, Bronfenbrenner) 4. Periods of development and fundamental laws of development (infancy and early childhood, early and middle childhood, adolescence, early, middle, and late adulthood) 5. Prenatal development and birth 6. Early physical and motor development 7. Language development 8. Cognitive development 9. Social and emotional development 10. Development of self-concept 11. Moral development 12. Development of gender roles 13. Peer relationships 14. Specifics of the third age 			
1.5. <i>Modes of delivery</i>		<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and <input checked="" type="checkbox"/> workshops	<input checked="" type="checkbox"/> independent work <input checked="" type="checkbox"/> multimedia and network

						<input type="checkbox"/> practicals	<input type="checkbox"/> laboratory
						<input checked="" type="checkbox"/> remote learning	<input type="checkbox"/> supervision
						<input type="checkbox"/> field work	<input type="checkbox"/> other
1.6. Comments							
1.7. Student obligations							
Attendance at lectures and practicals, active participation in discussions during lectures, and completion of independent tasks during practicals.							
1.8. Monitoring student work							
Course attendance	1	Participation in class	1	Seminar paper	0,50	Experimental work	
Written exam	1	Oral exam	0,50	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							
1.9. Assessment and evaluation of student work during classes and the final exam							
STUDENT ACTIVITY	ECTS	LEARNING OUTCOME	TEACHING METHOD	EVALUATION METHOD	POINTS		
					min	max	
Class attendance	1	1-5	Combination of methods (oral presentation method, discussion method, demonstration method)	Attendance records at lectures and practicals. Students are required, in accordance with the Ordinance on studies and studying at the Josip Juraj Strossmayer University in Osijek, to attend at least 70% of the classes stipulated by the study programme.	5	10	
Participation in class	1	3-5	Combination of methods (discussion method and demonstration method)	Discussions at lectures and seminars.	5	10	
Completion of independent tasks during practicals	1	4-5	Combination of methods (oral presentation method, discussion method, demonstration method)	Each student is required to prepare and demonstrate tasks independently during the classes. Students create and orally present tasks as part of their coursework.	5	10	
Presentation of the seminar paper	1	1-5	Combination of methods (oral	Each student is required to prepare	10	20	

			presentation method, discussion method, demonstration method)	and present their seminar paper on the given topic independently. Students orally present the paper during seminars.		
Final exam	1	1-5	Independent work	Written exam	35	50
Total	5				60	100

1.10. *Required readings (at the time of submitting the study programme proposal)*

Berk, L. (2005). *Psihologija cjeloživotnog razvoja*. Jastrebarsko: Naklada Slap.

Berk, L. (2015). *Dječja razvojna psihologija*. Jastrebarsko: Naklada Slap.

Vasta, R., Haith, M.M. i Miller, S.A. (2000). *Dječja psihologija: moderna znanost*. Jastrebarsko: Naklada Slap.

1.11. *Supplementary readings (at the time of submitting)*

Oblačić, I., Velki, T. i Cakić, L. (2015). Odnos samopoštovanja i socijalnog statusa kod učenika nižih razreda osnovne škole. *Školski vjesnik*, 64(1), 153-172.

Velki, T. i Duvnjak, I. (2017). Efekti socijalnoga konteksta na povezanost uporabe medija s nekim aspektima razvoja djece. *Psihologijske teme*, 26(3), 481-508

Velki, T., Duvnjak, I. i Milić, M. (2017). Characteristics of parental conflict as predictors of adolescents' self-efficacy. *Conference Proceedings of the 4th International Multidisciplinary Scientific Conference on Social Sciences and Arts: Psychology and Psychiatry*, 2(3), 59-68.

1.12. *Required readings and number of copies relative to the number of students currently taking the course*

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>
Berk, L. (2005). <i>Psihologija cjeloživotnog razvoja</i> . Jastrebarsko: Naklada Slap.	9	40
Berk, L. (2015). <i>Dječja razvojna psihologija</i> . Jastrebarsko: Naklada Slap.	3	40
Vasta, R., Haith, M.M. i Miller, S.A. (2000). <i>Dječja psihologija: moderna znanost</i> . Jastrebarsko: Naklada Slap.	7	40

1.13. *Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies*

Anonymous student survey.

General information			
Lead instructor	Dubravka Smajić, PhD, associate professor Nina Mance, PhD, assistant professor		
Course name	CROATIAN LANGUAGE AND LANGUAGE CULTURE		
Study programme	Undergraduate University Study Programme of Speech and Language Therapy		
COURSE STATUS	Compulsory		
Year	1 st year, 1 st and 2 nd semester		
Number of credits and mode of delivery	ECTS student workload coefficient	2	2
	Number of hours (L+P+S)	1+0+1	1+0+1

1. COURSE DESCRIPTION			
1.1. <i>Course aims</i>			
The course aims to familiarise students with the grammatical, orthographic, pronunciation and lexical norms of the contemporary Croatian standard language, expanding their knowledge of the Croatian language system at all linguistic levels. The course will also cover all forms of language communication and introduce students to the fundamental theoretical principles of language communication. By raising the level of written and oral expression, the course will enable students to communicate in a cultivated public manner using the Croatian standard language.			
1.2. <i>Course enrolment requirements</i>			
None			
1.3. <i>Intended course learning outcomes</i>			
On successful completion of this course, students will be able to: 1. Evaluate the principles of spoken and written communication in the Croatian standard language. 2. Evaluate the principles of the linguistic structure of the contemporary Croatian standard language, as well as the orthographic and pronunciation norms. 3. Critically understand the phonological-phonetic norm. This includes being able to recognise and describe phonological and morphological alternations, as well as apply the acquired rules of prosody. 4. Enhance their own linguistic expression towards a higher aesthetic quality of expression. 5. Align their own written and oral expression with the linguistic and extralinguistic principles of the Croatian language. 6. Make normative judgments.			
1.4. <i>Course content</i>			
The course includes the following: 1. The concept of culture of speech and writing: linguistic, esthetic and social aspects. 2. Multifunctionality: functional stratification of the Croatian language. 3. Linguistic and non-linguistic factors in the development of the standard language. Public language. 4. Language norms (grammatical norms, orthographic norms: pronunciation norms, lexical norms). 5. Contemporary Croatian orthography (principles and rules). 6. The phonological system of the Croatian language; phonological and morphological alternations. 7. Prosody of the Croatian standard language; stress and intonation exercises. 8. Word forms. The grammatical structure of the sentence. Word order. 9. Forms of oral and written expression at the academic level. 10. Language normative manuals.			
1.5. <i>Modes of delivery</i>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> practicals	<input checked="" type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision	

						<input checked="" type="checkbox"/> remote learning	<input type="checkbox"/> other
						<input type="checkbox"/> field work	_____
1.6. <i>Comments</i>							
1.7. <i>Student obligations</i>							
Students are required to regularly attend classes, write a seminar paper, take term exams and do homework assignments.							
1.8. <i>Monitoring student work</i>							
Course attendance	0.50	Participation in class	0.50	Seminar paper	0.50	Experimental work	
Written exam	1	Oral exam	1	Essay		Research	
Project		Continuous assessment of knowledge	0.50	Student report		Practical work	
Portfolio							
1.9. <i>Assessment and evaluation of student work during classes and the final exam</i>							
Student work during the course is evaluated both alphabetically and numerically. Passing the written exam is a prerequisite for taking the oral exam. The final grade is calculated based on all the grades of the previously evaluated elements.							
1.10. <i>Required readings (at the time of submitting the study programme proposal)</i>							
Jozić, Ž. (2013). Hrvatski pravopis. Zagreb: Institut za hrvatski jezik i jezikoslovlje. Težak, S., Babić, S. (2005). <i>Gramatika hrvatskoga jezika</i> . Zagreb: Školska knjiga.							
1.11. <i>Supplementary readings (at the time of submitting)</i>							
Hudeček, L., Matković, M., Čutuk, I. (2011). <i>Jezični priručnik</i> . Available at: http://www.prirucnik.hr/img/Jezični-priručnik-Coca-Cole-HBC-Hrvatska-02-2012.pdf							
1.12. <i>Required readings and number of copies relative to the number of students currently taking the course</i>							
<i>Title</i>						<i>Number of copies</i>	<i>Number of students</i>
Jozić, Ž. (2013). Hrvatski pravopis. Zagreb: Institut za hrvatski jezik i jezikoslovlje.						20	40
Težak, S., Babić, S. (2005). <i>Gramatika hrvatskoga jezika</i> . Zagreb: Školska knjiga.						4	40
1.13. <i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies</i>							
Anonymous student survey.							

General information		
Lead instructor	Emina Berbić Kolar, PhD, full professor	
Course name	COMMUNICATION SKILLS	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
COURSE STATUS	Compulsory	
Year	1 st year, 1 st semester	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	1+1+1

1. COURSE DESCRIPTION		
1.1. <i>Course aims</i>		
The course aims to equip the students with the skills for effective (oral and written) communication in all spheres of public engagement.		
1.2. <i>Course enrolment requirements</i>		
None.		
1.3. <i>Intended course learning outcomes</i>		
On successful completion of this course, students will be able to: 1. Apply public speaking rules in everyday life. 2. Manage communication with different interlocutors. 3. Evaluate the characteristics of successful interpersonal communication (face-to-face communication).		
1.4. <i>Course content</i>		
The course includes the following: 1 Face-to-face communication – interpersonal communication. 2 Culture of speaking and listening. 3 Speech elements (speed, tempo, pause, intonation). 4 Speech forms. 5 Speech of persuasion. 6 Impromptu speech. 7 Public speaking. 8 Discussion. 9 Polemics. 10 Debate. 11 Nonverbal communication (gestures, facial expressions/mime, communication through time and space). 12 Introducing oneself and others. 13 Prejudices and stereotypes in communication with others.		
1.5. <i>Modes of delivery</i>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other
1.6. <i>Comments</i>		
1.7. <i>Student obligations</i>		

Students are required to attend classes, deliver a public speech, and pass an oral exam.							
1.8. <i>Monitoring student work</i>							
Course attendance		Participation in class	1	Seminar paper		Experimental work	
Written exam		Oral exam	1	Essay		Research	
Project		Continuous assessment of knowledge	1	Student report		Practical work	
Portfolio							
1.9. <i>Assessment and evaluation of student work during classes and the final exam</i>							
The student will be monitored and evaluated during the semester through one midterm test and an oral exam at the end of the course.							
1.10. <i>Required readings (at the time of submitting the study programme proposal)</i>							
<p>Frančić, A., Hudeček, L., Mihaljević, M. (2005). <i>Normativnost i višefunkcionalnost u hrvatskome standardnom jeziku</i>. Zagreb: Hrvatska sveučilišna naklada.</p> <p>Neill, S. (1994). <i>Neverbalna komunikacija u razredu</i>. Zagreb: Educa.</p> <p>Škarić, I. (2000). <i>Temeljci suvremenoga govorništva</i>. Zagreb: Školska knjiga.</p>							
1.11. <i>Supplementary readings (at the time of submitting)</i>							
<p>Brajša, P. (1994). <i>Pedagoška komunikologija</i>. Zagreb: Školska novine.</p> <p>Brajša, P. (2000). <i>Umijeće razgovora</i>. Zagreb: CASH.</p> <p>Gottesman, D., Mauro, B. (2006). <i>Umijeće javnog nastupa</i>. Zagreb: Naklada Jesenski i Turk.</p> <p>Petar, S. (2001). <i>Recite to jasno i glasno</i>. Rijeka: Andromeda, Positive Business.</p> <p>Pease, A. (2002). <i>Govor tijela</i>. Zagreb: AGM.</p>							
1.12. <i>Required readings and number of copies relative to the number of students currently taking the course</i>							
<i>Title</i>						<i>Number of copies</i>	<i>Number of students</i>
Frančić, A., Hudeček, L., Mihaljević, M. (2005). <i>Normativnost i višefunkcionalnost u hrvatskome standardnom jeziku</i> . Zagreb: Hrvatska sveučilišna naklada.						5	40
Neill, S. (1994). <i>Neverbalna komunikacija u razredu</i> . Zagreb: Educa.						2	40
Škarić, I. (2000). <i>Temeljci suvremenoga govorništva</i> . Zagreb: Školska knjiga.						4	40
1.13. <i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies</i>							
Anonymous student survey.							

<i>General information</i>		
<i>Lead instructor</i>	Dora Begović, SLT, assistant	
<i>Course name</i>	INTRODUCTION TO SPEECH AND LANGUAGE REHABILITATION PRACTICUM	
<i>Study programme</i>	Undergraduate University Study Programme of Speech and Language Therapy	
<i>Course status</i>	Compulsory	
<i>Year</i>	1 st year, 1 st semester	
<i>Number of credits and mode of delivery</i>	ECTS student workload coefficient	2
	Number of hours (L+P+S)	0+2+0

Course description		
<i>1.1. Course aims</i>		
This course aims to introduce the field of speech and language therapy (as a professional discipline) and the basic areas of work of speech therapists to students. One of the goals is to introduce students to the basic standards and the principles of professional work with people with various communication disabilities.		
<i>1.2. Course enrolment requirements</i>		
None.		
<i>1.3. Intended course learning outcomes</i>		
On successful completion of this course, students will be able to: 1. Apply acquired knowledge in further professional and academic education. 2. Evaluate Explain the scope of speech and language therapy as a discipline and the activities. 3. Take responsibility for their own Take part in various professional activities.		
<i>1.4. Course content</i>		
The course includes the following: 1. Definition of speech and language therapy as a professional discipline - branches in speech and language therapy, scope of activity. 2. Interdisciplinary relationships in the field of speech and language therapy. 3. Study visits in different institutions/different systems (health, social care, education, non-government sector).		
<i>1.5. Modes of delivery</i>	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> supervision <input type="checkbox"/> other _____
<i>1.6. Comments</i>		
<i>1.7. Student obligations</i>		
Regular class attendance, active participation in classes, independent conduct of tasks in accordance with instructions.		
<i>1.8. Monitoring student work</i>		

Class attendance		Participation in class	1	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	1
Portfolio							
1.9. <i>Assessment and evaluation of student work during classes and the final exam</i>							
Continuous observation of the student's involvement, evaluation of acquired knowledge, and evaluation of the task performance.							
1.10. <i>Required readings and number of copies relative to the number of students currently taking the course</i>							
Materials available at: https://eslaeurope.eu/							
1.11. <i>Supplementary readings</i>							
One scientific or professional paper, according to the student's choice (independent database search).							
1.12. <i>Required readings and number of copies relative to the number of students currently taking the course</i>							
<i>Title</i>		<i>Number of copies</i>		<i>Number of students</i>			
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1.13. <i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies.</i>							
Anonymous student survey.							

General information			
Lead instructor	Jurica Lovrinčević, senior lecturer		
Course name	PHYSICAL AND HEALTH EDUCATION 1		
Study programme	Undergraduate University Study Programme of Speech and Language Therapy		
COURSE STATUS	Compulsory		
Year	1 st year, 1 st and 2 nd semester		
Number of credits and mode of delivery	ECTS student workload coefficient	1	1
	Number of hours (L+P+S)	0+2+0	0+2+0

1. COURSE DESCRIPTION			
1.1. <i>Course aims</i>			
The aim of the course is for students to review and expand upon familiar content and become acquainted with new, current kinesiological topics. It is designed to educate students in programming self-exercise routines for recreational purposes and develop habits of regular exercise with the unique goal of preserving health and enhancing the quality of life.			
1.2. <i>Course enrolment requirements</i>			
None.			
1.3. <i>Intended course learning outcomes</i>			
On successful completion of this course, students will be able to: 1. Select and apply the kinesiology operators necessary to implement the exercise processes. 2. Highlight the importance of physical activity in everyday life. 3. Apply motor skills in everyday life. 4. Manage cooperation with others in motor activities.			
1.4. <i>Course content</i>			
The course content is conditioned by available facilities, material resources, climatic conditions, seasons, and students' interests. They primarily include sports games: basketball, volleyball, mini-football, floor hockey, badminton, dance routines, yoga, pilates, elements of rhythmic gymnastics, martial arts, bowling, ice skating, rollerblading, jogging, and fitness.			
1.5. <i>Modes of delivery</i>	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work	<input type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other	
1.6. <i>Comments</i>	No ECTS credits are allocated to this course.: it is implemented through practical exercises.		
1.7. <i>Student obligations</i>			
Students are required to participate regularly and actively in practical exercises.			
1.8. <i>Monitoring student work</i>			
Course attendance	1	Participation in class	1
		Seminar paper	
		Experimental work	

Written exam		Oral exam		Essay		Research		
Project		Continuous assessment of knowledge		Student report		Practical work		
Portfolio								
1.9. <i>Assessment and evaluation of student work during classes and the final exam</i>								
No ECTS credits are allocated to this course.								
1.10. <i>Required readings (at the time of submitting the study programme proposal)</i>								
Sekulić, D. Metikoš, D. (2007). <i>Osnove transformacijskih postupaka u kineziologiji: Uvod u osnovne kineziološke transformacije</i> . Split: Fakultet prirodoslovno-matematičkih znanosti i kineziologije. Available at: http://www.kifst.unist.hr/~dado/index_files/OKT_gray_02-11-2010.pdf								
1.11. <i>Supplementary readings (at the time of submitting)</i>								
Anderson, B. (2000). <i>Fitness za sve (programi treninga za žene i muškarce)</i> . Zagreb: Gopal. Anderson, B. (2001). <i>Stretching (vježbe istezanja za svakodnevni fitness, trčanje, plivanje, tenis, biciklizam, skijanje, košarku, rukomet, nogomet i ostale sportove)</i> . Zagreb: Gopal.								
1.12. <i>Required readings and number of copies relative to the number of students currently taking the course</i>								
<i>Title</i>						<i>Number of copies</i>		<i>Number of students</i>
-								
1.13. <i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies</i>								
Anonymous student survey.								

General information		
Lead instructor	Ljiljana Širić, PhD, assistant professor, univ. spec. med. iur. external expert: Dora Begović, SLT, assistant	
Course name	ACOUSTICS OF VOICE AND SPEECH	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
COURSE STATUS	Compulsory	
Year	1 st year, 1 st semester	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	1+0+1

1. COURSE DESCRIPTION		
1.1. <i>Course aims</i>		
This course aims to enable students to apply computer tools and programs in the field of fundamental and applied acoustics, and to equip them with the skills for voice recording and acoustic analysis.		
1.2. <i>Course enrolment requirements</i>		
None		
1.3. <i>Intended course learning outcomes</i>		
On successful completion of this course, students will be able to: 1. Analyse Define the basic terms, models and approaches from the field of acoustics. 2. Select an appropriate approach and computer tool for voice analysis. 3. Apply ethical principles in voice recording and analysis. 4. Manage processes during voice recording and analysis. 5. Communicate effectively with other team members and collaborators.		
1.4. <i>Course content</i>		
The introductory part covers the concept and definition of physiological and speech acoustics, as well as basic knowledge of fundamental acoustics (the concept and characteristics of sound and sound wave, room acoustics), and the necessary audio equipment. The main content of the course consists of general knowledge about applied acoustics (physiological and speech). The course includes the study of speech production, speech perception, speech processing, speech coding, speech recognition, and speech synthesis.		
1.5. <i>Modes of delivery</i>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work	<input type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input checked="" type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other
1.6. <i>Comments</i>	Students will spend part of the practical hours observing SLTs at their workplace. This includes clinics and hospitals, day-care centers, schools, kindergartens, nursing homes for elderly and intellectually disabled adults, and NGOs. Teaching on site will be conducted in small groups. Mentors will hold MA in SLT.	
1.7. <i>Student obligations</i>		

Regular attendance in class, active participation during class, record analysis, reading, and studying required readings.							
1.8. <i>Monitoring student work</i>							
Course attendance	0,50	Participation in class	0,50	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous assessment of knowledge	1	Student report		Practical work	1
Portfolio							
1.9. <i>Assessment and evaluation of student work during classes and the final exam</i>							
Continuous observation of student work, evaluation of acquired knowledge, evaluation of practical task performance.							
1.10. <i>Required readings (at the time of submitting the study programme proposal)</i>							
<p>Heđever, M. (2010). <i>Osnove fiziološke i govorne akustike</i>. Zagreb: Edukacijsko-rehabilitacijski fakultet.</p> <p>Širić, Lj. (2018). <i>Utjecaj vrste alaringealne fonacije na akustičke parametre glasa i prozodijske elemente govora</i>. (doctoral dissertation). Osijek: Medicinski fakultet. (chapters 1.4. Acoustics and audio technology and 1.5. Prosody of speech)</p>							
1.11. <i>Supplementary readings (at the time of submitting)</i>							
Bilan, Ozren. <i>Akustika prostorija</i> . Split: vlastita naklada, 1998.							
1.12. <i>Required readings and number of copies relative to the number of students currently taking the course</i>							
<i>Title</i>					<i>Number of copies</i>	<i>Number of students</i>	
Širić, Lj. (2018). <i>Utjecaj vrste alaringealne fonacije na akustičke parametre glasa i prozodijske elemente govora</i> . (doktorska disertacija). Osijek: Medicinski fakultet (poglavlja 1.4. Akustika i audiotehnika i 1.5. Prozodija govora).					Selected chapters are available through interlibrary loan.	40	
1.13. <i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences</i>							
Class observation and evaluation, anonymous student survey. Detailed survey after course.							

General information		
Lead instructor	Emina Berbić Kolar, PhD, full professor	
Course name	LINGUISTICS	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
Course status	Compulsory	
Year	1. year, 1 st semester	
Number of credits and mode of delivery	ECTS student workload coefficient	4
	Number of hours (L+P+S)	2+0+2

1. COURSE DESCRIPTION		
1.1. <i>Course aims</i>		
The course aims to introduce basic linguistic terms to students and to educate students to manage contemporary linguistic literature.		
1.2. <i>Course enrolment requirements</i>		
None.		
1.3. <i>Intended course learning outcomes</i>		
<p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Interpret linguistic concepts, which include universal characteristics of human language. 2. Analyse different linguistic theoretical approaches, both historical and contemporary. 3. Evaluate the starting points and criteria of the linguistic, scientific approach to language as a universal, common and individual phenomenon. 4. To compare the synchronic and diachronic perspectives in the approach and description of language. 5. To analyse basic linguistic terminology and elementary analysis of language statements within the framework of individual linguistic disciplines – phonetics, phonology, morphology, syntax and semantics. 6. Apply knowledge from the field of linguistics to the field of speech and language therapy. 		
1.4. <i>Course content</i>		
<p>The course includes the following:</p> <ol style="list-style-type: none"> 1. Introduction: Linguistics - the science of language. 2. Natural human language and other forms of communication. 3. Defining the language. 4. Basic concepts of structural linguistics. 5. Half-semester examination. 6. Linguistic subdisciplines: phonetics. 7. Phonology. 8. Morphology. 9. Syntax. 10. Semantics 		
1.5. <i>Modes of delivery</i>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> practicals	<input checked="" type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> supervision

		<input checked="" type="checkbox"/> remote learning		<input type="checkbox"/> other	
		<input type="checkbox"/> field work		_____	
1.6. Comments					
1.7. Student obligations					
Students are obliged to attend the classes and actively participate in class.					
1.8. Monitoring student work					
Class attendance	1	Participation in class	1	Seminar paper	Experimental work
Written exam		Oral exam	1	Essay	Research
Project		Continuous assessment of knowledge	1	Student report	Practical work
Portfolio					
1.9. Assessment and evaluation of student work during classes and the final exam					
Class attendance, participation in class, performance of study obligations, and colloquiums.					
1.10. Required readings and number of copies relative to the number of students currently taking the course					
de Saussure, F. (2000). <i>Tečaj opće lingvistike</i> . Zagreb: ArTresor.					
Glovacki-Bernardi, Z. i sur. (2007). <i>Uvod u lingvistiku</i> . Zagreb: Školska knjiga					
1.11. Supplementary readings					
Škiljan, D. (1994). <i>Pogled u lingvistiku</i> . Naklada BENJA, Rijeka					
Trask, R. L. (2005). <i>Temeljni lingvistički pojmovi</i> . Zagreb: Školska knjiga.					
1.12. Required readings and number of copies relative to the number of students currently taking the course					
Title		Number of copies		Number of students	
de Saussure, F. (2000). <i>Tečaj opće lingvistike</i> . Zagreb: ArTresor.		1		40	
Glovacki-Bernardi, Z. i sur. (2007). <i>Uvod u lingvistiku</i> . Zagreb: Školska knjiga		1		40	
1.13. Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies.					
Anonymous student survey.					

General information		
Lead instructor	Adrijana Včeva, PhD, full professor Marinela Rosso, PhD, assistant professor	
Course name	AUDIOLOGY WITH VESTIBULOLOGY	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
Course status	Compulsory	
Year	1 st year, 1 st semester	
Number of credits and mode of delivery	ECTS student workload coefficient	4
	Number of hours (L+P+S)	2+1+0

Course description
<i>1.1. Course aims</i>
The course aims to introduce students to the field of work of audiologists, diagnostic treatment of hearing and listening, and auditory rehabilitation. Special emphasis is on the role of the speech therapist as part of a multidisciplinary team in the hearing-speech rehabilitation of people with hearing loss.
<i>1.2. Course enrolment requirements</i>
None.
<i>1.3. Intended course learning outcomes</i>
The student will be able to: 1. Interpret the anatomy of the ear and the physiology of hearing and listening. 2. Analyse Identify the goals and tasks of audiology and evaluate the methods of acumetry, subjective and objective audiometry. 3. Interpret the type and degree of hearing impairment based on the findings of acumetry, tone audiometry, tympanometry, and stapes reflexes. 4. Choose Participate in the process of choosing the type, shape and number of hearing aids in accordance with the assessment and the needs of the individual. 5. Evaluate Interpret the role of the speech therapist in hearing-speech rehabilitation. 6. Analyse Describe diagnostic methods for objective determination of hearing thresholds, both in children and adults. 7. Interpret Describe the causes, clinical picture, diagnosis and treatment of the most common diseases that lead to conductive and sensorineural hearing loss.
<i>1.4. Course content</i>
The course includes the following: 1. Ear anatomy, auditory pathway. 2. Physiology of hearing and listening. 3. Subjective hearing test - acumetry. 4. Subjective hearing test - tone audiometry, speech audiometry. 5. Objective hearing test - tympanometry, acoustic or cochleostape reflexes. 6. Objective hearing test - brainstem auditory evoked potentials (BERA), otoacoustic emission (OAE), stationary auditory response (ASSR). 7. Determining the percentage of hearing impairment in order to determine disability and reduced work ability. 8. Diagnosis of hearing loss and deafness in children. 9. Diseases of the external ear - diagnosis and treatment. 10. Diseases of the middle ear - diagnosis and treatment. 11. Diseases of the inner ear - diagnosis and treatment. 12. Basics of vestibulology.

13. Hearing rehabilitation and hearing aids.

14. Artificial cochlea.

15. Tinnitus or noise in the ear.

Practices:

1. Basics of otorhinolaryngological propaedeutics.
2. Principles of acumetry.
3. Principles of tone audiometry.
4. Characteristics of the shape of the audiometric curve in conductive and conductive hearing impairments.
5. Indications for a hearing aid.
6. Selection and types of hearing aids.
7. Principles of tympanometry and its importance in the diagnosis of middle ear disorders.
8. Detection of aggravation and simulation.
9. Principles of otoacoustic emission.
10. Principles of evoked potential audiometry.
11. Principles of stationary auditory response.
12. Hearing test in children.
13. Balance test.

1.5. <i>Modes of delivery</i>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> supervision <input type="checkbox"/> other <hr/>
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1.6. *Comments*

1.7. *Student obligations*

Regular attendance of lectures and practica.
 Pursuant to Art. 6 of the Code of Ethics of the Committee for Ethics in Science and Higher Education, "a student is expected to fulfil their obligations honestly and ethically, that their main goal is academic excellence, that he behaves civilly, with respect and without prejudice". In electronic communication, only messages that come from known addresses with first and last names and that are written in Croatian standard language and an appropriate academic style will be answered.

1.8. *Monitoring student work*

Class attendance	1	Participation in class	1	Seminar paper		Experimental work	
Written exam		Oral exam	1	Essay		Research	
Project		Continuous assessment of knowledge	1	Student report		Practical work	1
Portfolio							

1.9. *Assessment and evaluation of student work during classes and the final exam*

Students' activities that are assessed: class activity (maximum 25 points), class attendance (maximum 25 points), final exam (maximum 50 points).
 Assessment: from 90 to 100 assessment points - 5 (A)
 from 75 to 89.9 grade points - 4 (B)
 from 60 to 74.9 grade points - 3 (C)
 from 50 to 59.9 grade points - 2 (D)
 from 0 to 49.9 rating points - 1 (F)

1.10. *Required readings and number (at the time of submitting the study programme proposal)*

<p>Bumber, Ž. i sur. (2004). <i>Otorinolarinologija</i>. Zagreb: Naklada Ljevak. (odabrana poglavlja) Drviš, P. i sur. (2019). <i>Otorinolarinologija s kirurgijom glave i vrata</i>. Split: Redak. (odabrana poglavlja) Gortan D. (1995). <i>Audiologija</i>. Zagreb: Savez organizacija osoba oštećena sluha Hrvatske. (odabrana poglavlja) Mladina, R. i sur. (2008). <i>Otorinolarinologija</i>. Zagreb: Školska knjiga. (odabrana poglavlja)</p>		
1.11. <i>Supplementary readings</i>		
<p>Bailey, B.J. (2001). <i>Head and Neck Surgery – Otolaryngology</i>. Philadelphia: Lippincott Williams & Wilkins. Katz, J., Burkard, R., Medwetsky, L. (2001). <i>Handbook of Clinical Audiology</i>. Philadelphia: Lippincott Williams & Wilkins. Northern, J.L., Downs, M.O. (2001). <i>Hearing in Children</i>. Philadelphia: Lippincott Williams & Wilkins. Watzman, S., Cohen, N. (2000). <i>Cochlear Implants</i>. Stuttgart: Georg Thieme Verlag.</p>		
1.12. Required readings and number of copies relative to the number of students currently taking the course		
<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>
Bumber, Ž. i sur. (2004). <i>Otorinolarinologija</i> . Zagreb: Naklada Ljevak.	Selected chapters are available through interlibrary exchange.	40
Drviš, P. i sur. (2019). <i>Otorinolarinologija s kirurgijom glave i vrata</i> . Split: Redak.	Selected chapters are available through interlibrary exchange.	40
Gortan D. (1995). <i>Audiologija</i> . Zagreb: Savez organizacija osoba oštećena sluha Hrvatske.	Selected chapters are available through interlibrary exchange.	40
Mladina, R. i sur. (2008). <i>Otorinolarinologija</i> . Zagreb: Školska knjiga.	Selected chapters are available through interlibrary exchange.	40
1.13. <i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies.</i>		
Anonymous student survey.		

General information		
Lead instructor	Emina Berbić Kolar, PhD, full professor Perina Vukša Nahod, PhD, senior research asspcoate in phonetics	
Course name	APPLIED PHONOLOGY AND PHONETICS	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
Course status	Compulsory	
Year	1 st year, 2 nd semester	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	1+0+1

Course description		
1.1. <i>Course aims</i>		
The course aims to provide students with basic knowledge in the field of phonology and phonetics (the mechanism of voice and speech, the importance of speech in human development and cognition, and modern research in the field of phonology and phonetics).		
1.2. <i>Course enrolment requirements</i>		
None.		
1.3. <i>Intended course learning outcomes</i>		
On successful completion of this course, students will be able to: 1. Interpret the mechanism of the creation of a particular phoneme. 2. Critically evaluate Illustrate the key concepts of phonetics and phonology. 3. Analyse voices using phonetic criteria. 4. Analyse the fundamental aspects of connected speech. 5. Apply theoretical knowledge to examples.		
1.4. <i>Course content</i>		
The course includes the following: 1. Theories and models of the origin of voice and speech. The relationship between speech, language and communication. 2. Basic concepts of phonetics and phonology (phoneme, allophone, prosodic units, phonetic block, etc.). 2. Mechanism of creation of voice and speech. Anatomy and physiology of speech organs. 3. Speech and communication. 4. Contemporary research in the field of phonology and phonetics. 5. The role of phonology and phonetics in speech therapy and speech therapy.		
1.5. <i>Modes of delivery</i>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> supervision <input type="checkbox"/> other <hr/>
1.6. <i>Comments</i>		
1.7. <i>Student obligations</i>		

Students are obligated to attend classes regularly, be active in classes and participate in practicum and workshops.							
1.8. <i>Monitoring student work</i>							
Class attendance	0,50	Participation in class		Seminar paper		Experimental work	
Written exam	0,50	Oral exam		Essay		Research	
Project		Continuous assessment of knowledge	0,50	Student report		Practical work	0,50
Portfolio							
1.9. <i>Assessment and evaluation of student work during classes and the final exam</i>							
Students are assessed continuously during classes, and the exam is written.							
1.10. <i>Required readings (at the time of submitting the study programme proposal)</i>							
Brozović, D. i sur. (2007). Glasovi i oblici hrvatskoga književnoga jezika. Zagreb: Nakladni zavod. Jelaska, Z. (2004). Fonološki opisi hrvatskoga jezika. Zagreb: Hrvatska sveučilišna naklada.							
1.11. <i>Supplementary readings (at the time of submitting the study programme proposal)</i>							
Josipović Smojver, V. (2017). Suvremene fonološke teorije. Zagreb: IBIS grafika. Težak, S., Babić, S. (1992) . Gramatika hrvatskoga jezika. Zagreb: Školska knjiga.							
1.12. Required readings and number of copies relative to the number of students currently taking the course							
<i>Title</i>		<i>Number of copies</i>		<i>Number of students</i>			
Brozović, D. i sur. (2007). Glasovi i oblici hrvatskoga književnoga jezika. Zagreb: Nakladni zavod.		Selected chapters are available through interlibrary exchange.		40			
Jelaska, Z. (2004). Fonološki opisi hrvatskoga jezika. Zagreb: Hrvatska sveučilišna naklada.		Selected chapters are available through interlibrary exchange.		40			
1.13. <i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies.</i>							
Anonymous student survey.							

General information		
Lead instructor	Lidija Bakota, PhD, associate professor	
Course name	NONVERBAL COMMUNICATION SKILLS	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
COURSE STATUS	Compulsory	
Year	1 st year, 2 nd semester	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	1+1+1

1. COURSE DESCRIPTION		
1.1. <i>Course aims</i>		
The course aims to enable students to apply acceptable forms of nonverbal communication in interactions with individuals and groups and to successfully interpret and evaluate nonverbal cues in interpersonal communication. Also, it aims to familiarise students with different cultural patterns of behaviour in the context of nonverbal communication.		
1.2. <i>Course enrolment requirements</i>		
None		
1.3. <i>Intended course learning outcomes</i>		
On successful completion of this course, students will be able to:		
<ol style="list-style-type: none"> 1. Interpret the concept of nonverbal communication and its relationship to verbal communication. 2. Generate acceptable forms of nonverbal communication in interactions with different individuals and groups in different social contexts. 3. Evaluate the nonverbal cues of others in interpersonal communication (face-to-face communication). 4. Analyse nonverbal cues and their meanings in other cultures. 5. Evaluate nonverbal communication as a potential communication modality in speech therapy. 		
1.4. <i>Course content</i>		
<p>The course includes the following:</p> <ol style="list-style-type: none"> 1. Nonverbal communication in the context of interpersonal communication. 2. Nonverbal cues (gestures and facial expressions). 3. Communicating with space and time. 4. Public speaking skills and nonverbal communication. 5. Nonverbal communication in different social contexts (workplace, public space, etc.). 6. Stereotypes and prejudices in communication. 7. Nonverbal cues and their meanings in other cultures. 8. Nonverbal communication as a tool in speech therapy. 		
1.5. <i>Modes of delivery</i>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work	<input type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other
1.6. <i>Comments</i>		
1.7. <i>Student obligations</i>		
Students are required to regularly attend lectures and seminars (actively participate in workshops and write and present a group seminar paper on a selected topic).		

1.8. <i>Monitoring student work</i>							
Course attendance	0.50	Participation in class	0.50	Seminar paper	0.50	Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous assessment of knowledge	0.50	Student report		Practical work	
Portfolio							
1.9. <i>Assessment and evaluation of student work during classes and the final exam</i>							
<p>Student's attendance at lectures and active participation in seminars/workshops will be evaluated. The student is also obliged to write and present a seminar paper on a selected topic during the course. A student who fulfils all the prescribed obligations of the course during the academic year is exempt from the final (oral/written) exam.</p>							
1.10. <i>Required readings (at the time of submitting the study programme proposal)</i>							
<p>Pease, A. (2002). <i>Govor tijela</i>. Zagreb: AGM. Sean Neill (1994). <i>Neverbalna komunikacija u razredu</i>. Zagreb: Educa.</p>							
1.11. <i>Supplementary readings (at the time of submitting)</i>							
<p>Boyes, K. (2009). <i>Jezik tijela</i>. Zagreb: Kigen. Burić Moskaljov, M. (2014). <i>Poruke bez riječi: umijeće neverbalnog komuniciranja</i>. Zagreb: TIM press. Knapp, M. L., Hall, J. A. (2010). <i>Neverbalna komunikacija u ljudskoj interakciji</i>. Jastrebarsko: Naklada Slap. Pease, A., Pease, B. (2008). <i>Velika škola govora tijela</i>. Zagreb: Mozaik knjiga. Rijavec, M., Miljković, D. (2002). <i>Neverbalna komunikacija: jezik koji svi govorimo</i>. Zagreb, Karlovac: IEP, VERN. Webster, R. (2016). <i>Govor tijela: brzo i lako</i>. Rijeka, Zagreb: Leo-commerce.</p>							
1.12. <i>Required readings and number of copies relative to the number of students currently taking the course</i>							
<i>Title</i>				<i>Number of copies</i>		<i>Number of students</i>	
Pease, A. (2002). <i>Govor tijela</i> . Zagreb: AGM.				2		Students enrol in elective courses according to their own choice.	
Sean Neill (1994). <i>Neverbalna komunikacija u razredu</i> . Zagreb: Educa.				2		Students enrol in elective courses according to their own choice.	
1.13. <i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies</i>							
Anonymous student survey.							

General information		
Lead instructor	Dora Begović, SLT, assistant	
Course name	STUDENT PRACTICE I	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
Course status	Compulsory	
Year	1 st year, 2 nd semester	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	0+6+0

COURSE DESCRIPTION		
<i>1.1. Course aims</i>		
The course aims to train the student for independent application of basic knowledge in practice.		
<i>1.2. Course enrolment requirements</i>		
None.		
<i>1.3. Intended course learning outcomes</i>		
On successful completion of this course, students will be able to:		
<ol style="list-style-type: none"> 1. Compare theoretical and practical aspects of speech and language therapy. 2. Identify the values of inclusion in different systems (health care, social care, education). 3. Transform theoretical knowledge into practical procedures. 4. Evaluate the existing speech and language therapy practice. 5. Take responsibility for own professional development. 		
<i>1.4. Course content</i>		
The course includes the following:		
<ol style="list-style-type: none"> 1. Protocols of the institution, specification of the workplace of speech and language therapists in the selected institution. 2. Documentation (curriculums, plans and programs, projects, etc.). 3. Cooperation within the institution (team work, peer learning, critical friends, communities of co-experts, cooperation with families). 4. Cooperation with other institutions (interdisciplinary cooperation, intersectoral cooperation, coordination of different systems, cooperation with NGO). 5. Speech and language therapy procedures in the practice. 		
<i>1.5. Modes of delivery</i>	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> supervision <input type="checkbox"/> other <hr/>
<i>1.6. Comments</i>	The student carry out professional practice in a selected institution where speech therapists-mentors are employed (health system, social welfare system, educational system, NGO). The mentor actively supervise the student, in a real	

				context. Student observe and make notes, and actively participate at SLT workplace. Mentors are SLTs with MA in speech and language therapy. Practice is carried out in one week in the 2 nd semester.			
<i>1.7. Student obligations</i>							
Students are obligated to carry out practice in full extend. In case of justified absence (e.g. illness), lost hours are to be compensated. The student is obligated to respect the rules of the institution, the dignity of the clients with whom he/she gets in contact, to act confidentially with the information presented during the practice (e.g. social and health history, family situation, specific needs of the client, client's health status etc.). It is not allowed to publish photos of clients on social networks, and/or to share content where clients are visible.							
<i>1.8. Monitoring student work</i>							
Class attendance		Participation in class		Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	2
Portfolio		The Log File	1				
<i>1.9. Assessment and evaluation of student work during classes and the final exam</i>							
During the practice, the student keeps the Log File, which he/she hands over to the course teacher. The structure of the diary is determined by the course teacher in accordance with the institutions in which the students will be referred for practice. In order to pass the exam, it is necessary to complete the practice and make the Log File diary that is to be evaluated. The Log File is created by the student with the support of a mentor - a speech and language therapist in the host institution.							
<i>1.10. Required readings (at the time of submitting the study programme proposal)</i>							
Blaži, D. (2018). Uspostavljanje modela rane intervencije kod djece s neurorizikom i razvojnim odstupanjima. <i>Epoha zdravlja</i> , 10(1), 13-15. HLD (2013). Standardi logopeda u zdravstvu. Dostupno na: http://www.hld.hr/cms/fe_include/files/sekcija-logopeda-u-zdravstvu-hrvatskog-logopedskog-drustva---standardi-rada-logopeda-u-zdravstvu.pdf Ministarstvo rada i socijalne skrbi (2011). Prijedlog zakona o logopedskoj djelatnosti. Dostupno na: http://www.hld.hr/news/zakon-o-logopedskoj-djelatnosti/ Širić, Lj., Kopf, T. (2018). Planiranje i provedba rehabilitacijskog procesa pacijenata s disfagijom. <i>Medicinski vjesnik</i> , 50(supp.1), 81.							
<i>1.11. Supplementary readings (at the time of submitting the study programme proposal)</i>							
Herter-Ehlers, U. (2020). <i>Komunikative Kompetenzen in der Logopädie: Ein Konzept für Ausbildung und Studium</i> . Wiesbaden: Springer Nature.							
<i>1.12. Required readings and number of copies relative to the number of students currently taking the course</i>							
Title		Number of copies		Number of students			
<i>1.13. Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies.</i>							
Anonymous student survey.							

General information		
Lead instructor	Andrijana Včeva, PhD, full professor Marinela Rosso, PhD, assistant professor	
Course name	LARYNGOLOGY WITH PHONIA TRICS	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
Course status	Compulsory	
Year	1 st year, 2 nd semester	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	2+1+0

COURSE DESCRIPTION
<i>1.1. Course aims</i>
The course aims to introduce students to the field of work of a phoniatriest, diagnostic procedures, and various modalities of treatment of voice, speech and swallowing disorders, as well as the acquisition of theoretical knowledge and practical skills in the field of voice, speech and swallowing disorders.
<i>1.2. Course enrolment requirements</i>
None.
<i>1.3. Intended course learning outcomes</i>
On successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Interpret the mechanisms of voice production and swallowing. 2. Analyse Explain the influence of risk factors and pathophysiological mechanisms of hoarse voice and impaired swallowing. 3. Independently perform and interpret the findings of subjective and objective evaluation of voice and swallowing. 4. Connect theoretical knowledge and practical protocols in the assessment and treatment of organic and functional dysphonia, unilateral and bilateral vocal nodules, muscle tension dysphonia, spastic dysphonia, and the influence of laryngopharyngeal reflux on the voice and swallowing. 5. Specify the knowledge about voice and speech problems of children, adults and elderly, and voice professionals. 6. Evaluate Distinguish between the role of psychologists, speech and language therapists and different medical professions in the phoniatics team. 7. Interpret Describe the consequences of the most common surgical interventions on the voice, speech and swallowing. 8. Apply methods of voice and speech rehabilitation, learning alaryngeal speech (speech without the larynx) after removal of the larynx. 9. Specify basic knowledge about the rehabilitation of swallowing disorders. 10. Summarise knowledge about the prevention of voice and speech disorders and vocal hygiene.
<i>1.4. Course content</i>
The course includes the following: <ol style="list-style-type: none"> 1. Definition of phoniatriy and its role in modern otolaryngology practice. 2. Basics of anatomy and physiology of the upper aerodigestive tract. 3. Physiology of voice production and pathophysiological mechanisms of hoarseness. 4. Causes of hoarseness. 5. Division of dysphonia.

6. Basic methods of subjective and objective evaluation of the voice.
7. Diagnostics and therapy of dysphonia: organic and functional.
8. Diagnostics and therapy of unilateral and bilateral vocal folds.
9. Diagnosis and therapy of laryngopharyngeal reflux.
10. Voice and speech in childhood, old age and voice professionals.
11. The most common surgical interventions on the larynx and their impact on voice, speech and swallowing.
12. Methods of voice and speech rehabilitation after removal of the larynx.
13. Diagnosis and rehabilitation of swallowing.
14. Prevention of voice and speech disorders and vocal hygiene.
15. The role of speech therapists, psychologists and different medical professions in the phoniatics team.

Practicum:

1. Basics of otolaryngology propaedeutics.
2. Phoniatic history.
3. Phoniatic examination.
4. Self-assessment of voice quality.
5. Subjective acoustic voice analysis (GRBAS scale).
6. Objective acoustic analysis of the voice.
7. Electromyography of the larynx.
8. Transnasal fiber laryngoscopy.
9. Functional endoscopic evaluation of swallowing with sensory testing.
10. Esophageal voice and speech.
11. Speech with the help of the electrolarynx.
12. Tracheoesophageal voice and speech (tracheoesophageal prosthesis).
13. Vocal hygiene.

1.5. Modes of delivery		<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work		<input type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other			
1.6. Comments							
1.7. Student obligations							
Regular attendance of lectures and practicals.							
Pursuant to Article 6 of the Code of Ethics of the Committee for Ethics in Science and Higher Education, "a student is expected to fulfil their obligations honestly and ethically, that their main goal is academic excellence, that he behaves civilly, with respect and without prejudice". In electronic communication, only messages that come from known addresses with first and last names and that are written in Croatian standard language and in an appropriate academic style will be answered.							
1.8. Monitoring student work							
Class attendance	1	Participation in class	1	Seminar paper		Experimental work	
Written exam		Oral exam	1	Essay		Research	

Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							
1.9. <i>Assessment and evaluation of student work during classes and the final exam</i>							
Students' activities that are assessed: class activity (maximum 25 points), class attendance (maximum 25 points), final exam (maximum 50 points). Assessment: from 90 to 100 assessment points - 5 (A) from 75 to 89.9 grade points - 4 (B) from 60 to 74.9 grade points - 3 (C) from 50 to 59.9 grade points - 2 (D) from 0 to 49.9 rating points - 1 (F)							
1.10. <i>Required readings (at the time of submitting the study programme proposal)</i>							
Bumber, Ž. i sur. (2004). Otorinolaringologija. Zagreb: Naklada Ljevak. (selected chapters) Mladina, R. i sur. (2008). Otorinolaringologija. Zagreb: Školska knjiga. (selected chapters) Drviš, P. i sur. (2019). Otorinolaringologija. Split: Redak. (selected chapters)							
1.11. <i>Supplementary readings (at the time of submitting the study programme proposal)</i>							
Stemple, J.C., Fry, L.T. (2009). VoiceTherapy: Clinical Case Studies, 3rd ed. San Diego: Plural Publishing Inc. Rubin, J.S. et al. (2006). Diagnosis and Treatment of Voice Disorders. San Diego: Plural Publishing Inc. Prgomet, D et al. (2010). Minimally Invasive and Endoscopic Head and Neck Surgery. Zagreb: Naklada Ljevak.							
<i>Required readings and number of copies relative to the number of students currently taking the course</i>							
<i>Title</i>		<i>Number of copies</i>		<i>Number of students</i>			
Bumber, Ž. i sur. (2004). Otorinolaringologija. Zagreb: Naklada Ljevak. (selected chapters)		Selected chapters are available through interlibrary exchange.		40			
Mladina, R. i sur. (2008). Otorinolaringologija. Zagreb: Školska knjiga. (selected chapters)		Selected chapters are available through interlibrary exchange.		40			
Drviš, P. i sur. (2019). Otorinolaringologija. Split: Redak. (selected chapters)		Selected chapters are available through interlibrary exchange.		40			
1.12. <i>Supplementary readings</i>							
Stemple, J.C., Fry, L.T. (2009). VoiceTherapy: Clinical Case Studies, 3rd ed. San Diego: Plural Publishing Inc. Rubin, J.S. et al. (2006). Diagnosis and Treatment of Voice Disorders. San Diego: Plural Publishing Inc. Prgomet, D et al. (2010). Minimally Invasive and Endoscopic Head and Neck Surgery. Zagreb: Naklada Ljevak.							
1.13. <i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies.</i>							
Anonymous student survey.							

General information		
Lead instructor	Andrijana Včeva, PhD, full professor external expert: Višnja Maričak, SLT, assistant	
Course name	PATHOPHYSIOLOGY OF HEARING IMPAIRMENTS	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
Course status	Compulsory	
Year	1 st year, 2 nd semester	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	1+1+1

Course description
<i>1.1. Course aims</i>
The course aims to introduce students to the pathophysiological mechanisms of hearing loss and deafness, diseases of the middle and inner ear, and frequent systemic diseases; to introduce students to hearing rehabilitation methods using hearing aids, middle ear implants and artificial cochlea, and to become familiar with methods of early recognition of hearing impairment, and methods of prevention hearing damage and impairment. Special emphasis is on the role of the speech and language therapist as part of a multidisciplinary team in hearing-speech rehabilitation.
<i>1.2. Course enrolment requirements</i>
None.
<i>1.3. Intended course learning outcomes</i>
On successful completion of this course, students will be able to: 1. Interpret the pathophysiological mechanisms of hearing impairment. 2. Analyse Describe the causes of hearing loss. 3. Interpret the type and degree of hearing impairment. 4. Evaluate hearing rehabilitation methods using hearing aids, middle ear implants and artificial cochlea. 5. Evaluate Make use of communication methods of people with hearing loss, and methods of hearing impairment prevention. 6. Evaluate Explain the health and legal aspects of hearing loss. 7. Communicate appropriately in an interdisciplinary team of health professionals.
<i>1.4. Course content</i>
The course includes the following: 1. Functional anatomy of the auditory system and pathophysiology of hearing loss and deafness. 2. Causes of hearing loss and deafness, and its classification. 3. Types and degrees of hearing impairment. 4. Prenatal deafness. 5. Perinatal deafness. 6. Postnatal deafness - hereditary. 7. Postnatal deafness – acquired. 8. Rehabilitation of hearing impairment. 9. Characteristics and types of hearing aids. 10. Principles of assessment of hearing aids. 11. Middle ear implants.

12. Artificial cochlea.
 13. Hearing impairment screening.
 14. Prevention of hearing damage.
- Practicum and seminars:
1. Development of speech and hearing abilities.
 2. Communication of hearing impaired persons.
 3. Health-legal aspect of hearing impairment.
 4. Chronic secretory otitis.
 5. Otosclerosis.
 6. Meniere's disease.
 7. Neuroma of the auditory nerve.
 8. Hydrops of the cochlea.
 9. Inflammation of the labyrinth.
 10. Kidney diseases and hearing.
 11. Diabetes and hearing.
 12. Hearing loss in the population of musicians.
 13. Acoustic trauma.
 14. Senile deafness.
 15. Noise protection.

<i>1.5. Modes of delivery</i>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work	<input type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other <hr/>
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1.6. Comments

1.7. Student obligations

Regular attendance at lectures and practicals.

Pursuant to Article 6 of the Code of Ethics of the Committee for Ethics in Science and Higher Education, "a student is expected to fulfil their obligations honestly and ethically, that their main goal is academic excellence, that he behaves civilly, with respect and without prejudice". In electronic communication, only messages that come from known addresses with first and last names and that are written in Croatian standard language and an appropriate academic style will be answered.

1.8. Monitoring student work

Class attendance	1	Participation in class	1	Seminar paper		Experimental work	
Written exam		Oral exam	1	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

1.9. Assessment and evaluation of student work during classes and the final exam

<p>Students' activities that are assessed: class participation (maximum 25 points), class attendance (maximum 25 points), final exam (maximum 50 points). Assessment: from 90 to 100 assessment points - 5 (A) from 75 to 89.9 grade points - 4 (B) from 60 to 74.9 grade points - 3 (C) from 50 to 59.9 grade points - 2 (D) from 0 to 49.9 rating points - 1 (F)</p>		
<p>1.10. <i>Required readings (at the time of submitting the study programme proposal)</i></p>		
<p>Bumber, Ž. i sur. (2004). Otorinolarinologija. Zagreb: Naklada Ljevak. (selected chapters) Mladina, R. i sur. (2008). Otorinolarinologija. Zagreb: Školska knjiga. (selected chapters) Drviš, P. i sur. (2019). Otorinolarinologija. Split: Redak. (selected chapters) Gortan, D. (1995). Audiologija. Zagreb: Savez organizacija osoba oštećena sluha Hrvatske. (selected chapters)</p>		
<p>1.11. <i>Supplementary readings</i></p>		
<p>Bailey B.J. (2001). Head and Neck Surgery – Otolaryngology. Philadelphia: Lippincott Williams & Wilkins. Katz, J., Burkard, R., Medwetsky, L. (2001). Handbook of Clinical Audiology. Philadelphia: Lippincott Williams & Wilkins. Northern, J.L., Downs, M.O. (2001). Hearing in Children. Philadelphia: Lippincott Williams & Wilkins. Watzman, S., Cohen, N. (2000). Cochlear Implants. Stuttgart: Georg Thieme Verlag.</p>		
<p>1.12. <i>Required readings and number of copies relative to the number of students currently taking the course</i></p>		
<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>
Bumber, Ž. i sur. (2004). Otorinolarinologija. Zagreb: Naklada Ljevak. (selected chapters)	Selected chapters are available through interlibrary exchange.	40
Mladina, R. i sur. (2008). Otorinolarinologija. Zagreb: Školska knjiga. (selected chapters)	Selected chapters are available through interlibrary exchange.	40
Gortan, D. (1995). Audiologija. Zagreb: Savez organizacija osoba oštećena sluha Hrvatske. (selected chapters)	Selected chapters are available through interlibrary exchange.	40
Drviš, P. i sur. (2019). Otorinolarinologija. Split: Redak. (selected chapters)	Selected chapters are available through interlibrary exchange.	40
<p>1.13. <i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies.</i></p>		
<p>Student evaluation of teaching at the University level. Thematic sessions of professional councils of faculties on teaching quality and student survey results.</p>		

General information		
Lead instructor	Marinela Rosso, PhD, assistant professor external expert: Ivana Hornjak, SLT, assistant	
Course name	PHENOMENOLOGY OF HEARING IMPAIRMENTS AND THE CULTURE OF DEAF	
Study programme	Undergraduate University Study Programme of Speech and language therapy	
COURSE STATUS	Compulsory	
Year	1 st year, 2 nd semester	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	1+0+1

1. COURSE DESCRIPTION		
<i>1.1. Course aims</i>		
The course aims to train students to understand the phenomenology of hearing impairments and the culture of Deaf people as an autonomous cultural community.		
<i>1.2. Course enrolment requirements</i>		
None.		
<i>1.3. Intended course learning outcomes</i>		
On successful completion of this course, students will be able to: 1. Analyse Describe models of hearing impairment. 2. Identify the needs of people with hearing impairment. 3. Specify the types of support in relation to the needs of people with hearing impairment in different socio-cultural conditions. 4. Communicate appropriately with hearing-impaired people. 5. Cooperate with co-experts, families and the local community. 6. Actively advocate for the rights and support of people with hearing impairment.		
<i>1.4. Course content</i>		
The course includes the following: 1. Etiology, symptomatology and phenomenology of hearing impairment. Classifications and demographic indicators. 2. Society's attitude towards hearing-impaired people throughout history - four historical periods. Segregation (medical) and integration (sociological - cultural - optimistic) model of upbringing, education and integral rehabilitation of hearing impaired people and Deaf cultures. 3. Sociological aspects of hearing impairment. 4. Listening, communication and rehabilitation of people with hearing impairment. Peculiarities of functioning of persons with hearing impairment. 5. Multidisciplinary approach in the rehabilitation of the hearing impaired. 6. Social and medical model of approach to hearing impairment. Deaf culture. 7. Education and rehabilitation of children and adults with hearing impairment. 8. Attitudes as determinants of behaviour: family; general population, educational and rehabilitation workers; working environment. 9. Inclusive education of children and youth with hearing impairment. 10. Sensitisation of the environment for educational and social inclusion of hearing-impaired people. 11. Team approach in the rehabilitation of the hearing impaired.		
<i>1.5. Modes of delivery</i>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> practicals	<input type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision

						<input checked="" type="checkbox"/> remote learning	<input type="checkbox"/> other
						<input type="checkbox"/> field work	_____
1.6. Comments							
1.7. Student obligations							
Students are required to attend classes regularly and be active in class. They prepare and perform one public workshop on a selected topic. The workshop is intended for a wider population of students and the interested public.							
1.8. Monitoring student work							
Course attendance	0,50	Participation in class	0,50	Seminar paper		Experimental work	
Written exam		Oral exam	1	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Workshop	1				
1.9. Assessment and evaluation of student work during classes and the final exam							
Students are evaluated through regularity in class (25% of grade points), activity in class (25% of grade points), conducting a workshop (25% of grade points) and an oral exam (25% of grade points).							
1.10. Required readings (at the time of submitting the study programme proposal)							
Bradarić-Jončić, S. (2000). Manualni oblici komunikacije osoba oštećena sluha. <i>Hrvatska revija za rehabilitacijska istraživanja</i> , 36(2), 123-137.							
Bradarić-Jončić, S. (2004). Struktura govorno-jezičnog signala i uspješnost čitanja govora s lica i usana. <i>Govor</i> , 21(1), 1-39.							
Bradarić-Jončić, S., Mohr Nemčić, R. (2016). Neka obilježja kulturnog identitete gluhih i nagluhih osoba. <i>Logopedija</i> , 6(1), 24-37.							
Mohr Nemčić, R., Bradarić-Jončić, S. (2016). Relacije kulturnog identiteta i nekih demografskih obilježja gluhih i nagluhih osoba. <i>Hrvatska revija za rehabilitacijska istraživanja</i> , 52(1), 63-77.							
1.11. Supplementary readings (at the time of submitting the study programme proposal)							
Bonetti, L., Šimunjak, B., Franić, J. (2018). Validation of self-reported hearing loss among adult Croatians: the performance of the Hearing Self-Assessment Questionnaire against audiometric evaluation. <i>International Journal of Audiology</i> , 57 (1), 1-9.							
Bradarić-Jončić, S. (2001). Znakovni jezik i kultura gluhih. <i>Dijete i društvo</i> , 3(1), 385-389.							
1.12. Required readings and number of copies relative to the number of students currently taking the course							
Title						Number of copies	Number of students
-							
1.13. Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies							
Anonymous student survey.							

COMPULSORY COURSES, 2nd YEAR

General information		
Lead instructor	Ana Mirković Moguš, PhD, assistant professor	
Course name	INTRODUCTION TO STATISTICAL METHODS	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
COURSE STATUS	Compulsory	
Year	2 nd year, 3 rd semester	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	1+2+0

1. COURSE DESCRIPTION		
1.1. <i>Course aims</i>		
The course aims to provide knowledge of fundamental statistical methods and data analysis as a foundation for scientific reasoning and scholarly production.		
1.2. <i>Course enrolment requirements</i>		
None.		
1.3. <i>Intended course learning outcomes</i>		
<p>On successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Select a statistical procedure based on the research objectives and articulated hypotheses. 2. Analyse Make use of the collected data independently. 3. Independently Interpret statistical data. 3. Critically analyse Apply the selected statistical methods and procedures in relation to the obtained results and societal phenomena. 4. Take ethical responsibility in the interpretation of statistical data. 		
1.4. <i>Course content</i>		
<p>The course includes the following:</p> <ol style="list-style-type: none"> 1 Fundamental concepts in statistics. 2 Planning and conducting research. 3 Creating a database. 4 Fundamentals of inferential statistics. 5 Parameter estimation and hypothesis testing. 6 Statistical analyses. 7 Data interpretation in relation to articulated hypotheses and social phenomena. 		
1.5. <i>Modes of delivery</i>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work	<input type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other
1.6. <i>Comments</i>		
1.7. <i>Student obligations</i>		

Students are required to attend classes, actively participate in class, and engage in discussions.							
1.8. <i>Monitoring student work</i>							
Course attendance	0,50	Participation in class	0,50	Seminar paper		Experimental work	
Written exam		Oral exam	1	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							
1.9. <i>Assessment and evaluation of student work during classes and the final exam</i>							
Students are continuously monitored in classes. During the exam, the students are expected to directly demonstrate the selected statistical method in the SPSS software package.							
1.10. <i>Required readings (at the time of submitting the study programme proposal)</i>							
Šuvak, N., Benšić, M. (2013). Primijenjena statistika. Osijek: Odjel za matematiku.							
1.11. <i>Supplementary readings (at the time of submitting the study programme proposal)</i>							
Horvat, J., Mijoč, J. (2018). Osnove statistike. Zagreb: Naklada Ljevak. Kolesar, V., Petz, B. (1999). Statistički rječnik. Jastrebarsko: Naklada Slap.							
1.12. <i>Required readings and number of copies relative to the number of students currently taking the course</i>							
<i>Title</i>					<i>Number of copies</i>	<i>Number of students</i>	
Šuvak, N., Benšić, M. (2013). Primijenjena statistika. Osijek: Odjel za matematiku.					5	40	
1.13. <i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies</i>							
Anonymous student survey.							

General information		
Lead instructor	Mihael Mišir, PhD, assistant professor	
Course name	CLINICAL NEUROLOGY	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
COURSE STATUS	Compulsory	
Year	2 nd year, 3 rd semester	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	1+1+0

1. COURSE DESCRIPTION		
<i>1.1. Course aims</i>		
<p>This course aims to provide students with basic theoretical and practical knowledge of neuroanatomy, neurophysiology, pathophysiology, clinical cases, and the diagnosis and treatment of neurological diseases. Special attention will be given to neurological conditions and diseases that require the active role of an SLT during assessment, treatment and neurorehabilitation. The course will highlight the role, importance, possibilities and limitations of the work of SLTs in the interdisciplinary treatment of major neurological diseases.</p>		
<i>1.2. Course enrolment requirements</i>		
Completed courses from the previous study year.		
<i>1.3. Intended course learning outcomes</i>		
<p>On successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Summarise knowledge from the basics of neuroanatomy, neurophysiology and pathophysiology of neurological diseases. 2. Interpret Describe the basic clinical features, assessment procedures and treatment methods of the main groups of neurological diseases. 3. Participate in the preparation and performance of a neurological assessment propedeutics of neurological symptoms in certain groups of neurological diseases. 4. Apply specific knowledge in the process of assessment, treatment and neurorehabilitation of neurological patients. 5. Create and apply materials, tools and instruments within the clinical field of work. 6. Adequately communicate with the team. 		
<i>1.4. Course content</i>		
<p>The course includes the following:</p> <ol style="list-style-type: none"> 1. Neuroanatomical and neurophysiological foundations and fundamental pathophysiological mechanisms that cause neurological damage and diseases. 2. Theoretical and practical bases of neurological assessment. 3. Clinical signs and symptoms and assessment possibilities of the most common disorders in the central and peripheral nervous system: neurovascular diseases, demyelinating diseases, movement disorder diseases, disorders of higher nervous functions, dementia, epilepsy and disorders of consciousness, headaches, dizziness, neuromuscular diseases, tumours and trauma central and peripheral nervous system. A special review of the specifics of speech and swallowing disorders in certain groups of neurological diseases. 4. Multidisciplinary approach in the treatment and neurorehabilitation of neurological diseases and impairments with special reference to the role of the SLT. 		
<i>1.5. Modes of delivery</i>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals	<input type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory

						<input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work	<input type="checkbox"/> supervision <input checked="" type="checkbox"/> other study visits
1.6. Comments							
1.7. Student obligations							
Regular attendance and active participation in lectures and practicum, independent completion of tasks in accordance with provided instructions, reading and studying obligatory literature.							
1.8. Monitoring student work							
Course attendance	0,25	Participation in class	0,25	Seminar paper		Experimental work	
Written exam	1	Oral exam	1	Essay		Research	
Project		Continuous assessment of knowledge	0,50	Student report		Practical work	
Portfolio							
1.9. Assessment and evaluation of student work during classes and the final exam							
Continuous observation of the student's work and participation, evaluation of acquired knowledge, and evaluation of the performance in practical tasks.							
1.10. Required readings (at the time of submitting the study programme proposal)							
Brinar, V. i sur. (2019). Neurologija za medicinare. Zagreb: Medicinska naklada. (selected chapters)							
1.11. Supplementary readings (at the time of submitting the study programme proposal)							
Jankovic, J. et al. (2021). Neurology in Clinical Practice. New York: Elsevier.							
1.12. Required readings and number of copies relative to the number of students currently taking the course							
Title						Number of copies	Number of students
Brinar, V. i sur. (2019). Neurologija za medicinare. Zagreb: Medicinska naklada. (selected chapters)						Selected chapters are available through interlibrary exchange.	40
1.13. Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies							
Anonymous student survey.							

General information		
Lead instructor	Ljiljana Radanović Grgurić, PhD, assistant professor	
Course name	PSYCHIATRY WITH PSYCHOTHERAPY	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
COURSE STATUS	Compulsory	
Year	2 nd year, 3 rd semester	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	1+1+0

1. COURSE DESCRIPTION
<i>1.1. Course aims</i>
<p>This course aims to introduce students to basic knowledge in the field of mental health and psychological disorders. Students will focus on mastering communication skills with a person with a mental disorder. They will become familiar with the epidemiology, etiopathology and basic features of mental disorders. Students will learn about the basic principles of medical ethics, as well as the rights and protection of people with mental disorders.</p> <p>The main goal of the course is to introduce students to the modern psychotherapeutic approach to the diagnosis and treatment of mental disorders, the theoretical foundations of the most common psychotherapeutic techniques and their main therapeutic indications. Students will learn about basic psychotherapeutic phenomena that affect the psychotherapeutic process, as well as the specifics of psychotherapeutic techniques in children and adolescents when compared to adults. The goal is also to introduce students to the application of psychotherapy methods, methods of education and supervision techniques within the particular psychotherapy techniques.</p>
<i>1.2. Course enrolment requirements</i>
Completed courses from the previous study year.
<i>1.3. Intended course learning outcomes</i>
<p>On successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Integrate knowledge from the field of epidemiology and etiopathology of mental disorders. 2. Identify and assess the risk factors for the development of mental disorders. 3. Analyse clinical features of psychological disorders. 4. Analyse Describe the basic principles of rehabilitation and resocialisation of patients. 5. Generate activities for the prevention of psychological disorders. 6. Act independently as part of a professional team, respecting the principles of medical ethics and respecting and protecting the rights of people with mental disorders. 7. Transform different approaches in the direction of a multidimensional approach to the rehabilitation of people with mental disorders. 8. Evaluate Explain psychotherapy as a method of treatment and a psychotherapeutic approach to the patient. 9. Analyse Describe the main psychotherapeutic phenomena that affect the psychotherapeutic process (transfer, counter-transference, transference neurosis, resistances). 10. Interpret the theoretical foundations of the most common psychotherapy techniques. 11. Categorise therapeutic indications for the application of psychotherapeutic techniques in the rehabilitation of persons with mental disorders. 12. Compare the advantages of different psychotherapy techniques in the treatment of certain psychological disorders. 13. Evaluate Describe the characteristics of psychotherapy for children and adolescents.
<i>1.4. Course content</i>

The course includes the following:

1. Introduction to psychiatry: development of psychiatry and psychiatry today. Concept of mental health and psychological disorder.
2. Access to a patient with a mental disorder; psychiatric interview, anamnesis; basics of general psychopathology and assessment of psychological status.
3. Epidemiology and classification of mental disorders.
4. Etiology of mental disorders; biopsychosocial approach and basic etiological theories.
5. Psychodynamic theories of mental disorders and psychotherapy directions.
6. Organic psychological disorders: psychological changes in patients with neurological and cardiac diseases, diabetes and other physical disorders.
7. Personality disorders: definition, classification, specifics of individual categories and their recognition; possibilities of therapeutic intervention.
8. Basics of psychotherapy as a method of treatment.
9. Presentation of the most common psychotherapeutic techniques (theoretical basis and indications in the treatment of psychological disorders): Psychoanalysis; Psychoanalytically oriented psychotherapy; Specificities of psychoanalytically oriented psychotherapy in children and adolescents; Supportive psychotherapy; Family and marriage therapy; Cognitive-behavioral techniques; Transactional analysis; Gestalt psychotherapy; Integrative psychotherapy; Autogenic training.

<i>1.5. Modes of delivery</i>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and <input checked="" type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory supervision <input type="checkbox"/> other _____
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1.6. Comments

1.7. Student obligations

The student is obligated to regularly attend and actively participate in all forms of classes, which are held in accordance with the schedule. Students have to participate in a minimum of 70% of all classes. The students must adhere to the code of academic behaviour: arrive on time, turn off their cell phones during class, and treat teachers and other students in a collegial manner.

1.8. Monitoring student work

Course attendance	0,50	Participation in class	0,50	Seminar paper		Experimental work	
Written exam	1	Oral exam		Essay		Research	
Project		Continuous assessment of knowledge	1	Student report		Practical work	
Portfolio							

1.9. Assessment and evaluation of student work during classes and the final exam

In forming the final grade, attendance and activity in classes (30%) and the final exam (70%) are taken into account. The final exam consists of a written exam that covers the entire course content. The grade from the final written exam is derived from the percentage of success in processing thematic questions, based on the following scale: 60-69% = sufficient (2), 70-79% = good (3), 80-89% = very good (4), 90-100% = excellent

1.10. Required readings (at the time of submitting the study programme proposal)

Filaković, P. i sur. (2014). Psihijatrija. Osijek: Medicinski fakultet Osijek. (selected chapters)
 Kozarić-Kovačić, D., Frančšković, T. (2014). Psihoterapijski pravci. Zagreb: Medicinska naklada. (selected chapters)
 Jukić, V., Pisk, Z. (2008). Psihoterapija: Škole i psihoterapijski pravci u Hrvatskoj danas. Zagreb: Medicinska naklada. (selected chapters)

<i>1.11. Supplementary readings (at the time of submitting the study programme proposal)</i>		
<p>Beck, J. (2007). Kognitivna terapija: osnove, educiranje i uvježbavanje. Jastrebarsko: Naklada Slap. Begić, D. (2014). Psihopatologija, drugo, dopunjeno i obnovljeno izdanje. Zagreb: Medicinska naklada. Begić, D., Jukić, V., Medved, V. (2015). Psihijatrija. Zagreb: Medicinska naklada. Karlović D. (2020). Psihijatrija. Jastrebarsko: Naklada Slap Hawton, K., Salkovskis, P. M., Kirk, J., Clark, D. M. (2008). Kognitivno-bihevioralna terapija za psihijatrijske probleme. Jastrebarsko: Naklada Slap.</p>		
<i>1.12. Required readings and number of copies relative to the number of students currently taking the course</i>		
<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>
Filaković, P. i sur. (2014). Psihijatrija. Osijek: Medicinski fakultet Osijek. (selected chapters)	Selected chapters are available through interlibrary exchange.	40
Kozarić-Kovačić, D., Frančičković, T. (2014). Psihoterapijski pravci. Zagreb: Medicinska naklada. (selected chapters)	Selected chapters are available through interlibrary exchange.	40
Jukić, V., Pisk, Z. (2008). Psihoterapija: Škole i psihoterapijski pravci u Hrvatskoj danas. Zagreb: Medicinska naklada. (selected chapters)	Selected chapters are available through interlibrary exchange.	40
<i>1.13. Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies</i>		
Anonymous student survey.		

General information		
Lead instructor	Ksenija Romstein, PhD, associate professor, univ. spec. rehab. educ.	
Course name	CONTEMPORARY EDUCATIONAL APPROACHES TO CHILDREN WITH SPECIFIC LEARNING DISABILITIES	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
COURSE STATUS	Compulsory	
Year	2 nd year, 3 rd semester	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	1+1+0

1. COURSE DESCRIPTION							
<i>1.1. Course aims</i>							
The course aims to train students to apply methodical systems in working with children with specific learning disabilities.							
<i>1.2. Course enrolment requirements</i>							
None.							
<i>1.3. Intended course learning outcomes</i>							
On successful completion of this course, students will be able to:							
1. Identify children with learning disabilities.							
2. Determine the child's dominant learning style and identify the child's strengths and weaknesses.							
3. Plan and implement and evaluate the procedures for support for learning, applying specific teaching strategies.							
4. Communicate appropriately with the child and their family.							
5. Conduct research in the field of inclusive education.							
<i>1.4. Course content</i>							
The course includes the following:							
1. Learning and teaching: basic concepts, approaches and models.							
2. Theories of learning and teaching from the point of view of pedagogy.							
3. Orientations in teaching (adult-centric orientation, pedocentric orientation, participatory approaches, etc.).							
4. Teaching in accordance with the student's characteristics, adjustments and evaluation.							
5. Cooperation between the professional team and parents.							
<i>1.5. Modes of delivery</i>						<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input type="checkbox"/> remote learning <input type="checkbox"/> field work	<input type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other _____
<i>1.6. Comments</i>							
<i>1.7. Student obligations</i>							
The student is obligated to attend lectures and practicum regularly and to continuously complete the assigned tasks.							
<i>1.8. Monitoring student work</i>							
Course attendance	0,50	Participation in class	0,50	Seminar paper		Experimental work	

Written exam		Oral exam		Essay		Research	
Project		Continuous assessment of knowledge	0,50	Student report		Practical work	0,50
Portfolio							
<i>1.9. Assessment and evaluation of student work during classes and the final exam</i>							
Students are evaluated through activities in classroom, and they make notes during study visits that are carried out in kindergartens and elementary schools.							
<i>1.10. Required readings (at the time of submitting the study programme proposal)</i>							
Kelić, M. (2015). <i>Ovladavanje čitanjem</i> . Jastrebarsko: Naklada Slap. Peko, A., Varga, R., Mlinarević, V., Lukaš, M. i Munjiza, E. (2014). <i>Kulturom nastave (p) o učeniku</i> . Osijek: Sveučilište Josipa Jurja Strossmayera, Učiteljski fakultet u Osijeku. Reid, G. (2013). <i>Disleksija – potpuni vodič za roditelje i one koji im pomažu</i> . Jastrebarsko: Naklada Slap.							
<i>1.11. Supplementary readings (at the time of submitting the study programme proposal)</i>							
Ribić, K., Matanović, M. (1996). <i>Teškoće čitanja i pisanja u školi</i> . Zagreb: Školska knjiga. Soboleva, A., Emeljanova, K. (2009). <i>Pišem bez pogriješaka. Igre, vježbe i aktivnosti za pomoć djeci s teškoćama u pisanju s uputama i preporukama neuropsihologa</i> . Zagreb: Planet Zoe d.o.o.							
<i>1.12. Required readings and number of copies relative to the number of students currently taking the course</i>							
<i>Title</i>						<i>Number of copies</i>	<i>Number of students</i>
Kelić, M. (2015). <i>Ovladavanje čitanjem</i> . Jastrebarsko: Naklada Slap.						5	40
Peko, A., Varga, R., Mlinarević, V., Lukaš, M. i Munjiza, E. (2014). <i>Kulturom nastave (p) o učeniku</i> . Osijek: Sveučilište Josipa Jurja Strossmayera, Učiteljski fakultet u Osijeku.						12	40
<i>1.13. Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies</i>							
Anonymous student survey.							

General information		
Lead instructor	Marinela Rosso, PhD, assistant professor	
Course name	DEONTOLOGY IN CLINICAL SPEECH THERAPY PRACTICE	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
COURSE STATUS	Compulsory	
Year	2 nd year, 3 rd semester	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	1+0+1

1. COURSE DESCRIPTION
1.1. <i>Course aims</i>
The aims of the course are as follows: Familiarisation with the basic terms and contents of ethical codes and deontology, learning the basic distinction between the terms (and contents) of clinical speech therapy ethics and deontology; learning the basic criteria of the speech therapist's disciplinary responsibility; acquiring knowledge about the issue of responsibility in the conditions of teamwork; on the speech therapy profession and the principles of performing speech therapy activities; the rights and obligations of speech therapists in performing their activities, especially within clinical practice; evaluation of speech therapy activities; the work and organisation of the Croatian Logopedic Association; Code of Ethics for speech and language therapists and deontology, and good clinical practice.
1.2. <i>Course enrolment requirements</i>
Enrolment into the 2 nd year of study.
1.3. <i>Intended course learning outcomes</i>
On successful completion of this course, students will be able to: 1. Identify the basic terms and content of ethics and deontology. 2. Analyse -Interpret the concept and content of the speech and language therapy profession and the principles of performing speech and language therapy activities. 3. Analyse (examine, comment, compare) Compare the rights and obligations of speech and language therapists in performing speech therapy activities. 4. Analyse -Illustrate the provisions of the Code of Ethics and Deontology of speech and language therapists, and of good clinical practice. 5. Critically assess the quality assurance of the health service provided and the evaluation of speech and language therapy activities in the Republic of Croatia
1.4. <i>Course content</i>
The course includes the following: 1 Concept and content of speech and language therapy activity, speech and language therapy profession and principles of performance of speech and language therapy activity 2 Speech therapy activity (purpose and content; method of performing the activity; authorisation and conditions for performing the activity; termination of the right to perform the activity; ineligibility to perform the activity; entry of the speech therapist in the Directory of the CroLA; Deletion from the Directory of the CroLA; approval for independent work; organisation and performance of speech and language therapy activities) 3 Rights and obligations of speech and language therapists in performing speech and language therapy activities (provision and denial of speech and language therapy services; mutual relations between speech and language therapists, and speech and language therapists and patients; professional secrecy; reporting obligation; management and maintenance of speech and language therapy documentation; speech therapy records; selection of another speech and language therapist; obligation to inform another speech and language therapist/physician or another specialist) 4 Quality assurance of provided speech therapy services (professional development; professional supervision of speech and language therapists' work; cooperation between CroLA and other institutions;

5 Evaluation of speech and language therapy activity (evaluation of speech and language therapy work; pricing of private speech therapists' work)							
6 Croatian Logopedic Association (organisation, public powers; affairs; bodies of the CroLA; supervision of work, general acts of the CroLA;							
7 Code of Ethics and Deontology of speech and language therapists, guidelines of good clinical practice;							
8 Disciplinary responsibility of speech therapists							
1.5. Modes of delivery				<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work		<input type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other	
1.6. Comments							
1.7. Student obligations							
Regular class attendance, active participation in classes (practicals), independent completion of tasks according to instructions, reading, and studying required readings.							
1.8. Monitoring student work							
Course attendance		Participation in class	1	Seminar paper	1	Experimental work	
Written exam		Oral exam	1	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							
1.9. Assessment and evaluation of student work during classes and the final exam							
Continuous observation of student work, evaluation of acquired knowledge, evaluation of performance in exercises and practical tasks.							
1.10. Required readings (at the time of submitting the study programme proposal)							
Zakon o zdravstvenoj zaštiti (NN 33/23) (Health Care Act (Official Gazette 33/23)) Etički kodeks HLD-a (CroLa Code of Ethics) Standardi rada logopeda u zdravstvu (Work Standards of Speech and Language Therapists in Healthcare) Prijedlog Zakona o logopedskoj djelatnosti (Draft Bill on Speech and Language Therapy Activity)							
1.11. Supplementary readings (at the time of submitting the study programme proposal)							
Pravilnik o kliničkim ispitivanjima lijekova i dobroj kliničkoj praksi (NN 25/15) (Ordinance on Clinical Trials on Medicinal Products and on Good Clinical Practice (Official Gazette 25/15)) Statut HLD-a (CroLA Statute)							
1.12. Required readings and number of copies relative to the number of students currently taking the course							
Title				Number of copies		Number of students	
-							
1.13. Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences							
Observation and evaluation of classes, continuous monitoring of student work, student survey.							

General information			
Lead instructor	Jurica Lovrinčević, senior lecturer		
Course name	PHYSICAL AND HEALTH EDUCATION 2		
Study programme	Undergraduate University Study Programme of Speech and Language Therapy		
COURSE STATUS	Compulsory		
Year	1 st year, 3 rd and 4 th semester		
Number of credits and mode of delivery	ECTS student workload coefficient	1	1
	Number of hours (L+P+S)	0+2+0	0+2+0

1. COURSE DESCRIPTION			
1.1. <i>Course aims</i>			
The aim of the course is for students to review and expand upon familiar content and become acquainted with new, current kinesiological topics. It is designed to educate students in programming self-exercise routines for recreational purposes and develop habits of regular exercise with the unique goal of preserving health and enhancing the quality of life.			
1.2. <i>Course enrolment requirements</i>			
None			
1.3. <i>Intended course learning outcomes</i>			
On successful completion of this course, students will be able to: 1. Identify the deterioration or premature decline of characteristics and abilities due to insufficient physical activity. 2. Generate an independent exercise regimen. 3. Integrating theoretical and practical motor skills knowledge. 4. Organise kinesiology activities. 5. Take responsibility for their own health and physical well-being.			
1.4. <i>Course content</i>			
The course activities will be implemented based on available facilities and sports fields adapted to the season and weather conditions. These primarily include the following sports: basketball, volleyball, mini-football, floor hockey, and badminton. Dance structures encompass folk dance, social dance, and modern dance. Other activities, based on students' interests, include yoga, pilates, martial arts, bowling, ice skating, rollerblading, jogging, fitness, and similar activities.			
1.5. <i>Modes of delivery</i>	<input type="checkbox"/> lectures	<input type="checkbox"/> independent work	
	<input type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network	
	<input checked="" type="checkbox"/> practicals	<input type="checkbox"/> laboratory	
	<input checked="" type="checkbox"/> remote learning	<input type="checkbox"/> supervision	
	<input type="checkbox"/> field work	<input type="checkbox"/> other	
1.6. <i>Comments</i>			
1.7. <i>Student obligations</i>			
Students are required to regularly and actively participate in classes and complete all tasks outlined in the curriculum.			
1.8. <i>Monitoring student work</i>			
Course attendance	1	Participation in class	1 Seminar paper
			Experimental work

Written exam		Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							
1.9. <i>Assessment and evaluation of student work during classes and the final exam</i>							
No ECTS credits are allocated to this course. Students are monitored through attendance records and participation in practical activities.							
1.10. <i>Required readings (at the time of submitting the study programme proposal)</i>							
Sekulić, D. Metikoš, D. (2007). <i>Osnove transformacijskih postupaka u kineziologiji: Uvod u osnovne kineziološke transformacije</i> . Split: Fakultet prirodoslovno-matematičkih znanosti i kineziologije. Available at: http://www.kifst.unist.hr/~dado/index_files/OKT_gray_02-11-2010.pdf							
1.11. <i>Supplementary readings (at the time of submitting)</i>							
Anderson, B. (2000). <i>Fitness za sve (programi treninga za žene i muškarce)</i> . Zagreb: Gopal. Anderson, B. (2001). <i>Stretching (vježbe istezanja za svakodnevni fitness, trčanje, plivanje, tenis, biciklizam, skijanje, košarku, rukomet, nogomet i ostale sportove)</i> . Zagreb: Gopal.							
1.12. <i>Required readings and number of copies relative to the number of students currently taking the course</i>							
<i>Title</i>						<i>Number of copies</i>	<i>Number of students</i>
-							
1.13. <i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies</i>							
Anonymous student survey.							

General information		
Lead instructor	Ljiljana Širić, PhD, assistant professor, univ. spec. med. iur. external expert: Ivana Hornjak, SLT, assistant	
Course name	VOICE DISORDERS I	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
COURSE STATUS	Compulsory	
Year	2 nd year, 3 rd semester	
Number of credits and mode of delivery	ECTS student workload coefficient	4
	Number of hours (L+P+S)	2+2+0

1. COURSE DESCRIPTION		
1.1. <i>Course aims</i>		
<p>This course aims to provide undergraduate-level knowledge for understanding the phenomena of voice production and terminology that arises from infancy to adulthood; to introduce students to the basic causes of voice disorders that form the basis for determining further treatment of the disordered voice.</p> <p>This course ensures the recognition of different types of voice disorders in relation to normal voice and develops skills in the use of various sound reproduction devices that are essential in the process of identifying and further treating voice disorders. This course aims to enable students to find information in the field of voice disorders and study literature dealing with voice disorders.</p>		
1.2. <i>Course enrolment requirements</i>		
None.		
1.3. <i>Intended course learning outcomes</i>		
<p>On successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Evaluate specialised facts, concepts, procedures, principles and theories within the field of phonopathology. 2. Critically question existing approaches and models. 3. Evaluate, select and creatively use different procedures in solving problems within phonopathology. 4. Take responsibility for working in a team. 		
1.4. <i>Course content</i>		
<p>The introductory part covers the basic features of normal voice and the phenomenology of voice disorders. The main content of the lectures is based on the etiology of voice disorders, defining basic voice parameters, types of voice, types of voice disorders in children and adults, classification of voice disorders based on different causes, voice misuse, voice and other syndromes. There is a specific elaboration on voice issues in children and voice disorders in adults (prevalence, causes, consequences, therapeutic recommendations). Lectures include the area of alaryngeal voices (voice without a larynx), basic diagnostic and therapeutic approaches, and possibilities of voice and speech after laryngectomy. Final lectures focus on basic acoustic indicators of voice disorders in children and adults and rules of voice hygiene for children and adults.</p>		
1.5. <i>Modes of delivery</i>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and <input checked="" type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work	<input type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> supervision <input type="checkbox"/> other
1.6. <i>Comments</i>	<p>Students will spend part of the practical hours observing SLTs at their workplace. This includes clinics and hospitals, day-care centers, schools, kindergartens, nursing homes for elderly and</p>	

						intellectually disabled adults, and NGOs. Teaching on site will be conducted in small groups. Mentors will hold MA in SLT.
1.7. <i>Student obligations</i>						
Regular class attendance, active participation in classes (practicals), independent completion of tasks according to instructions, reading and studying required readings.						
1.8. <i>Monitoring student work</i>						
Course attendance	0,50	Participation in class	0,50	Seminar paper		Experimental work
Written exam		Oral exam	1	Essay		Research
Project		Continuous assessment of knowledge	1	Student report		Practical work
Portfolio						1
1.9. <i>Assessment and evaluation of student work during classes and the final exam</i>						
Continuous observation of student work, evaluation of acquired knowledge, evaluation of performance in exercises and practical tasks.						
1.10. <i>Required readings (at the time of submitting the study programme proposal)</i>						
<p>McAllister, A., Sjölander, P. (2013). Children's Voice and Voice Disorders. <i>Seminars in Speech and Language</i>, 34(2),71-79.</p> <p>Abed Mohammed, M. et al. (2020). Voice Pathology Detection and Classification Using Convolutional Neural Network Model. <i>Appl. Sci.</i> 10, 3723.</p> <p>Jovančević, S. Bolfan-Stošić, N., Jovančević, M. (2014). Differences in the Acoustic Characteristics of the Cries of Infants with Colics and the Cries of Healthy Infants. <i>Croatian Journal of Education</i>, 6(2), 67-77.</p> <p>Andrea, M., Andrea, M., Figueira, M.L. (2018). Self-perception of quality of life in patients with functional voice disorders: the effects of psychological and vocal acoustic variables. <i>Eur Arch Otorhinolaryngol</i>, 275, 2745–2754.</p> <p>Rosso, M., Širić, Lj., Tićac, R., Starčević, R., Šegec, I., Kraljik, N. (2012). Perceptual Evaluation of Alaryngeal Speech. <i>Collegium antropologicum</i>, 36(supp2), 115-118.</p>						
1.11. <i>Supplementary readings (at the time of submitting the study programme proposal)</i>						
<p>Bolfan-Stošić, N., Zorić, A. (1997). Uputstva za rad kod kuće i razvijanje higijene dječjeg glasa. Zagreb: HLD.</p> <p>Širić, Lj., Šoš, D., Rosso, M., Stevanović, S. (2012). Objective Assessment of Tracheoesophageal and Esophageal Speech Using Acoustic Analysis of Voice. <i>Collegium antropologicum</i>, 36(supp2), 111-114.</p>						
1.12. <i>Required readings and number of copies relative to the number of students currently taking the course</i>						
<i>Title</i>					<i>Number of copies</i>	<i>Number of students</i>
-						
1.13. <i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences</i>						
Class observation and evaluation, anonymous student survey. Detailed survey after course.						

General information		
Lead instructor	Maja Kelić, PhD, assistant professor external expert: Anja Borbaš, SLT, assistant	
Course name	LEARNING DISABILITIES I	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
COURSE STATUS	Compulsory	
Year	2 nd year, 3 rd semester	
Number of credits and mode of delivery	ECTS student workload coefficient	4
	Number of hours (L+P+S)	2+1+0

1. COURSE DESCRIPTION		
<i>1.1. Course aims</i>		
The course aims to train students to recognise and rehabilitate reading, writing and arithmetic disorders.		
<i>1.2. Course enrolment requirements</i>		
Completed courses from the 1 st year of study.		
<i>1.3. Intended course learning outcomes</i>		
<p>On successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Analyse Describe indicators of underachievement in reading, writing and arithmetic abilities. 2. Identify the needs of people with learning disabilities. 3. Organise rehabilitation processes in relation to the identified needs and level of functioning of a person with learning disabilities. 4. Communicate appropriately with the person involved in rehabilitation. 5. Communicate appropriately with families and co-experts in teamwork. 6. Actively advocate support for people with learning disabilities. 		
<i>1.4. Course content</i>		
<p>The course includes the following:</p> <ol style="list-style-type: none"> 1. Phenomenology of reading, writing and arithmetic disorders (symptomatology, etiology and theoretical concepts). 2. Pre-skills for acquiring reading, writing and arithmetic. 3. Development of reading skills and literacy, development of mathematical operations. 4. Features of the functioning of persons with reading, writing and arithmetic difficulties in relation to age and socio-cultural context. 5. Assessment and diagnosis of learning disabilities. 6. Specific learning disabilities - decoding difficulties. 7. Special language disabilities - developmental language disorders 8. Prevention and early recognition of learning disabilities. Family and community support in the child's speech and language development, cooperation with kindergartens and elementary schools. 9. Models and methods of rehabilitation. 10. Speech therapy interventions and therapeutic approaches. 11. Legislation related to specific learning disabilities - basics of determining the work program 12. Education of children with learning disabilities. 13. Information and communication technology and specific learning disabilities. 14. Team work and team planning of rehabilitation and speech and language therapy interventions. 		
<i>1.5. Modes of delivery</i>	<input checked="" type="checkbox"/> lectures	<input type="checkbox"/> independent work

				<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input type="checkbox"/> remote learning <input type="checkbox"/> field work	<input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other _____
1.6. Comments				Students will spend part of the practical hours observing SLTs at their workplace. This includes clinics and hospitals, day-care centers, schools, kindergartens, nursing homes for elderly and intellectually disabled adults, and NGOs. Teaching on site will be conducted in small groups. Mentors will hold MA in SLT.	
1.7. Student obligations					
Students are required to attend classes regularly, participate in classes, make notes and an intervention plan during study visits.					
1.8. Monitoring student work					
Course attendance	1	Participation in class	1	Seminar paper	Experimental work
Written exam	1	Oral exam		Essay	Research
Project		Continuous assessment of knowledge	1	Student report	Practical work
Portfolio		Rehabilitation plan			
1.9. Assessment and evaluation of student work during classes and the final exam					
Students are assessed and evaluated based on attendance rate, participation in practicum, design of rehabilitation plan, and a written exam.					
1.10. Required readings (at the time of submitting the study programme proposal)					
<p>Berbić Kolar, E., Gligorić I. M., Zečević, M. (2018). Disleksija i disgrafija: Određenja, pristupi i smjernice. Osijek: FOOZOS.</p> <p>Blaži, D., Farago, E., Pavić, P. (2017). Karakteristike fonološke obrade djece s teškoćama čitanja. Napredak, 158(1-2), 33-48.</p> <p>Čudina-Obradović, M. (1996). Igrom do čitanja. Zagreb: Školska knjiga.</p> <p>Dwairy, M. (2004). Dynamic Approach to Learning Disability Assessment: DLD test. Dyslexia, 10, 1-24.</p> <p>Jeffries, J., Everatt, J. (2004). Working Memory: Its Role in Dyslexia and Other Specific Learning Difficulties. Dyslexia, 10, 196-215.</p> <p>Gilger, J. W., Kaplan, B. J. (2002). A typical brain development: A conceptual framework for understanding developmental learning disabilities. Developmental Neuropsychology, 20, 465-481</p> <p>Kelić, M. (2015). Ovladavanje čitanjem: Priručnik za logopede, učitelje i roditelje. Jastrebarsko: Naklada Slap.</p> <p>Pavlić-Cottiero, A. (2009). Disleksija, disgrafija, diskalkulija i slične teškoće u čitanju, pisanju i učenju. Zagreb: Hrvatska udruga za disleksiju. Available at: http://hud.hr/wp-content/uploads/sites/168/2014/11/hud-web-tekst.pdf</p> <p>Ramus, F., Rosen, S., Dakin, S. C., Day, B. L., Castellote, J. M., White, S., Frith, U. (2003). Theories of developmental dyslexia: insights from a multiple case study of dyslexic adults. Brain, 126, 841-865.</p> <p>Vellutino, F. R., Fletcher, J. M., Snowling, M. J., Scanlon, D. M. (2004). Specific reading disability (dyslexia): What have we learned in the past four decades? Journal of Child Psychology and Psychiatry, 45, 2-40</p>					
1.11. Supplementary readings (at the time of submitting)					
Fišer, Z. (2019). Višeosjetilno, izravno i strukturano poučavanje učenika s teškoćama u učenju – studija slučaja. Odgojno-obrazovne teme, 3(5), 83-102					

Mc Nulty, M. A. (2003). Dyslexia and the Life Course. *Journal of Learning Disabilities*, 36(4), 363-381.
 Vancaš, M., Pašiček, Lj. (1998). Matematičke sposobnosti u djece s teškoćama čitanja. *Revija za rehabilitacijska istraživanja*, 34(2), 155-165.

1.12. Required readings and number of copies relative to the number of students currently taking the course

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>
Berbić Kolar, E., Gligorić, M. I., Zečević, M. (2018). <i>Disleksija i disgrafija: Određenja, pristupi i smjernice</i> . Osijek: FOOZOS.	10	40
Čudina-Obradović, M. (1996). <i>Igrom do čitanja</i> . Zagreb: Školska knjiga.	3	40
Kelić, M. (2015). <i>Ovladavanje čitanjem: Priručnik za logopede, učitelje i roditelje</i> . Jastrebarsko: Naklada Slap.	2	40

1.13. Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies

Anonymous student survey. Detailed survey after course.

General information		
Lead instructor	Lidija Šmit Brleković, SLT, assistant	
Course name	CROATIAN SIGN LANGUAGE I	
Study programme	Undergraduate University Study Programme of Speech and language therapy	
COURSE STATUS	Compulsory	
Year	2 nd year, 3 rd semester	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	0+2+0

1. COURSE DESCRIPTION		
<i>1.1. Course aims</i>		
This course aims to train students to communicate in Croatian Sign Language in different social contexts.		
<i>1.2. Course enrolment requirements</i>		
Completed courses from the 1 st year of study.		
<i>1.3. Intended course learning outcomes</i>		
On successful completion of this course, students will be able to: 1. Identify the communication skills of hearing impaired people. 2. Communicate appropriately on CSL. 3. Evaluate CSL as a language and modality of the communication system of hearing impaired people. 4. Promote CSL in different socio-cultural environments.		
<i>1.4. Course content</i>		
The course includes the following: 1. Sign language: historical development, research. Characteristics of sign language, peculiarities of HZJ. 2. Signs and sign systems, the interactive nature of the sign system. 3. Peculiarities of the communication of hearing-impaired and visually and hearing-impaired people. Assessment of communication needs. 4. Grammar and rules of CSL. 5. Simultaneous sign communication and differentiation of simultaneous communication and CSL. Adoption of CSL vocabulary. Creating a video dictionary.		
<i>1.5. Modes of delivery</i>	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work	<input type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other _____
<i>1.6. Comments</i>	Students will spend part of the practical hours observing SLTs at their workplace. This includes clinics and hospitals, day-care centers, schools, kindergartens, nursing homes for elderly and intellectually disabled adults, and NGOs. Teaching on site will be conducted in small groups. Mentors will hold MA in SLT.	

<i>1.7. Student obligations</i>							
Students are obligated to attend classes regularly and actively participate in practicals.							
<i>1.8. Monitoring student work</i>							
Course attendance	0,50	Participation in class	0,50	Seminar paper		Experimental work	
Written exam		Oral exam	1	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Rehabilitation plan					
<i>1.9. Assessment and evaluation of student work during classes and the final exam</i>							
Students are continuously monitored in their class-attendance and activities at practicum. The exam is oral and held in CSL.							
<i>1.10. Required readings (at the time of submitting the study programme proposal)</i>							
Kobašlić, K., Pribanić, Lj. (2010). receptivni jezik u odraslih gluhih osoba. Hrvatska revija za rehabilitacijska istraživanja, 46(2), 34-49. Milković, M., Bradarić Jončić, S. (2006). Red riječi u HZJ. Hrvatska revija za rehabilitacijska istraživanja, 42(2), 29-51. Video dictionary (internal material, made by the instructor and the students)							
<i>1.11. Supplementary readings (at the time of submitting)</i>							
Milković, M., Kavčić, D. (2003). Hrvatski znakovni jezik: Standardi i norme. U: Peti-Stanić, A., Stanojević, M. M. (ur.), Standardni jezici i sociolekti u 21. stoljeću, (str. 68-69). Zagreb: Hrvatsko društvo za primijenjenu lingvistiku. Dostupno na: https://issuu.com/hdpl-cals/docs/hdpl_standardni_jezici_-_knjiga_sa_etaka_-_web2/10							
<i>1.12. Required readings and number of copies relative to the number of students currently taking the course</i>							
<i>Title</i>						<i>Number of copies</i>	<i>Number of students</i>
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<i>1.13. Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies</i>							
Anonymous student survey. Detailed survey after course.							

General information		
Lead instructor	Dunja Jurić Vukelić, PhD, assistant professor	
Course name	COGNITIVE COMMUNICATION DISORDERS WITH COMORBIDITY	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
COURSE STATUS	Compulsory	
Year	2 nd year, 4 th semester	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	1+1+0

1. COURSE DESCRIPTION		
<i>1.1. Course aims</i>		
The course aims to train students to understand the connection between communication status and one's general functioning.		
<i>1.2. Course enrolment requirements</i>		
Completed course <i>Human Developmental Psychology</i> .		
<i>1.3. Intended course learning outcomes</i>		
On successful completion of this course, students will be able to: 1. Interpret the developmental characteristics of the individual and connect them with the communication status. 2. Communicate appropriately with different individuals in different social contexts. 3. Plan, implement and evaluate Participate in the rehabilitation programme for complex health conditions. 4. Take responsibility for own professional activities.		
<i>1.4. Course content</i>		
The course includes the following: 1. Theories of cognitive development in relation to social factors of development. 2. Difficulties caused by the social environment and peculiarities of communication. 3. Communication difficulties as an indicator of developmental deviations and disabilities. 4. Peculiarities of the rehabilitation of communication difficulties in relation to the status of the user/patient. 5. Support plan - mapping of needs and conditions on the ground, planning of activities, planning approaches and methods in rehabilitation, and evaluating methods. 6. Cooperation with families and the professional team. 7. Ethics in working with people with multiple difficulties and complex communication needs. 8. Technological aids.		
<i>1.5. Modes of delivery</i>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and <input checked="" type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory supervision <input checked="" type="checkbox"/> other Rehabilitation plan
<i>1.6. Comments</i>		
<i>1.7. Student obligations</i>		
Students regularly attend the classes; they participate actively in classes and practicals. During study visits in host institutions, they respect the dignity of the individual and the family, behave in accordance with the rules of the profession		

and academic rules, and respect the house rules. They are involved in direct work with the client. They create a rehabilitation plan that is to be evaluated.

1.8. Monitoring student work

Course attendance	0,50	Participation in class	0,50	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Rehabilitation plan	1				

1.9. Assessment and evaluation of student work during classes and the final exam

Students pass the exam by designing a rehabilitation plan.

1.10. Required readings (at the time of submitting the study programme proposal)

Cepanec, M. (2023). Rani komunikacijski razvoj. Jastrebarsko: Naklada Slap.
 Beukel, D. R., Light, J. C. (2020). Augmentative and Alternative Communication: Supporting Children and Adults with Complex Communication Needs. Baltimore: Brookes Pub. (selected chapters)

1.11. Supplementary readings (at the time of submitting)

Scientific and professional articles according to the student's choice.

1.12. Required readings and number of copies relative to the number of students currently taking the course

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>
Cepanec, M. (2023). Rani komunikacijski razvoj. Jastrebarsko: Naklada Slap.	5	40
Beukel, D. R., Light, J. C. (2020). Augmentative and Alternative Communication: Supporting Children and Adults with Complex Communication Needs. Baltimore: Brookes Pub. (selected chapters)	Selected chapters are available in digital format.	40

1.13. Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies

Anonymous student survey.

General information		
Lead instructor	Blaženka Kljaić Bukvić, PhD, assistant professor	
Course name	FUNDAMENTALS OF PEDIATRICS	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
Course status	Compulsory	
Year	2 nd year, 4 th semester	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	1+1+0

1. COURSE DESCRIPTION
<i>1.1 Course aims</i>
<p>This course aims to:</p> <ol style="list-style-type: none"> 1 Familiarise students with basic knowledge of general paediatrics. 2 Instruct students in childhood pathology and procedures related to treatment. 3 Train students in recognising emergency situations in paediatrics. 4 Teach basic skills and procedures in pediatric emergencies.
<i>1.2. Course enrolment requirements</i>
Enrollment in the second year of studies.
<i>1.3. Intended course learning outcomes</i>
<p>On successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Interpret basic principles from the field of paediatrics. 2. Apply procedures for treating pediatric pathology when working with the pediatric population. 3. Interpret Describe neurodevelopmental disorders. 4. Determine the appropriate treatment and medical habilitation procedures for neurodevelopmental disorders and neuropediatric pathology. 5. Independently apply emergency care procedures in paediatrics (first aid in paediatrics). 6. Communicate appropriately with children, families and fellow experts.
<i>1.4. Course content</i>
<p>The course includes the following:</p> <ol style="list-style-type: none"> 1. Anamnesis and physical examination. 2. Growth and development: Growth and development of the child; Growth and development in certain periods of childhood (developmental curves, their use and interpretation). 3. Newborn: Distribution of newborn children according to gestational age and birth weight; Maternal diseases during pregnancy, fetal growth disorder; Assessment of the condition of the newborn; Diseases in the newborn age (jaundice, bleeding, breathing disorder, birth injuries, infections, convulsions); Newborn screening; Premature baby. 4. Development of the face and jaws; Orofacial clefts. Deafness and hearing loss in childhood. 5. Diseases of the nervous and muscular system: Neurological anamnesis and examination; Symptoms and signs; Examinations; Developmental disorder of the central nervous system and skull; Hydrocephalus; Cerebral paralysis; Epileptic and non-epileptic seizures; Headaches; Neurocutaneous syndromes; Ataxias;

<p>Encephalopathies; Cerebrovascular diseases, Neuromuscular diseases; Damage to the peroneal nerve; Autism spectrum disorder; Intellectual difficulties.</p> <p>6. Acutely endangered child and first aid in paediatrics: Cardiac arrest and resuscitation; Poisoning; Drowning; Stings of poisonous animals; Electric shock; Burns; Subcooling and overheating; Fractures and injuries of the musculoskeletal system (cuts, bruises).</p> <p>7. Emergencies in paediatrics: Convulsions and epileptic status; Diabetic ketoacidosis; Hypoglycaemia; Fever; Foreign body in the respiratory system.</p>							
1.5. Modes of delivery		<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work			<input type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input checked="" type="checkbox"/> other __ field teaching		
1.6. Comments		Field teaching: Center for Autism Osijek; Zlatni Cekin Center, Slavonski Brod; Special hospital for the protection of children with neurodevelopmental and motor disabilities, Goljak, Zagreb					
1.7. Student obligations							
Attendance at lectures and practices according to the Ordinance on Studies and Studying at the Josip Juraj Strossmayer University of Osijek. Students will create a portfolio during practices and field teaching, which they will hand in before the exam period.							
1.8. Monitoring student work							
Class attendance	1	Participation in class	0,50	Seminar paper		Experimental work	
Written exam	0,50	Oral exam	0,50	Essay		Research	
Project		Continuous assessment of knowledge	0,50	Student report		Practical work	
Portfolio							
1.9. Assessment and evaluation of student work during classes and the final exam							
Continuous verification of knowledge, class attendance and activity in classes, practices and field teaching and created and submitted portfolio. Passed exam.							
1.10. Required readings (at the time of submitting the study programme proposal)							
Mardešić, D. (2016). Pedijatrija. Zagreb: Školska knjiga.							
1.11. Supplementary readings (at the time of submitting)							
Marcdante, K. J., Kliegman, R. M. (2019). Nelson Essentials of Pediatrics. Philadelphia: Elsevier.							
1.12. Required readings and number of copies relative to the number of students currently taking the course							
Title		Number of copies			Number of students		
Mardešić, D. (2016). Pedijatrija. Zagreb: Školska knjiga.		Selected chapters are available through interlibrary loan.			40		
1.13. Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies.							
Anonymous student survey.							

General information		
Lead instructor	Ana Mirković Moguš, PhD, assistant professor external expert: Ivana Hornjak, SLT, assistant	
Course name	CONTEMPORARY TECHNOLOGIES IN SPEECH AND LANGUAGE REHABILITATION	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
Course status	Compulsory	
Year	2 nd year, 4 th semester	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	2+1+1

1. COURSE DESCRIPTION
1.1. <i>Course aims</i>
The aim of the course is to familiarise students with the possibilities of applying modern technology in speech and language rehabilitation and to provide an overview of frequently used devices and programs that can be used in speech and language rehabilitation.
1.2. <i>Course enrolment requirements</i>
None.
1.3. <i>Intended course learning outcomes</i>
On successful completion of this course, students will be able to: 1. Identify technology and explain the ways of using a particular technology. 2. Specify the advantages of using technology in speech and language rehabilitation. 3. Evaluate-Make use of the models for assessing the applicability of technology in speech and language rehabilitation. 4. Generate the use of technology suitable for working with a specific population. 5. Explain the trends in the development of technology in speech and language rehabilitation.
1.4. <i>Course content</i>
The course includes the following: 1. Basic terms (assistive technology, virtual reality, augmented reality). 2. Historical overview of technology in the field of speech and language rehabilitation. 3. The potential and advantages of using technology in speech and language rehabilitation. 4. Selection and evaluation of available technology. 5. Models for assessing assistive technology (Student, Environment, Task, and Tools (SETT), Functional Evaluation for Assistive Technology (FEAT), Assessing Students' Needs for Assistive Technology (ASNAT), etc.). 6. Technology as a support for verbal expression. 7. Augmentative and alternative communication. 8. The role and use of technology in auditory comprehension, reading comprehension and developing reading skills, written expression, attention deficit, development of executive functions, learning new information, online communication and collaboration. 9. Technology and cognitive skills.

10. Trends in the development of technology in speech and language rehabilitation (addictions - screenism, alternative methods in speech and language rehabilitation - Neurofeedback, Tomatis, etc.).							
1.5. Modes of delivery		<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent work <input checked="" type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other <hr/> -		
1.6. Comments							
1.7. Student obligations							
Students are required to actively participate in classes and explain and demonstrate the work of a tool/program/device suitable for speech and language rehabilitation.							
1.8. Monitoring student work							
Class attendance	1	Participation in class		Seminar paper	1	Experimental work	
Written exam	1	Oral exam	1	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							
1.9. Assessment and evaluation of student work during classes and the final exam							
TEACHING METHOD	ECTS	LEARNING OUTCOME	STUDENT ACTIVITY	EVALUATION METHOD	POINTS		
					min	max	
Class attendance	1	1.-5.	Participation in classes	Record	/	/	
Seminar paper	1	1.-5.	Demonstration	Teacher's evaluation	5	10	
Written exam	1	1.-5.	Preparation for the written exam	Written examination	12,5	25	
Final exam	1	1.-5.	Preparation for the oral exam	Final exam where students answer questions from the topics covered to check knowledge and understanding of the topics.	7,5	15	
Total	4				25	50	
1.10. Required reading (at the time of submitting the study programme proposal)							
Bryant, D. P., Bryant, B. R. (2011). Assistive technology for people with disabilities. New York: Pearson Higher Ed. Green, J. (2013). Assistive technology in special education: Resources for education, intervention, and rehabilitation. Chicago: Sourcebooks Inc. Green, J. (2018). Assistive Technology in Special Education: Resources to Support Literacy, Communication, and Learning Differences. Chicago: Sourcebooks Inc. Johnston, L., Beard, L. A., Carpenter, L. B. (2010). Assistive technology: Access for all students. London: Pearson. Marchel, M. A., Fischer, T. A., Clark, D. M. (2014). Assistive Technology for Children and Youth with Disabilities. New York: Pearson Higher Ed.							
1.11. Supplementary readings (at the time of submitting)							

<p>Andersson, C. et al. (2006). Assistive technology for the hearing-impaired, deaf and deafblind. Cham: Springer Science & Business Media.</p> <p>Federici, S., Scherer, M. (2017). Assistive technology assessment handbook. London: Taylor & Francis.</p> <p>Lancioni, G. E., Sigafoos, J., O'Reilly, M. F., Singh, N. N. (2012). Assistive technology: Interventions for individuals with severe/profound and multiple disabilities. Cham: Springer Science & Business Media.</p> <p>Najafi, L., Cowan, D. (2018). Handbook of Electronic Assistive Technology. Cambridge: Academic Press.</p> <p>Ravneberg, B., Söderström, S. (2017). Disability, society and assistive technology. London: Taylor & Francis.</p>		
<p>1.12. <i>Required readings and number of copies relative to the number of students currently taking the course</i></p>		
<p><i>Title</i></p>	<p><i>Number of copies</i></p>	<p><i>Number of students</i></p>
<p>Bryant, D. P., Bryant, B. R. (2011). Assistive technology for people with disabilities. New York: Pearson Higher Ed.</p>	<p>A digital edition (e-book) is stored in the library and is available for use.</p>	<p>40</p>
<p>Green, J. (2013). Assistive technology in special education: Resources for education, intervention, and rehabilitation. Chicago: Sourcebooks Inc.</p>	<p>A digital edition (e-book) is stored in the library and is available for use.</p>	<p>40</p>
<p>Green, J. (2018). Assistive Technology in Special Education: Resources to Support Literacy, Communication, and Learning Differences. Chicago: Sourcebooks Inc.</p>	<p>A digital edition (e-book) is stored in the library and is available for use.</p>	<p>40</p>
<p>Johnston, L., Beard, L. A., Carpenter, L. B. (2010). Assistive technology: Access for all students. London: Pearson.</p>	<p>A digital edition (e-book) is stored in the library and is available for use.</p>	<p>40</p>
<p>Marchel, M. A., Fischer, T. A., Clark, D. M. (2014). Assistive Technology for Children and Youth with Disabilities. New York: Pearson Higher Ed.</p>	<p>A digital edition (e-book) is stored in the library and is available for use.</p>	<p>40</p>
<p>1.13. <i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies.</i></p>		
<p>Anonymous student survey.</p>		

General information		
Lead instructor	Lidija Bakota, PhD, associate professor	
Course name	PROMOTING LITERACY SKILLS	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
COURSE STATUS	Compulsory	
Year	2 nd year, 4 th semester	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	1+2+0

1. COURSE DESCRIPTION		
<i>1.1. Course aims</i>		
The course aims to train the student to apply methodical approaches in the early development of reading and writing skills.		
<i>1.2. Course enrolment requirements</i>		
None.		
<i>1.3. Intended course learning outcomes</i>		
On successful completion of this course, students will be able to: 1. Apply innovative approaches, methods and materials to support children's early literacy. 2. Analyse the socio-economic conditions of the child's education and provide support in relation to the observed. 3. Identify early risks for learning disabilities. 4. Cooperate in an interdisciplinary team. 5. Research the field of early literacy.		
<i>1.4. Course content</i>		
1. Early acquisition of writing and reading: developmental milestones, social factors, characteristics of the child. 2. Situational stimuli in different socio-cultural conditions (family, kindergarten). 3. Characteristics of early literacy in specific social contexts (immigration, bilingual/multilingual environment, parents with disabilities, children growing up in institutional conditions). Socially generated risks. 4. Approaches and methods of encouraging early literacy. 5. Team cooperation and cooperation with families.		
<i>1.5. Modes of delivery</i>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and <input type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other _____
<i>1.6. Comments</i>		
<i>1.7. Student obligations</i>		
The student has to regularly attend lectures and workshops and continuously fulfil the obligations, including a workshop for preschool children in a kindergarten, with the aim of encouraging early literacy.		
<i>1.8. Monitoring student work</i>		

Course attendance	0,50	Participation in class	0,50	Seminar paper		Experimental work	
Written exam	0,50	Oral exam		Essay		Research	
Project		Continuous assessment of knowledge	0,50	Student report		Practical work	1
Portfolio							
<i>1.9. Assessment and evaluation of student work during classes and the final exam</i>							
Students (in pairs) plan and organise a workshop for preschool children with the aim of encouraging early literacy. The workshop is conducted in a kindergarten. The workshop will be evaluated. The final grade consists of the workshop grade, two progress tests and a final written exam.							
<i>1.10. Required readings (at the time of submitting the study programme proposal)</i>							
Berbić Kolar, E., Gligorić, I. M., Zečević, M. (2018). <i>Disleksija i disgrafija: određenja, pristupi i smjernice</i> . Osijek: FOOZOS. Kelić, M. (2015). <i>Ovladavanje čitanjem</i> . Jastrebarsko: Naklada Slap.							
<i>1.11. Supplementary readings (at the time of submitting)</i>							
Soboleva, A., Emeljanova, K. (2009). <i>Pišem bez pogriješaka. Igre, vježbe i aktivnosti za pomoć djeci s teškoćama u pisanju s uputama i preporukama neuropsihologa</i> . Zagreb: Planet Zoe d.o.o. Soboleva, A., Krasnova, S. (2011). <i>Teškoće u čitanju? Više ne! Kako igrom pomoći djetetu u svladavanju vještine čitanja</i> . Zagreb: Planet Zoe d. o. o.							
<i>1.12. Required readings and number of copies relative to the number of students currently taking the course</i>							
<i>Title</i>						<i>Number of copies</i>	<i>Number of students</i>
Berbić Kolar, E., Gligorić, I. M., Zečević, M. (2018). <i>Disleksija i disgrafija: određenja, pristupi i smjernice</i> . Osijek: FOOZOS.						10	40
Kelić, M. (2015). <i>Ovladavanje čitanjem</i> . Jastrebarsko: Naklada Slap.						5	40
<i>1.13. Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies</i>							
Anonymous student survey.							

General information		
Lead instructor	Dora Begović, SLT, assistant	
Course name	STUDENT PRACTICE II	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
Course status	Compulsory	
Year	2 nd year, 4 th semester	
Number of credits and mode of delivery	ECTS student workload coefficient	5
	Number of hours (L+P+S)	0+8+0

Course description		
1.1. <i>Course aims</i>		
The course aims to train the student for independent application of basic knowledge in practice.		
1.2. <i>Course enrolment requirements</i>		
Completed course <i>Student Practice I</i> (first year).		
1.3. <i>Intended course learning outcomes</i>		
On successful completion of this course, students will be able to:		
1. Compare theoretical and practical aspects of speech and language therapy.		
2. Identify the values of inclusion in different systems (health care, social care, education).		
3. Transform theoretical knowledge into practical procedures.		
4. Evaluate the existing speech and language therapy practice.		
5. Take responsibility for own professional development.		
1.4. <i>Course content</i>		
The course includes the following:		
1. Protocols of the institution, specification of the workplace of speech and language therapists in the selected institution.		
2. Documentation (curriculums, plans and programs, projects, etc.).		
3. Cooperation within the institution (team work, peer learning, critical friends, communities of co-experts, cooperation with families).		
4. Cooperation with other institutions (interdisciplinary cooperation, intersectoral cooperation, coordination of different systems, cooperation with NGOs).		
5. Speech and language therapy procedures in the practice.		
1.5. <i>Modes of delivery</i>	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> supervision <input type="checkbox"/> other
The student carries out professional practice in a selected institution where speech		

								therapists-mentors are employed (health system, social welfare system, educational system, NGO). The mentor actively supervises the student in an authentic context. Mentor should hold a MA degree in SLT. Practice is carried out in one week in the 4th semester.
<i>1.6. Student obligations</i>								
Students are obligated to carry out practice to full extend. In case of justified absence (e.g. illness), lost hours are to be compensated. The student is obligated to respect the rules of the institution, the dignity of the clients with whom he/she gets in contact, and to act confidentially with the information presented during the practice (e.g. social and health history, family situation, specific needs of the client, client's health status etc.). It is not allowed to publish photos of clients on social networks and/or to share content where clients are visible.								
<i>1.7. Monitoring student work</i>								
Class attendance		Participation in class		Seminar paper		Experimental work		
Written exam		Oral exam		Essay		Research		
Project		Continuous assessment of knowledge		Student report		Practical work		1
Portfolio		The Log File	1					
<i>1.8. Assessment and evaluation of student work during classes and the final exam</i>								
During the practice, the student keeps a Log File, which he/she hands to the course teacher. The structure of the log file is determined by the course instructor in accordance with the institutions where the students will be referred for practice. In order to pass the exam, it is necessary to complete the practice and make the log file to be evaluated. The log file is created by the student with the support of a mentor - a speech and language therapist in the host institution.								
<i>1.9. Required readings and number of copies relative to the number of students currently taking the course</i>								
Blaži, D. (2018). Uspostavljanje modela rane intervencije kod djece s neurorizikom i razvojnim odstupanjima. <i>Epoha zdravlja</i> , 10(1), 13-15.								
HLD (2013). Standardi logopeda u zdravstvu. Available at: http://www.hld.hr/cms/fe_include/files/sekcija-logopeda-u-zdravstvu-hrvatskog-logopedskog-drustva---standardi-rada-logopeda-u-zdravstvu.pdf								
Ministarstvo rada i socijalne skrbi (2011). Prijedlog zakona o logopedskoj djelatnosti. Available at: http://www.hld.hr/news/zakon-o-logopedskoj-djelatnosti/								
Širić, Lj., Kopf, T. (2018). Planiranje i provedba rehabilitacijskog procesa pacienata s disfagijom. <i>Medicinski vjesnik</i> , 50(supp.1), 81.								
		<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>				
		--						
<i>1.10. Supplementary readings</i>								
Herter-Ehlers, U. (2020). <i>Kommunikative Kompetenzen in der Logopädie: Ein Konzept für Ausbildung und Studium</i> . Wiesbaden: Springer Nature.								
<i>1.11. Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies.</i>								
Anonymous student survey.								

General information		
Lead instructor	Ljiljana Širić, PhD, assistant professor external expert: Višnja Maričak, SLT, assistant	
Course name	PHONOLOGICAL AND ARTICULATION DISORDERS	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
COURSE STATUS	Compulsory	
Year	2 nd year, 4 th semester	
Number of credits and mode of delivery	ECTS student workload coefficient	4
	Number of hours (L+P+S)	2+2+0

1. COURSE DESCRIPTION		
1.1. <i>Course aims</i>		
The course aims to train students to understand the development of phonological-articulatory difficulties, their identification, and speech therapy procedures in the rehabilitation of phonological-articulatory difficulties.		
1.2. <i>Course enrolment requirements</i>		
None.		
1.3. <i>Intended course learning outcomes</i>		
On successful completion of this course, students will be able to:		
<ol style="list-style-type: none"> 1. Analyse Describe the criteria of phonological-articulation difficulties. 2. Assess the needs of people with phonological-articulation difficulties. 3. Specify the type and level of support. 4. Generate Apply methods and approaches in working with people with phonological-articulation difficulties. 5. Communicate appropriately with people with phonological-articulation difficulties. 6. Communicate appropriately with the professional team. 		
1.4. <i>Course content</i>		
The course includes the following:		
<ol style="list-style-type: none"> 1. Early communication and language-speech development of the child. 2. Prevalence, prevention and multidisciplinary approach in the diagnosis and therapy of children and adults with speech and language disorders. 3. Definitions and causes of articulation disorders. Frequency of pronunciation disorders. Types and degrees of articulation disorders. 4. Differences between articulatory and phonological disorders. 5. Definitions, frequency, causes of phonological disorders (disorders of higher cognitive functions - auditory processing, perception, internal and external phonemic discrimination). 6. Diagnostics of speech and language disorders. 7. Assessment of articulation and/or phonological disorders. Speech therapy rehabilitation of articulation and/or phonological disorders (methods and procedures). 8. Cleft and palate disorders, rhinolalia and rhinophony - symptomatology, diagnosis and therapy. 9. Children's speech apraxia. 10. Speech and language therapy of speech disorders (methods, procedures, approaches, measuring instruments) and evaluation of achievements. 11. Electroacoustic devices in diagnosis and therapy of speech disorders 12. Programs and procedures for encouraging speech and language development. Bilingualism and sociocultural factors. Sensitisation of the environment. 13. Team work. 		
1.5. <i>Modes of delivery</i>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops	<input type="checkbox"/> independent work <input type="checkbox"/> multimedia and network

	<input checked="" type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work		<input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other _____			
1.6. <i>Comments</i>	Students will spend part of the practical hours observing SLTs at their workplace. This includes clinics and hospitals, day-care centers, schools, kindergartens, nursing homes for elderly and intellectually disabled adults, and NGOs. Teaching on site will be conducted in small groups. Mentors will hold MA in SLT.					
1.7. <i>Student obligations</i>						
Students are required to attend classes regularly, participate in classes, and actively participate in practicals at selected institutions. The students take notes during practicals.						
1.8. <i>Monitoring student work</i>						
Course attendance	1	Participation in class	1	Seminar paper	Experimental work	
Written exam	1	Oral exam		Essay	Research	
Project		Continuous assessment of knowledge		Student report	Practical work	1
Portfolio						
1.9. <i>Assessment and evaluation of student work during classes and the final exam</i>						
Students are monitored and evaluated based on class attendance, activities and practicals. The exam is written.						
1.10. <i>Required readings (at the time of submitting the study programme proposal)</i>						
<p>Blaži, D., Arapović, D. (2003). Artikulacijski nasuprot fonološkom poremećaju. <i>Govor</i>, 10(1-2), 27-38.</p> <p>Blaži, D., Vancaš, M., Prizl-Jakovac, T. (2000). Fonološki poremećaji i fonemska diskriminacija u predškolske djece. <i>Revija za rehabilitacijska istraživanja</i>, 36(2), 165-169.</p> <p>Blaži, D. (2003). Rani jezični razvoj. U: Ljubešić, M. (ur.), <i>Biti roditelj - Model dijagnostičko-savjetodavnog praćenja ranoga dječjega razvoja i podrške obitelji s malom djecom</i>, (str.83-98). Zagreb: Državni zavod za zaštitu obitelji, materinstva i mladeži.</p> <p>Blaži, D., Dembitz, A., Turkalj, M. (2010). Ballovent sistem u dijagnostici i terapiji orofacijalnih hipotonija. <i>Logopedija</i>, 2(1), 27- 36</p> <p>Blaži, D., Opačak, I. (2011). Teorijski prikaz dječje govorne apraksije i ostalih jezično – govornih poremećaja na temelju diferencijalno-dijagnostičkih parametara. <i>Hrvatska revija za rehabilitacijska istraživanja</i>, 47(1), 49 – 63.</p> <p>Bradarić-Jončić, S., Blaži, D. (2002). Osobitosti izgovora glasova u gluhih srednjoškolaca. <i>Revija za rehabilitacijska istraživanja</i>, 38(1), 73 -101.</p> <p>Farago, E., Arapović, A., Heđever, M. (1998). Fonološko-artikulacijske poteškoće kod hrvatske djece. <i>Hrvatska revija za rehabilitacijska istraživanja</i>, 2(4), 165-182</p> <p>Jensen de Lopez, K.M. et all. (2021). Exploring Parental Perspectives of childhood Speech and Language Disorders Across 10 Countries: A Pilot Qualitative Study. <i>Journal of speech, Language, and Hearing Research</i>, 6, 1739-1747.</p>						
1.11. <i>Supplementary readings (at the time of submitting)</i>						
<p>Horga, D., Liker, M. (2016). Artikulacijska fonetika: anatomija i fiziologija izgovora. Zagreb: Ibis grafika.</p> <p>Marn, B., Gortan, D. (1996). Auditory brainstem responses in children with articulation disorders, <i>Neurologia Croatica</i>, 45(1), 15-21.</p>						
1.12. <i>Required readings and number of copies relative to the number of students currently taking the course</i>						
	<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>			
	Ljubešić, M. (2003). <i>Biti roditelj - Model dijagnostičko-savjetodavnog praćenja ranoga dječjega razvoja i podrške obitelji s malom djecom</i> . Zagreb: Državni zavod za zaštitu obitelji, materinstva i mladeži.	5	40			
1.13. <i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences</i>						

Anonymous student survey. Detailed survey after course.

General information		
Lead instructor	Maja Kelić, PhD, assistant professor	
Course name	LANGUAGE AND SPEECH DEVELOPMENT AND DISORDERS I	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
COURSE STATUS	Compulsory	
Year	2 nd year, 4 th semester	
Number of credits and mode of delivery	ECTS student workload coefficient	4
	Number of hours (L+P+S)	2+1+1

Course description		
<i>1.1. Course aims</i>		
The course aims to train the student for independent identification of developmental language and speech disorders and the adequate management of speech and language therapy support.		
<i>1.2. Course enrolment requirements</i>		
None.		
<i>1.3. Intended course learning outcomes</i>		
On successful completion of this course, students will be able to:		
<ol style="list-style-type: none"> 1. Summarise the features of LSD and development milestones, as well as risk indicators. 2. Analyse Identify clinical indicators of LSD. 3. Assess Recognise the communication characteristics and needs of a person with language-speech difficulties. 4. Organise speech and language therapy support. 5. Evaluate Describe speech and language therapy methods and procedures. 6. Communicate appropriately with the client and family. 7. Cooperate as a team with co-experts. 		
<i>1.4. Course content</i>		
The course includes the following:		
<ol style="list-style-type: none"> 1. Developmental language and speech disorders: definitions, classifications, models and approaches. 2. Development milestones and indicators of LSD 3. LSD: clinical indicators, social aspects, etiology. 4. Evaluation of LSD, planning of speech and language rehabilitation, and teamwork. 5. Methods and approaches in speech and language rehabilitation. 6. Family counseling. 		
<i>1.5. Modes of delivery</i>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work	<input type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other
<i>1.6. Comments</i>	Students will spend part of the practical hours observing SLTs at their workplace. This includes	

							clinics and hospitals, day-care centers, schools, kindergartens, nursing homes for elderly and intellectually disabled adults, and NGOs. Teaching on site will be conducted in small groups. Mentors will hold MA in SLT.
<i>1.7. Student obligations</i>							
Students are obligated to regularly attend classes and to be active in class. During the study visits and practicum, they take notes and design a speech and language rehabilitation plan.							
<i>1.8. Monitoring student work</i>							
Class attendance	0,50	Participation in class	0,50	Seminar paper	1	Experimental work	
Written exam	1	Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	1
Portfolio							
<i>1.9. Assessment and evaluation of student work during classes and the final exam</i>							
Students are monitored based on regular class attendance and participation during classes. During the study visit, they make notes and design a speech and language rehabilitation plan. The exam is written. Regularity in classes and activities carries 25% of the grade, practical work (notes and speech and language rehabilitation plan) carries 25% of the grade, and the written exam is 50% of the grade.							
<i>1.10. Required readings (at the time of submitting)</i>							
Cepanec, M. (2023). Rani komunikacijski razvoj. Jastrebarsko: Naklada Slap. Božić, N., Cepanec, M. (2020). Razvoj komunikacijskih funkcija u djece dobi 1.5-4.0 godine. Hrvatska revija za rehabilitacijska istraživanja 56(1), 33-43. Cepanec, M. (2015). Jezični razvoj u djece s ranim žarišnim mozgovnim oštećenjem. Hrvatska revija za rehabilitacijska istraživanja, 41(1), 89-104. Ljubešić, M. (1995). Rana komunikacija i mogućnosti terapijskog djelovanja. Defektologija, 31(1-2), 151-158. Ljubešić, M., Cepanec, M. (2012). Rana komunikacija: U čemu je tajna? Logopedija, 3(1), 35-45.							
<i>1.11. Supplementary readings (at the time of submitting)</i>							
Levey, S. (2019). Introduction to Language Development. New York: Plural Pub. Romstein, K. (2017). Zabrinutost roditelja za jezično-govorni razvoj djece predškolske dobi. Logopedija, 7(2), 56-60.							
<i>1.12. Required readings and number of copies relative to the number of students currently taking the course</i>							
<i>Title</i>		<i>Number of copies</i>		<i>Number of students</i>			
Cepanec, M. (2023). Rani komunikacijski razvoj. Jastrebarsko: Naklada Slap.		5		40			
<i>1.13. Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies.</i>							
Anonymous students' survey. Detailed survey after course.							

COMPULSORY COURSES, 3rd YEAR

General information		
Lead instructor	Zvezdana Penava Brekalo, PhD, assistant professor external expert: Višnja Maričak, SLT, assistant	
Course name	PERSONAL MANAGEMENT OF SPEECH AND LANGUAGE THERAPISTS	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
COURSE STATUS	Compulsory	
Year	3 rd year, 5 th semester	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	1+1+0

1. COURSE DESCRIPTION		
1.1. <i>Course aims</i>		
The course aims to enable students to understand the concept of professional development of a speech therapist, to enable one to create self-marketing, and to define psychological and social determinants of the professional development of speech therapy professionals.		
1.2. <i>Course enrolment requirements</i>		
None.		
1.3. <i>Intended course learning outcomes</i>		
On successful completion of this course, students will be able to: 1 Interpret the basic concepts of professional development. 2 Create the self-marketing mix. 3 Interpret the basic determinants regarding the employment of a speech therapist. 4 Design the marketing strategy for the process of employment and self-employment. 5 Plan, perform and evaluate Describe the phases of employment and self-employment.		
1.4. <i>Course content</i>		
The course includes the following: 1 Professional development. 2 Self-marketing. 3 Marketing strategy. 4 Psychological and psychosocial determinants of employment and self-employment. 5 Employment and self-employment phases. 6 Business communication.		
1.5. <i>Modes of delivery</i>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and <input type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work	<input type="checkbox"/> independent work <input checked="" type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other
1.6. <i>Comments</i>		
1.7. <i>Student obligations</i>		
Students are required to attend classes regularly and engage actively in classes, write a seminar paper, prepare for the continuous assessment of knowledge, and take an oral exam.		

1.8. <i>Monitoring student work</i>							
Course attendance	0,50	Participation in class	0,50	Seminar paper		Experimental work	
Written exam		Oral exam	0,50	Essay		Research	
Project		Continuous assessment of knowledge	0,50	Student report		Practical work	
Portfolio							
1.9. <i>Assessment and evaluation of student work during classes and the final exam</i>							
Continuous assessment of knowledge, student engagement in classes, and the oral exam.							
1.10. <i>Required readings (at the time of submitting the study programme proposal)</i>							
<p>Penava Brekalo, Z. (2010). Socijalno-kognitivna teorija ličnosti u kontekstu osobnog marketinga. <i>Ekonomski vjesnik</i>, 1(1), 240-247.</p> <p>Penava Brekalo, Z. (2014). Priprema za marketing posloprimatelja u visokoškolskom poslovnom obrazovanju. <i>Mostariensia</i>, 1-2(1-2), 183-200.</p> <p>Penava Brekalo, Z., Leko-Šimić, M. (2015). Obrazovanje za osobni marketing u funkciji stvaranja dodatne vrijednosti obrazovne usluge. U: Pavić, Ž. i sur. (ur.), <i>Znanstvene, kulturne, obrazovne i umjetničke politike – europski realiteti</i>, (str. 382-396). Osijek: Odjel za kulturologiju.</p>							
1.11. <i>Supplementary readings (at the time of submitting)</i>							
Adinolfi, P., Bogonovi, E. (2018). <i>The Myths of Health Care: Towards New Models of Leadership and Management in the Healthcare Sector</i> . Cham: Springer International.							
1.12. <i>Required readings and number of copies relative to the number of students currently taking the course</i>							
<i>Title</i>						<i>Number of copies</i>	<i>Number of students</i>
-							
1.13. <i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies</i>							
Anonymous student survey.							

General information		
Lead instructor	Ksenija Romstein, PhD, associate professor, univ. spec. rehab. educ.	
Course name	EARLY INTERVENTION AND SUPPORT	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
COURSE STATUS	Compulsory	
Year	3 rd year, 5 th semester	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	2+1+0

1. COURSE DESCRIPTION		
<i>1.1. Course aims</i>		
The course aims to train students to organise an early childhood intervention system in the local community and institutions.		
<i>1.2. Course enrolment requirements</i>		
Completed courses from the 1 st year of study.		
<i>1.3. Intended course learning outcomes</i>		
On successful completion of this course, students will be able to:		
<ol style="list-style-type: none"> 1. Integrate knowledge about the importance of early support in the context of developmental outcomes of neuro-risk children. 2. Specify the types of support in the early stimulation of the development of children with neuro risks. 3. Organise support for parents in accordance with the needs of the child and its family. 4. Reorganise the existing support systems in the direction of early childhood intervention (intersectoral cooperation, strengthening the capacity of local institutions and the community, and cooperation with NGOs). 5. Evaluate Illustrate activities in the field of early childhood intervention. 6. Manage Plan a professional project in unpredictable conditions. 7. Communicate appropriately with parents of children with developmental disabilities/at-risk children and co-experts. 		
<i>1.4. Course content</i>		
The course includes the following:		
<ol style="list-style-type: none"> 1. Early intervention: theoretical starting points, scientific basis, systematic approach. 2. Critical approach to early childhood intervention: Developmental outcomes and benefits of early intervention vs. risks (overdiagnosis, ontology of developmental disabilities, mismatch of support system). 3. Work with parents of neuro-risk children, support in adaptation to the child's needs, support for families in transition, support for siblings, and peer support. 4. Early childhood intervention in early and preschool education institutions. 5. Early childhood intervention in the NGO sector. 6. Coordination of existing services according to existing Service Catalogs (health, social care). 7. Strengthening the capacity of the local community to carry out early childhood intervention (education of co-experts, advocacy activities, campaigns, promotions, informing citizens through the media, information leaflets, etc.). 8. Early childhood intervention as psychosocial support. "Programming" of early childhood intervention. 		
<i>1.5. Modes of delivery</i>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input checked="" type="checkbox"/> other Service learning project

1.6. Comments							
1.7. Student obligations							
Students regularly attend classes; they participate actively in classes and practicals. During study visits in host institutions, they respect the dignity of the individual and the family, behave in accordance with the rules of the profession and academic rules, and respect the house rules. They are involved in direct work with clients. They are creating a Service learning project in which they will identify needs in the field, offer possible solutions, and work on them.							
1.8. Monitoring student work							
Course attendance	1	Participation in class	1	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Service learning project	1				
1.9. Assessment and evaluation of student work during classes and the final exam							
Students create and present Service learning project, which is to be graded as the final exam.							
1.10. Required readings (at the time of submitting the study programme proposal)							
<p>Agazzi, H. et al. (2020). Promoting Positive Behavioral Outcomes for Infants and Toddlers: An Evidence Based Guide to Early Intervention. Cham: Springer.</p> <p>Guralnick, M. J. (2011). Why Early Intervention Works: A System Perspective. <i>Infants & Young Children</i>, 24(1), 6-28.</p> <p>Hirschland, D. (2008). Collaborative Intervention in Early Childhood: Consulting with Parents and Teachers of 3- to 7-Year-Olds. Oxford: Oxford University Press.</p>							
1.11. Supplementary readings (at the time of submitting)							
<p>Mikelić Preradović, N. (2009). Učenjem do društva znanja. Zagreb: Zavod za informacijske studije Odsjeka za informacijske znanosti Filozofskog fakulteta Sveučilišta u Zagrebu.</p> <p>Riechow, B. et al. (2015). Handbook of Early Childhood Special Education. Cham: Springer.</p>							
1.12. Required readings and number of copies relative to the number of students currently taking the course							
<i>Title</i>				<i>Number of copies</i>		<i>Number of students</i>	
Agazzi, H. et al. (2020). Promoting Positive Behavioral Outcomes for Infants and Toddlers: An Evidence Based Guide to Early Intervention. Cham: Springer.				A digital edition (e-book) is stored in the library and is available for use.		40	
Hirschland, D. (2008). Collaborative Intervention in Early Childhood: Consulting with Parents and Teachers of 3- to 7-Year-Olds. Oxford: Oxford University Press.				A digital edition (e-book) is stored in the library and is available for use.		40	
1.13. Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies							
Anonymous student survey.							

General information		
Lead instructor	Dunja Jurić Vukelić, PhD, assistant professor	
Course name	COUNSELLING WORK WITH FAMILIES	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
Course status	Compulsory	
Year	3 rd year, 5 th semester	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	2+1+0

1. COURSE DESCRIPTION
1.1. <i>Course aims</i>
The aims of this course are as follows: Mastering theoretical and practical knowledge related to providing support to families at risk of social marginalisation. Students will be trained to provide support to families or persons with developmental disabilities, including siblings and other family members (grandparents, etc.), as well as adults with disabilities.
1.2. <i>Course enrolment requirements</i>
Prescribed by the study programme.
1.3. <i>Intended course learning outcomes</i>
On successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Analyse Identify the level of involvement of the family in the community 2. Assess the existence of Recognise the risk of social marginalisation or family exclusion. 3. Integrate different types of support with the purpose of strengthening the social participation of the family. 4. Design rehabilitation procedures in working with the family with regard to the expected and/or desired goals. 5. Provide support in preserving appropriate family dynamics. 6. Organise and evaluate support in the family at the level of a child with developmental disabilities/adult with a disability – siblings, parents, extended family, and family friends. 7. Communicate appropriately with all family members.
1.4. <i>Course content</i>
The course includes the following: <ol style="list-style-type: none"> 1. Family – definitions, cultural aspects, folk pedagogy, family forms, modern family. 2. Family relations and dynamics of relations in families with children with disabilities/at risk of neurological disorders. 3. Support for families during diagnostic processes, examinations and hospitalisation. 4. Support for families in cases of disturbed family dynamics/family crisis. 5. Family support planning: the family as an active participant in the rehabilitation process. 6. Transition planning (family – nursery, kindergarten, primary school, secondary school) and support in the transition. 7. Forms of work with families. 8. Work with siblings (transformation of attitudes, adaptation to new roles, relationship perspectives). 9. Strengthening the informal support network, involving families in the work of civil society organisations, strengthening peer support for parents and siblings. 10. Loss in the family. 11. The importance of family support in adulthood.

12. Communication in the family.							
1.5. Modes of delivery		<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input checked="" type="checkbox"/> other Social learning		
1.6. Comments							
1.7. Student obligations							
Active participation in classes. Creating an independent task–work diary (social learning). Independent analysis of professional and scientific literature. Continuous written knowledge assessment.							
1.8. Monitoring student work							
Class attendance	0,50	Participation in class	0,50	Seminar paper		Experimental work	
Written exam	0,50	Oral exam		Essay		Research	
Project		Continuous assessment of knowledge	0,50	Student report		Practical work	0,50
Portfolio		Logbook	0,50				
1.9. Assessment and evaluation of student work during classes and the final exam							
Students will be assessed by taking into account class attendance, class participation, continuous knowledge assessment, practical work and a logbook created through social learning.							
1.10. Required readings (at the time of submitting the study programme proposal)							
<p>Čudina-Obradović, M., Obradović, L (2006). Psihologija braka i obitelji. Zagreb: Golden marketing.</p> <p>Hrvatska udruga za stručnu pomoć djeci s posebnim potrebama (2007). Priručnik za savjetodavni rad roditelja djece s posebnim potrebama s drugim roditeljima djece s posebnim potrebama. Zagreb. Dostupno na: roditelji_za_roditelje_201216181327.pdf</p> <p>Ljubešić, M. (2003). Biti roditelj. Zagreb: Državni zavod za zaštitu obitelji, materinstva i mladeži.</p>							
1.11. Supplementary readings (at the time of submitting)							
<p>Hackney, H., Cormier, S. (2012.). Savjetovatelj-stručnjak. Jastrebarsko: Naklada Slap.</p> <p>Jull, J. (2002). Razgovori s obiteljima: perspektive i procesi. Zagreb: Alineja.</p>							
1.12. Required readings and number of copies relative to the number of students currently taking the course							
Title				Number of copies		Number of students	
Čudina-Obradović, M., Obradović, L (2006). Psihologija braka i obitelji. Zagreb: Golden marketing.				2		40	
Ljubetić, M. (2011). Partnerstvo obitelji, vrtića i škole: vježbe, zadatci, primjeri. Zagreb: Školska knjiga.				5		40	
1.13. Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies.							
The programme and performance of the course will be evaluated through an anonymous student survey.							

General information		
Lead instructor	Marinela Rosso. PhD, assistant professor Zlatko Bukvić, PhD, assistant professor external expert: Anja Borbaš, SLT, assistant	
Course name	SURDOPELAGOGY	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
COURSE STATUS	Compulsory	
Year	3 rd year, 5 th semester	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	2+1+0

1. COURSE DESCRIPTION		
<i>1.1. Course aims</i>		
Train the student for educational work with children with hearing impairments.		
<i>1.2. Course enrolment requirements</i>		
None		
<i>1.3. Intended course learning outcomes</i>		
<p>On successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Integrate knowledge from the field of speech therapy and pedagogy. 2. Plan, implement and evaluate Participate in planning, implementation and evaluation of the educational work and rehabilitation process of children with hearing impairments. 3. Apply appropriate methods of teaching children with hearing impairments in different social contexts. 4. Communicate appropriately with the hearing-impaired child and their family. 5. Cooperate appropriately with a team of co-experts. 6. Promote inclusive education of students with hearing impairments. 		
<i>1.4. Course content</i>		
<p>The course includes the following:</p> <ol style="list-style-type: none"> 1. Didactic and methodological procedures for encouraging speech and communication. 2. Breathing exercises, vocalisation, combining voices. 3. Assessment of the communication status of a hearing-impaired child. 4. Planning, implementation and evaluation of rehabilitation. 5. Educational needs of hearing-impaired children (learning styles, didactic-methodical approaches to teaching). 6. Initial reading and writing skills of hearing impaired children. 7. Encouraging social skills and expanding the support network (advocacy activities, self-advocacy). 8. Team cooperation and cooperation with parents. 		
<i>1.5. Modes of delivery</i>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input checked="" type="checkbox"/> field work	<input type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other
<i>1.6. Comments</i>	Students will spend part of the practical hours observing SLTs at their workplace. This includes clinics and hospitals, day-care	

						centers, schools, kindergartens, nursing homes for elderly and intellectually disabled adults, and NGOs. Teaching on site will be conducted in small groups. Mentors will hold MA in SLT.
<i>1.7. Student obligations</i>						
Students are obliged to respect the house rules of the institution where the exercises are conducted.						
<i>1.8. Monitoring student work</i>						
Course attendance	0,50	Participation in class	0,50	Seminar paper		Experimental work
Written exam	1	Oral exam		Essay		Research
Project		Continuous assessment of knowledge		Student report		Practical work
Portfolio		Field work	1			0,50
<i>1.9. Assessment and evaluation of student work during classes and the final exam</i>						
Students are obliged to follow the house rules of the institution they visit. During the visit, they take notes, which they hand over to the holder for evaluation.						
<i>1.10. Required readings (at the time of submitting the study programme proposal)</i>						
Hrastinski, I., Pribanić, Lj., Degeč, J. (2014). Razumijevanje pročitanog u učenika s oštećenjem sluha. <i>Logopedija</i> , 4(1), 10-18.						
Hrastinski, I., Probačić, Lj., Mrvica, I. (2019). Razumijevanje rječnika i gramatike učenika s kohlearnim implantatom. <i>Logopedija</i> , 9(1), 1-8.						
Pribanić, Lj. (2018). Gluhi učenici i jezik. <i>Hrvatska revija za rehabilitacijska istraživanja</i> , 43(2), 55-66.						
<i>1.11. Supplementary readings (at the time of submitting)</i>						
Herter-Ehlers, U. (2020). <i>Komunikative Kompetenzen in der Logopädie: Ein Konzept für Ausbildung und Studium</i> . Wiesbaden: Springer Nature.						
<i>1.12. Required readings and number of copies relative to the number of students currently taking the course</i>						
Title					Number of copies	Number of students
-						
<i>1.13. Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies</i>						
Anonymous student survey. Detailed survey after course.						

General information		
Lead instructor	Dunja Jurić Vukelić, PhD, assistant professor	
Course name	INTERDISCIPLINARY APPROACH TO THE REHABILITATION OF INDIVIDUALS WITH INTELLECTUAL AND MULTIPLE DISABILITIES	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
Course status	Compulsory	
Year	3 rd year, 5 th semester	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	1+1+0

Course description
<i>1.1. Course aims</i>
This course aims to train students to adequately and independently identify intellectual and multiple disabilities of different etiologies and to scrutinise, select and evaluate rehabilitation procedures in relation to one's needs and social expectations.
<i>1.2. Course enrolment requirements</i>
Passed exams from the 2 nd year of study.
<i>1.3. Intended course learning outcomes</i>
On successful completion of this course, students will be able to: 1. Analyse Recognize early signs of intellectual disabilities based on developmental milestones, individual characteristics of the child and social factors. 2. Evaluate Select the rehabilitation approach to family counselling. 3. Independently Design and implement and evaluate the rehabilitation programme and procedures in relation to the needs and developmental status of the client (child, adult) and social expectations, together with other team members. 4. Actively participate in teamwork. 5. Advocate inclusive values and modern forms of social support. 6. Identify forms of pseudo-inclusion and actively work to remove participation barriers.
<i>1.4. Course content</i>
1. Theories of human development in relation to rehabilitation models. 2. Clinical criteria of intellectual disability (DSM-V, ICD-10). 3. Intellectual functioning and adaptive abilities (assessment, interpretation). 4. Characteristics of learning of children and adults with intellectual disabilities (perceptual functioning, processing, retention and recall of information). Specifics of speech and language development and communication of people with intellectual disabilities. 5. Quality of life of children and adults with intellectual disability. 6. Social support and participation of people with intellectual disabilities. 7. Education of children with intellectual disabilities. 8. Needs in accordance with one's developmental status and chronological age. 9. Individual planning, design, implementation and evaluation of personal development programs. 10. Family support (protective and risk factors – recognition, prevention and intervention within the family).

11. Independent living of persons with intellectual disability (form, suitability assessment, monitoring).							
1.5. Modes of delivery		<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work			<input type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> supervision <input type="checkbox"/> other <hr/>		
1.6. Comments							
1.7. Student obligations							
Regular class attendance and participation. Students ask, comment on, and evaluate what is presented, with arguments based on scientific knowledge. During study visits in host institutions, students respect the dignity of the individuals and the family and behave according to academic and house rules. They are involved in practical work with clients, accompanied by a mentor. During the semester, students are allowed to take exams through colloquia (2 colloquia).							
1.8. Monitoring student work							
Class attendance	0,50	Participation in class	0,50	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous assessment of knowledge	0,50	Student report		Practical work	0,50
Portfolio							
1.9. Assessment and evaluation of student work during classes and the final exam							
Students are evaluated in relation to the previously described obligations.							
1.10. Required readings (at the time of submitting)							
<p>Matson, J. L. (2007). <i>Assessment of Persons with Intellectual Disability</i>. London: Elsevier.</p> <p>Matson, J. L. (2019). <i>Handbook of Intellectual Disabilities: Integrating Theory, Research, and Practice</i>. London: Springer.</p> <p>Skočić Mihić, S., Kiš-Glavaš, L. (2009). Radna i socijalna kompetencija osoba s intelektualnim teškoćama. Razlozi poslodavcima za njihovo nezapošljavanje. <i>Revija za socijalnu politiku</i>, 17(3), 387-399.</p> <p>Wagner Jakab, A., Dumančić, Z., Sačer, K. (2016). Izazovi starenja osoba s intelektualnim teškoćama. <i>Hrvatska revija za rehabilitacijska istraživanja</i>, 52(2), 73-82.</p>							
1.11. Supplementary readings (at the time of submitting)							
<p>Jacobson, J. W., Mulich, J. A., Rojahn, J. (2007). <i>Handbook of Intellectual and Developmental Disabilities</i>. New York: Springer.</p> <p>Sekušak-Galešev, S., Kramarić, M., Galešev, V. (2014). Mentalno zdravlje odraslih osoba s intelektualnim teškoćama. <i>Socijalna psihijatrija</i>, 42(1), 3-20.</p> <p>Singh, N. N. (2016). <i>Handbook of Evidence-Based Practices in Intellectual and Developmental Disabilities</i>. London: Springer.</p>							
1.12. Required readings and number of copies relative to the number of students currently taking the course							
Title				Number of copies		Number of students	

Matson, J. L. (2007). <i>Assessment of Persons with Intellectual Disability</i> . London: Elsevier.	A digital edition (e-book) is stored in the library and available for use.	40
Matson, J. L. (2019). <i>Handbook of Intellectual Disabilities: Integrating Theory, Research, and Practice</i> . London: Springer.	A digital edition (e-book) is stored in the library and available for use.	40
<i>1.13. Supplementary readings</i>		
Jacobson, J. W., Mulich, J. A., Rojahn, J. (2007). <i>Handbook of Intellectual and Developmental Disabilities</i> . New York: Springer.		
Sekušak-Galešev, S., Kramarić, M., Galešev, V. (2014). Mentalno zdravlje odraslih osoba s intelektualnim teškoćama. <i>Socijalna psihijatrija</i> , 42(1), 3-20.		
Singh, N. N. (2016). <i>Handbook of Evidence-Based Practices in Intellectual and Developmental Disabilities</i> . London: Springer.		
<i>1.14. Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies.</i>		
Anonymous student survey.		

General information		
Lead instructor	Ivana Stanić, PhD, assistant professor	
Course name	TEAM MANAGEMENT	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
Course status	Compulsory	
Year	3 rd year, 5 th semester	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	1+0+1

1. COURSE DESCRIPTION		
1.1. <i>Course aims</i>		
Train students to work in a team and manage team processes in different, unpredictable situations.		
1.2. <i>Course enrolment requirements</i>		
None.		
1.3. <i>Intended course learning outcomes</i>		
<p>On successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Analyse the roles in the team. 2. Evaluate methods of accepting communication. 3. Critically examine organisational forms of teamwork in relation to goals. 4. (Re) Organise Cooperate in teamwork, depending on situational and contextual factors. 5. Assess professional exhaustion. 6. Design and evaluate criteria for assessing the quality of teamwork. 7. Transform their roles in the team through processes of reflection and self-reflection. 8. Apply ethical principles in teamwork. 9. Communicate appropriately with members of the professional team. 		
1.4. <i>Course content</i>		
<p>The course includes the following:</p> <ol style="list-style-type: none"> 1. Forms of team collaboration (interdisciplinary collaboration, transdisciplinary collaboration, multidisciplinary collaboration) and implication for inclusive practice. 2. Cooperation and communication skills in teams (harmonising terminology, work protocols and goals in the rehabilitation process). 3. Leadership styles and characteristics of teams. 4. Quality indicators and inclusive values in different systems. 5. School teams and committees. 6. Holistic approach and teamwork focused on the child and family. 7. Leadership in healthcare. 8. Professional competencies and professional identity. 9. Encouraging work environment. 10. Team planning. 11. Human resources and occupational burnout (risk factors and prevention). 		
1.5. <i>Modes of delivery</i>	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent work

				<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work	<input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other		
1.6. Comments							
1.7. Student obligations							
Attending all forms of classes and completing assignments (conducted workshop), passed exam.							
1.8. Monitoring student work							
Class attendance	0,50	Participation in class	0,50	Seminar paper		Experimental work	
Written exam		Oral exam	0,50	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	0,50
Portfolio							
1.9. Assessment and evaluation of student work during classes and the final exam							
Final grade criteria: 94 – 100% = excellent (5); 85 – 93% = very good (4); 75 – 84% = good (3); 61 – 74% = sufficient (2)							
1.10. Required readings (at the time of submitting the study programme proposal)							
<p>Buchberger, I. (2016). Školsko vođenje kao čimbenik učinkovite škole. Napredak, 157(1-2), 165-186.</p> <p>Figuroa, C.A., Harrison, R., Chauhan, A., Meyer, L. (2019). Priorities and challenges for health leadership and workforce management globally: a rapid review. BMC Health Services Research, 19(1), 239-251.</p> <p>Millissa F.Y. Cheung, Chi-Sum W. (2011). Transformational leadership, leader support, and employee creativity. Leadership & Organization Development Journal, 32(7), 656-672.</p>							
1.11. Supplementary readings (at the time of submitting)							
<p>Blažević, I. (2014). Rukovodeća uloga ravnatelja u školi. Školski vjesnik, 63(1-2), 7-21.</p> <p>De Dreu, C. K. W., Weingart, L. R. (2003). Task versus relationship conflict, team performance, and team member satisfaction: A meta-analysis. Journal of Applied Psychology, 88(4), 741–749.</p> <p>Kovač, V. Staničić, S., Buchberger, I. (2014). Obilježja i izazovi distributivnog školskog vođenja. Školski vjesnik, 63(3), 131-148.</p>							
1.12. Required readings and number of copies relative to the number of students currently taking the course							
Title		Number of copies		Number of students			
-							
1.13. Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies.							
Student survey.							

General information		
Lead instructor	Marinela Rosso, PhD, assistant professor external expert: Lidija Šmit Brleković, SLT, assistant	
Course name	REHABILITATION OF HEARING IMPAIRED PERSONS I	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
COURSE STATUS	Compulsory	
Year	3 rd year, 5 th semester	
Number of credits and mode of delivery	ECTS student workload coefficient	4
	Number of hours (L+P+S)	2+2+0

1. COURSE DESCRIPTION		
<i>1.1. Course aims</i>		
The course aims to train students to carry out the rehabilitation of hearing-impaired people.		
<i>1.2. Course enrolment requirements</i>		
Passed courses <i>Voice Disorders I</i> and <i>Phonological and Articulation Disorders</i> .		
<i>1.3. Intended course learning outcomes</i>		
On successful completion of this course, students will be able to:		
<ol style="list-style-type: none"> 1. Organise Co-organise the rehabilitation of hearing impaired people. 2. Specify methods and procedures in the rehabilitation of hearing impaired persons. 3. Critically evaluate Identify approaches and methods in the rehabilitation of hearing impaired people. 4. Cooperate with fellow experts in the team. 5. Communicate appropriately with hearing-impaired people and their families. 6. Evaluate the effects of speech therapy in relation to the set goals of rehabilitation. 		
<i>1.4. Course content</i>		
The course includes the following:		
<ol style="list-style-type: none"> 1. Audiometric methods and techniques of testing hearing impairments and peculiarities of hearing and speech rehabilitation according to types of impairment. 2. Special rehabilitation-educational procedures in working with children with hearing impairment: phonetic rhythms (movement stimulation, musical stimulation), dramatisation, audio-visual-global-structural method (AVGS), pictography 3. Deaf child in the family: early interactions, development of attachment. 4. Early interventions and family and community support. 5. Connection of language and thinking. 6. Speech characteristics of people with hearing impairment. General principles of the rehabilitation process. 7. Different methods, approaches and procedures in the rehabilitation of hearing and speech: classic and modern oral method, integral rehabilitation, etc. 8. Basics of auditory-speech rehabilitation with the use of electroacoustic and other devices in speech rehabilitation. 9. Somatosensory and vestibulocochlear hearing. 10. Cochlear implantation. Preoperative and postoperative rehabilitation of children with artificial cochlea. 11. Auditory-speech-language progression. 12. Evaluation of the hearing and speech rehabilitation process. 13. Substitute Communication. 14. Multiple disabilities in development: hearing impairment and intellectual disabilities, visual impairments, autism spectrum disorders, cerebral palsy. 		
<i>1.5. Modes of delivery</i>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals	<input checked="" type="checkbox"/> independent work <input checked="" type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision

	<input checked="" type="checkbox"/> remote learning		<input type="checkbox"/> other _____			
	<input type="checkbox"/> field work					
1.6. Comments						
Students will spend part of the practical hours observing SLTs at their workplace. This includes clinics and hospitals, day-care centers, schools, kindergartens, nursing homes for elderly and intellectually disabled adults, and NGOs. Teaching on site will be conducted in small groups. Mentors will hold MA in SLT.						
1.7. Student obligations						
Students are required to attend classes regularly and participate in classes and practices.						
1.8. Monitoring student work						
Course attendance	1	Participation in class	1	Seminar paper	Experimental work	
Written exam		Oral exam		Essay	Research	
Project		Continuous assessment of knowledge	1	Student report	Practical work	1
Portfolio						
1.9. Assessment and evaluation of student work during classes and the final exam						
Students are assessed and evaluated through regularity in coming to class and class activities. Continuous verification of knowledge is through colloquia, and the final exam is oral.						
1.10. Required readings (at the time of submitting the study programme proposal)						
Flexer, C. (1999). <i>Facilitating hearing and listening in young children</i> . New York: Singular. Ljubešić, M. (2001). Rana komunikacija i njezina uloga u učenju i razvoju djeteta. <i>Dijete i društvo</i> , 3, 261-278. Owens, R.E. (2014). <i>Language Development: An Introduction</i> . Edinburgh: Pearson Education Limited. (odabrana poglavlja) Radić, I., Bradarić-Jončić, S. i Farago, E. (2008). Leksičko znanje mladeži oštećena sluha. <i>Hrvatska revija za rehabilitacijska istraživanja</i> , 44(1), 93-103.						
1.11. Supplementary readings (at the time of submitting)						
Bradarić-Jončić, S. (1997). Vizualna percepcija govora i gluhoća. <i>Hrvatska revija za rehabilitacijska istraživanja</i> , 33(2), 119-132. Pribanić, Lj. (2001). Rana komunikacija i usvajanje jezika u prelingvalno gluhog djeteta. <i>Dijete i društvo</i> , 3(3), 279-291. Jelić, S. (2014). Priručnik za rad s osobama s komunikacijskim teškoćama u redovnom odgojno-obrazovnom sustavu. Zagreb: Centar za odgoj obrazovanje „Slava Raškaj“ Zagreb. Available at: http://centar-sraskaj-zg.skole.hr/upload/centar-sraskaj-zg/images/newsimg/648/File/Prirucnik_Projekt_Cjelozivotno_slusanje.pdf Preisler, G. (2003). <i>Kohlearni implantati u gluhe djece</i> . Zagreb: Državni zavod za zaštitu obitelji, materinstva i mladeži.						
1.12. Required readings and number of copies relative to the number of students currently taking the course						
Title		Number of copies		Number of students		
Flexer, C. (1999). <i>Facilitating hearing and listening in young children</i> . New York: Singular.		Selected chapters are available through library exchange.		40		
Owens, R.E. (2014). <i>Language Development: An Introduction</i> . Edinburgh: Pearson Education Limited.		Selected chapters are available through library exchange.		40		
1.13. Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies						
Anonymous student survey. Detailed survey after course.						

General information			
Lead instructor	Ljiljana Širić, PhD, assistant professor, univ. spec. med. iur. external expert: Dora Begović, SLT, assistant		
Course name	NEUROLOGICAL SPEECH AND LANGUAGE DISORDERS		
Study programme	Undergraduate University Study Programme of Speech and Language Therapy		
COURSE STATUS	Compulsory		
Year	3 rd year, 5 th and 6 th semester		
Number of credits and mode of delivery	ECTS student workload coefficient	3	4
	Number of hours (L+P+S)	1+1+1	1+2+1

1. COURSE DESCRIPTION			
<i>1.1. Course aims</i>			
Provide students with knowledge of neurological foundations for a better understanding of speech and language disorders caused by various acute neurological deficits and chronic neurological conditions and diseases. To provide students with knowledge of different types of brain damage and, depending on this, the recognition of different types of speech-language disorders (dysarthria and anarthria, aphasia and dysphasia, bradylalia, tachylalia and other neurological disorders), their recognition, knowledge of speech-language symptomatology and appropriate therapeutic procedures while providing insight into potential outcomes in such patients.			
<i>1.2. Course enrolment requirements</i>			
Passed exams from the previous year.			
<i>1.3. Intended course learning outcomes</i>			
On successful completion of this course, students will be able to: 1. Integrate facts and knowledge from the field of speech therapy and neurology. 2. Analyse Describe the clinical criteria of neurological speech-language pathology. 3. Critically evaluate Participate in process of evaluation of approaches and principles of rehabilitation of neurological speech-language pathology. 4. Transform Use the existing materials, methods and instruments in a creative way for the purpose of rehabilitation of neurological speech-language pathology. 5. Communicate appropriately with people with neurological speech-language deviations. 6. Actively cooperate in a team with co-experts.			
<i>1.4. Course content</i>			
The content of the course refers to the part of the anatomy and physiology of the brain responsible for higher cognitive functions, more precisely to the neurophysiological basis of speech and language and related cognitive functions, as well as to neurological diseases and types of brain damage that lead to consequences in speech and language functioning. The main part of the course contains all issues related to neurological speech-language pathology in terms of terminology, definitions, prevalence, etiological factors, as well as general and specific characteristics of certain types of disorders, their recognition and division, and principles and methods of rehabilitation of neurological speech-language disorders (dysarthria and anarthria, aphasia and dysphasia, bradylalia, tachylalia, neurodegenerative speech and language disorders, and other neurological speech-language disorders). Communication and speech and language of people with dementia. Cognitive functions of people with dementia and other neurodegenerative disorders (Parkinson disease, Alzheimer disease etc.). AAC through lifespan.			
<i>1.5. Modes of delivery</i>	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> seminars and workshops	<input checked="" type="checkbox"/> independent work
	<input checked="" type="checkbox"/> practicals	<input type="checkbox"/> remote learning	<input checked="" type="checkbox"/> multimedia and network
	<input type="checkbox"/> field work		<input type="checkbox"/> laboratory supervision

							<input type="checkbox"/> other
1.6. Comments							Students will spend part of the practical hours observing SLTs at their workplace. This includes clinics and hospitals, day-care centers, schools, kindergartens, nursing homes for elderly and intellectually disabled adults, and NGOs. Teaching on site will be conducted in small groups. Mentors will hold MA in SLT.
1.7. Student obligations							
Regular attendance and active participation in lectures and exercises, independent completion of tasks according to given instructions, reading and studying mandatory literature.							
1.8. Monitoring student work							
Course attendance	1	Participation in class	0,50	Seminar paper		Experimental work	
Written exam	0,50	Oral exam	0,50	Essay		Research	
Project		Continuous assessment of knowledge	0,50	Student report		Practical work	2
Portfolio							
1.9. Assessment and evaluation of student work during classes and the final exam							
Continuous observation of the student's work and effort, evaluation of acquired knowledge, and evaluation of the execution of practical tasks.							
1.10. Required readings (at the time of submitting the study programme proposal)							
<p>Basilakos, A. (2018). Contemporary approaches to the management of post-stroke apraxia of speech. <i>Semin speech lang</i>, 39(1), 25-36.</p> <p>Chiaromonte, R., Pavone, P., Vecchio, M. (2020). Speech rehabilitation in dysarthria after stroke: a systematic review of the studies. <i>European Journal of Physical and Rehabilitation Medicine</i>, 56(5), 547-562.</p> <p>Martinović, A. i Leko Krhen, A. (2019). Neurogeno mucanje. <i>Logopedija</i>, 9(1), 14-22.</p> <p>Sinanović, O., Mrkonjić, Z., Zukić, S., Vidović, M., Imamović, K. (2011). Post-stroke language disorders. <i>Acta clinica Croatica</i>, 50(1), 79-94.</p>							
1.11. Supplementary readings (at the time of submitting)							
Abıyık, S., Karaduman, A., Göksun, T., Chatterjee, A. (2018). The relationship between co-speech gesture production and macrolinguistic discourse abilities in people with focal brain injury. <i>Neuropsychologia</i> , 117, 440-453.							
1.12. Required readings and number of copies relative to the number of students currently taking the course							
Title						Number of copies	Number of students
-							
1.13. Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies							
Anonymous student survey. Detailed survey after course.							

General information		
Lead instructor	Marinela Rosso, PhD, assistant professor external expert: Ivana Hornjak, SLT, assistant	
Course name	MOTOR SPEECH DISORDERS	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
COURSE STATUS	Compulsory	
Year	3 rd year, 5 th semester	
Number of credits and mode of delivery	ECTS student workload coefficient	4
	Number of hours (L+P+S)	2+1+0

1. COURSE DESCRIPTION		
<i>1.1. Course aims</i>		
Train students for speech therapy rehabilitation of persons with extrapyramidal, pyramidal and cerebellar speech disorders.		
<i>1.2. Course enrolment requirements</i>		
Completed course Clinical Neurology.		
<i>1.3. Intended course learning outcomes</i>		
<p>On successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Integrate knowledge from different fields and disciplines. 2. Analyse Describe clinical indicators of deviations in speech caused by extrapyramidal, pyramidal and cerebellar disorders. 3. Specify the type of support for people with extrapyramidal, pyramidal and cerebellar speech disorders. 4. Organise Co-organise speech therapy for people with extrapyramidal, pyramidal and cerebellar speech disorders. 5. Evaluate Participate in the process of evaluation of selected speech therapy approaches and methods. 6. Communicate appropriately with people with extrapyramidal, pyramidal and cerebellar speech disorders. 7. Communicate appropriately with co-experts in the team. 		
<i>1.4. Course content</i>		
<p>The course includes the following:</p> <ol style="list-style-type: none"> 1. Classification, etiology, clinical picture and recognition of extrapyramidal, pyramidal and cerebellar speech disorders. 2. Extrapyramidal, pyramidal and cerebellar speech disorders (dysarthria in children and adults, anarthria in children and adults, apraxia at children, cerebellar mutism etc.) at a certain age, comorbidities. Neurogenic stuttering. 3. Assessment and planning of therapy. Individual work, team planning and teamwork. 4. Approaches and methods in the rehabilitation of extrapyramidal, pyramidal and cerebellar speech disorders. 5. Evaluation of selected approaches and methods. 6. Augmentative and alternative communication in working with people with extrapyramidal, pyramidal and cerebellar speech disorders. 		
<i>1.5. Modes of delivery</i>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input type="checkbox"/> remote learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other
<i>1.6. Comments</i>	Students will spend part of the practical hours observing SLTs at their workplace.	

						This includes clinics and hospitals, day-care centers, schools, kindergartens, nursing homes for elderly and intellectually disabled adults, and NGOs. Teaching on site will be conducted in small groups. Mentors will hold MA in SLT.	
<i>1.7. Student obligations</i>							
Students are required to be regular and active in class to create a rehabilitation plan based on notes.							
<i>1.8. Monitoring student work</i>							
Course attendance	0,50	Participation in class	0,50	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous assessment of knowledge	1	Student report		Practical work	1
Portfolio							
<i>1.9. Assessment and evaluation of student work during classes and the final exam</i>							
Students are monitored and evaluated through regular class attendance and participation. They take notes during the exercises and create a rehabilitation plan. It is possible to take the exam through a progress test.							
<i>1.10. Required readings (at the time of submitting the study programme proposal)</i>							
Duffy, J. R. (2012). <i>Motor Speech Disorders: Substrates, Differential Diagnosis, and Management</i> . New York: Elsevier.							
Freed, D. B. (2020). <i>Motor Speech Disorders: Diagnosis and Treatment</i> . San Diego: Plural Pub.							
<i>1.11. Supplementary readings (at the time of submitting)</i>							
Webb, W. (2017). <i>Neurology for the Speech-language Therapist</i> . St. Louis: Elsevier.							
<i>1.12. Required readings and number of copies relative to the number of students currently taking the course</i>							
<i>Title</i>						<i>Number of copies</i>	<i>Number of students</i>
Duffy, J. R. (2012). <i>Motor Speech Disorders: Substrates, Differential Diagnosis, and Management</i> . New York: Elsevier.						A digital edition (e-book) is stored in the library and available for use.	40
Freed, D. B. (2020). <i>Motor Speech Disorders: Diagnosis and Treatment</i> . San Diego: Plural Pub.						A digital edition (e-book) is stored in the library and available for use.	40
<i>1.13. Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies</i>							
Anonymous student survey. Detailed survey after course.							

General information		
Lead instructor	Antonija Huljev, PhD, assistant professor	
Course name	FINAL PAPER METHODOLOGY	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
Course status	Compulsory	
Year	3 rd year, 6 th semester	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	1+1+0

1. COURSE DESCRIPTION
<i>1.1. Course aims</i>
The aim of the course is to prepare students for the completion of their final papers.
<i>1.2. Course enrolment requirements</i>
Regulated by the Ordinance on Studies and Studying at the Josip Juraj Strossmayer University of Osijek.
<i>1.3. Intended course learning outcomes</i>
On successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Formulate the problem of (non)empirical research. 2. Interpret the theoretical findings of relevant previous research. 3. Design a research plan of final paper/thesis. 4. Conduct a simpler research. 5. Present and explain the obtained results. 6. Apply ethical principles in research.
<i>1.4. Course content</i>
The course includes the following: <ol style="list-style-type: none"> 1. Selection and formation of the final paper topic. 2. Parts of the final paper – cover, initial pages, introduction, text body, conclusion. 3. Way of writing, finding and using sources, primary and secondary sources, quoting and paraphrasing. 4. Correctness and ethics when using and citing sources. 5. Outline of the theoretical part of the research. 6. Outline of the empirical part of the research. 7. Setting research goals. 8. Selection of research participants. 9. Qualitative and quantitative research methods. 10. Research techniques and instruments. 11. Data processing and analysis. 12. Display of results. 13. Drawing conclusions based on the results. 14. Technical design of the final paper: cover page, contents, titles and subtitles, tables and figures, appendices, page designs, and fonts. 14. Public presentation.

1.5. Modes of delivery		<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other	
1.6. Comments					
1.7. Student obligations					
Active participation in lectures and seminars. The final exam is written and consists of a draft of the final paper.					
1.8. Monitoring student work					
Class attendance	0,50	Participation in class	0,50	Seminar paper	Experimental work
Written exam		Oral exam		Essay	Research
Project		Continuous assessment of knowledge		Student report	Practical work
Portfolio		Final paper draft	1		
1.9. Assessment and evaluation of student work during classes and the final exam					
Students are monitored in relation to the regularity of class attendance, activity in the class and drafting the final paper.					
1.10. Required readings (at the time of submitting the study programme proposal)					
APA Style Citation http://writing.articleinsider.com/7502_apa_style_citation.html					
1.11. Supplementary readings (at the time of submitting)					
Mužić, V. (2004). Uvod u metodologiju istraživanja odgoja i obrazovanja. Zagreb: Educa. Skupni katalog Sveučilišta Josipa. Jurja Strossmayera u Osijeku http://baza.gskos.hr/ucat/search.html					
1.12. Required readings and number of copies relative to the number of students currently taking the course					
Title		Number of copies		Number of students	
-					
1.13. Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies.					
Student survey.					

General information		
Lead instructor	Ksenija Romstein, PhD, associate professor, univ. spec. rehab. educ.	
Course name	INTERDISCIPLINARY APPROACH TO THE REHABILITATION OF INDIVIDUALS WITH MOTOR DISABILITIES AND CHRONIC ILLNESSES	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
COURSE STATUS	Compulsory	
Year	3 rd year, 6 th semester	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	2+0+1

1. COURSE DESCRIPTION		
<i>1.1. Course aims</i>		
To introduce students to modern scientific knowledge on motor and chronic diseases, as well as the planning, implementation and evaluation of rehabilitation procedures in relation to individual and social aspects of human well-being.		
<i>1.2. Course enrolment requirements</i>		
Passed exams from the 1 st year of study.		
<i>1.3. Intended course learning outcomes</i>		
On successful completion of this course, students will be able to: 1. Compare approaches in the assessment and rehabilitation of motor and chronic diseases. 2. Critically analyse the s Selected an appropriate approach in the rehabilitation of motor and chronic diseases.in relation to the quality of life of the individual and modern approaches in the rehabilitation of motor and chronic diseases. 3. Design , Co-design and implement and evaluate a rehabilitation plan for people with motor and chronic diseases. 4. Adapt objects of daily use. 5. Communicate appropriately with people with motor and chronic diseases.		
<i>1.4. Course content</i>		
The course includes the following: 1. Etiology, clinical pictures, and treatment of motor disorders and chronic diseases (early developmental age, adulthood). 2. Social and individual dimension of motor disorders and chronic diseases (social model of disability, postmodernist perspective in the rehabilitation of motor disorders and chronic diseases). 3. Socio-emotional aspects of motor and chronic diseases. 4. Medical aids and modern technologies in the treatment of motor and chronic diseases. 5. Education of patients with motor and chronic diseases (self-care activities, health care, prevention of additional diseases, interpersonal relationships and connections).		
<i>1.5. Modes of delivery</i>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input type="checkbox"/> remote learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input checked="" type="checkbox"/> other Social service project
<i>1.6. Comments</i>	Students will spend part of the practical hours observing SLTs at their workplace. This includes clinics and hospitals, day-	

				care centers, schools, kindergartens, nursing homes for elderly and intellectually disabled adults, and NGOs. Teaching on site will be conducted in small groups. Mentors will hold MA in SLT.			
<i>1.7. Student obligations</i>							
Class attendance and active participation (discussions, work in groups), designed rehabilitation plan through direct work with people (children or adults) with motor and chronic diseases. The plan is created through Social service projects in different host institutions (kindergartens, schools, NGOs, etc.).							
<i>1.8. Monitoring student work</i>							
Course attendance	0,25	Participation in class	0,25	Seminar paper		Experimental work	
Written exam		Oral exam	1	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Rehabilitation plan	0,50				
<i>1.9. Assessment and evaluation of student work during classes and the final exam</i>							
Students will be continuously monitored during classes. A rehabilitation plan is designed during the direct work with people with chronic and motor diseases. The rehabilitation plan is a prerequisite for the final exam and must be submitted no later than 15 days before the exam.							
<i>1.10. Required readings (at the time of submitting the study programme proposal)</i>							
Huard, P. (2018). <i>The Management of Chronic Diseases</i> . Hoboken: Wiley & Sons Inc. Katušić, A., Milašević, D., Gagula, J. (2019). Instrumenti procjene grubih motoričkih funkcija u djece s cerebralnom paralizom. <i>Hrvatska revija za rehabilitacijska istraživanja</i> , 55(1), 59-67. Michel, J. P. (2019). <i>Prevention of Chronic Diseases and Agre-Related Disabilities</i> . Geneva: Springer.							
<i>1.11. Supplementary readings (at the time of submitting)</i>							
Levitt, S., Addison, A. (2019). <i>Treatment of Cerebral Palsy and Motor Delay</i> . Hoboken; Wiley & Sons Inc. (selected chapters) Stasola, F. (2020). <i>Understanding the Children with Cerebral Palsy</i> . New York: NOVA Medicine & Health. (selected chapters)							
<i>1.12. Required readings and number of copies relative to the number of students currently taking the course</i>							
<i>Title</i>				<i>Number of copies</i>		<i>Number of students</i>	
Huard, P. (2018). <i>The Management of Chronic Diseases</i> . Hoboken: Wiley & Sons Inc.				A digital edition (e-book) is stored in the library and available for use.		40	
Michel, J. P. (2019). <i>Prevention of Chronic Diseases and Agre-Related Disabilities</i> . Geneva: Springer.				A digital edition (e-book) is stored in the library and available for use.		40	
<i>1.13. Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies</i>							
Anonymous student survey. Detailed survey after course.							

General information		
Lead instructor	Dora Begović, SLT, assistant	
Course name	STUDENT PRACTICE III	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
Course status	Compulsory	
Year	3 rd year, 6 th semester	
Number of credits and mode of delivery	ECTS student workload coefficient	5
	Number of hours (L+P+S)	0+8+0

COURSE DESCRIPTION	
<i>1.1. Course aims</i>	
To train the student for independent application of basic knowledge in practice.	
<i>1.2. Course enrolment requirements</i>	
Completed obligations from the course Student Practice II (second year of study).	
<i>1.3. Intended course learning outcomes</i>	
On successful completion of this course, students will be able to: 1. Compare theoretical and practical aspects of speech and language therapy. 2. Identify the values of inclusion in different systems (health care, social care, education). 3. Transform theoretical knowledge into practical procedures. 4. Evaluate the existing speech and language therapy practice. 5. Take responsibility for own professional development.	
<i>1.4. Course content</i>	
The course includes the following: 1. Protocols of the institution, specification of the workplace of speech and language therapists in the selected institution. 2. Documentation (curriculums, plans and programs, projects, etc.). 3. Cooperation within the institution (teamwork, peer learning, critical friends, communities of co-experts, cooperation with families). 4. Cooperation with other institutions (interdisciplinary cooperation, intersectoral cooperation, coordination of different systems, cooperation with NGO). 5. Speech and language therapy procedures in the practice.	
<i>1.5. Modes of delivery</i>	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work <input checked="" type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> supervision <input type="checkbox"/> other
<i>1.6. Comments</i>	The students carry out professional practice in a selected institution where speech therapists-mentors are employed (health

		system, social welfare system, educational system, NGO). The mentor should hold a MA degree in SLT, and actively supervises the student in a real context. Practice is carried out in one week in the 6th semester.					
<i>1.7. Student obligations</i>							
Students are obligated to carry out practice to the fullest extent. In case of justified absence (e.g. illness), lost hours are to be compensated. The student is obligated to respect the rules of the institution, the dignity of the clients with whom he/she gets in contact, and to act confidentially with the information presented during the practice (e.g. social and health history, family situation, specific needs of the client, client's health status etc.). It is not allowed to publish photos of clients on social networks and/or to share content where clients are visible.							
<i>1.8. Monitoring student work</i>							
Class attendance		Participation in class		Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	3
Portfolio		The Log File	2				
<i>1.9. Assessment and evaluation of student work during classes and the final exam</i>							
During the practice, the student keeps the Practice Log Book, which he/she hands to the course teacher. The course instructor determines the structure of the diary in accordance with the institutions in which the students will be referred for practice. In order to pass the exam, it is necessary to complete the practice and make the Practice Log Book diary that is to be evaluated. The Practice Log Book is created by the student with the support of a mentor - a speech and language therapist in the host institution.							
<i>1.10. Required readings and number of copies relative to the number of students currently taking the course</i>							
Blaži, D. (2018). Uspostavljanje modela rane intervencije kod djece s neurizikom i razvojnim odstupanjima. <i>Epoha zdravlja</i> , 10(1), 13-15. HLD (2013). Standardi logopeda u zdravstvu. Dostupno na: http://www.hld.hr/cms/fe_include/files/sekcija-logopeda-u-zdravstvu-hrvatskog-logopedskog-drustva---standardi-rada-logopeda-u-zdravstvu.pdf Ministarstvo rada i socijalne skrbi (2011). Prijedlog zakona o logopedskoj djelatnosti. Dostupno na: http://www.hld.hr/news/zakon-o-logopedskoj-djelatnosti/ Širić, Lj., Kopf, T. (2018). Planiranje i provedba rehabilitacijskog procesa pacijenata s disfagijom. <i>Medicinski vjesnik</i> , 50(supp.1), 81.							
<i>1.11. Supplementary readings</i>							
Herter-Ehlers, U. (2020). <i>Komunikative Kompetenzen in der Logopädie: Ein Konzept für Ausbildung und Studium</i> . Wiesbaden: Springer Nature.							
<i>1.12. Required readings and number of copies relative to the number of students currently taking the course</i>							
		<i>Title</i>		<i>Number of copies</i>		<i>Number of students</i>	
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<i>1.13. Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies.</i>							
Students' survey.							

General information		
Lead instructor	Dora Begović, SLT, assistant	
Course name	SPEECH AND LANGUAGE REHABILITATION PRACTICUM	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
Course status	Compulsory	
Year	3 rd year, 6 th semester	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	0+2+0

COURSE DESCRIPTION		
<i>1.1. Course aims</i>		
The course aims to train the student for the independent application of basic knowledge in speech and language therapy.		
<i>1.2. Course enrolment requirements</i>		
None.		
<i>1.3. Intended course learning outcomes</i>		
On successful completion of this course, students will be able to:		
<ol style="list-style-type: none"> 1. Compare theoretical and practical aspects of speech and language therapy. 2. Transform theoretical knowledge from the field of speech and language therapy into practical procedures. 3. State the roles of SLTs in different environments. 4. Evaluate the existing speech and language therapy practice. 5. Take responsibility for own professional development. 6. Communicate appropriately with co-experts and participants in the rehabilitation process. 7. Behave in accordance with professional ethics. 		
<i>1.4. Course content</i>		
The course includes the following:		
<ol style="list-style-type: none"> 1. Protocols of the institution, characteristics of the workplace of SLT in the selected institution. 2. Management of rehabilitation and speech and language therapy documentation. 3. Speech and language therapy procedures in practice. 4. Therapeutic procedures in working with clients and families. 5. Cooperation with co-experts. 6. Reflection and self-reflection. 		
<i>1.5. Modes of delivery</i>	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work	<input type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> supervision <input type="checkbox"/> other <hr/>

	The speech and language rehabilitation practicum is conducted in a host institution that has polyvalent treatment or a special educational institution where speech and language therapy procedures are carried out (special education schools).						
1.6. Comments	Students will spend part of the practical hours observing SLTs at their workplace. This includes clinics and hospitals, day-care centers, schools, kindergartens, nursing homes for elderly and intellectually disabled adults, and NGOs. Teaching on site will be conducted in small groups. Mentors will hold MA in SLT.						
1.7. Student obligations							
Students are obligated to carry out practice to the full extent. In case of justified absence (e.g. illness), lost hours are to be compensated. The student is obligated to respect the rules of the institution, the dignity of the clients with whom he/she gets in contact, and to act confidentially with the information presented during the practice (e.g. social and health history, family situation, specific needs of the client, client's health status etc.). It is not allowed to publish photos of clients on social networks and/or to share content where clients are visible.							
1.8. Monitoring student work							
Class attendance		Participation in class		Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	1
Portfolio		The Log File	1				
1.9. Assessment and evaluation of student work during classes and the final exam							
During the practicum, the student keeps the PracticeLog Book, which he/she hands over to the course instructor for evaluation. The structure of the Practice Log Book is determined by the course teacher. In order to pass the exam, it is necessary to complete the practice and design the Practice Log Book which is to be evaluated.							
1.10. Required readings (at the time of submitting)							
HLD (2013). Standardi logopeda u zdravstvu. Dostupno na: http://www.hld.hr/cms/fe_include/files/sekcija-logopeda-u-zdravstvu-hrvatskog--logopedskog-drustva--standardi-rada-logopeda-u-zdravstvu.pdf							
Supplementary readings (at the time of submitting)							
Herter-Ehlers, U. (2020). Komunikative Kompetenz in der Logopädie: Ein Konzept für Ausbildung und Studium. Wiesbaden: Springer International.							
1.11. Required readings and number of copies relative to the number of students currently taking the course							
Title		Number of copies		Number of students			
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1.12. Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies.							
Anonymous student survey. Detailed survey after course.							

General information		
Lead instructor	Ljiljana Širić, PhD, assistant professor, univ. spec. med. iur. external expert: Anja Borbaš, SLT, assistant	
Course name	SPEECH FLUENCY DISORDERS I	
Study programme	Undergraduate University Study Programme of Speech and language therapy	
COURSE STATUS	Compulsory	
Year	3 rd year, 6 th semester	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	1+2+1

1. COURSE DESCRIPTION		
<i>1.1. Course aims</i>		
The course aims to train students to understand the mechanism of the continuation of fluency disorders, to recognise and differentiate clinical features and to apply speech therapy methods and procedures in the rehabilitation of fluency disorders.		
<i>1.2. Course enrolment requirements</i>		
Enroled in the third year of studies.		
<i>1.3. Intended course learning outcomes</i>		
<p>On successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Integrate the knowledge of different areas within the speech therapy activity. 2. Assess the characteristics of communication and functioning of persons with speech fluency disorder. 3. Specify the type of support in relation to the assessment. 4. Organise Co-organise speech therapy activities in accordance with rehabilitation goals. 5. Evaluate Participate in evaluation of speech therapy procedures in working with people with speech fluency disorders. 6. Communicate appropriately with people with speech fluency disorders. 7. Cooperate with co-experts. 		
<i>1.4. Course content</i>		
<ol style="list-style-type: none"> 1. Fluency: criteria, features; characteristics of deviations, clinical indicators of fluency disorder, causes, impact of fluency disorder on different areas of life. 2. Types of fluency disorders, characteristics of different forms of fluency disorders, comorbidities. 3. Assessment of the needs of people with speech fluency disorders, rehabilitation planning and goals in speech therapy treatment. 4. Approaches and principles in rehabilitation, methods of rehabilitation of speech fluency disorders. 5. Teamwork and communication with co-experts. 		
<i>1.5. Modes of delivery</i>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> supervision <input type="checkbox"/> other
<i>1.6. Comments</i>	Students will spend part of the practical hours observing SLTs at their workplace. This includes clinics and hospitals, day-care centers, schools, kindergartens, nursing homes for elderly and intellectually disabled	

						adults, and NGOs. Teaching on site will be conducted in small groups. Mentors will hold MA in SLT.
<i>1.7. Student obligations</i>						
Students are required to be regular and active in class. During the exercises in the chosen institution, they respect the house rules. With the help of a mentor, they make notes and a speech therapy rehabilitation/therapy plan.						
<i>1.8. Monitoring student work</i>						
Course attendance	0,50	Participation in class	0,50	Seminar paper		Experimental work
Written exam	1	Oral exam		Essay		Research
Project		Continuous assessment of knowledge		Student report		Practical work
Portfolio						1
<i>1.9. Assessment and evaluation of student work during classes and the final exam</i>						
Students are monitored for class attendance and class and practice participation. During the exercises, they make notes on the basis of which they create a speech therapy plan, which is included in the overall final grade.						
<i>1.10. Required readings (at the time of submitting the study programme proposal)</i>						
Galić-Jušić, I. (2021). <i>Mucanje: Etiologija, dijagnostika, intervencije</i> . Jastrebarsko: Naklada Slap. Tarkowski, Z. (2017). <i>A new approach to stuttering: Diagnosis and therapy</i> . New York: Nova Biomedical.						
<i>1.11. Supplementary readings (at the time of submitting)</i>						
Yairi, E., Seery, C. H. (2021). <i>Stuttering: Foundations and Clinical Applications</i> . Boston: Pearson.						
<i>1.12. Required readings and number of copies relative to the number of students currently taking the course</i>						
<i>Title</i>				<i>Number of copies</i>		<i>Number of students</i>
Galić-Jušić, I. (2021). <i>Mucanje: Etiologija, dijagnostika, intervencije</i> . Jastrebarsko: Naklada Slap.				2		40
Tarkowski, Z. (2017). <i>A new approach to stuttering: Diagnosis and therapy</i> . New York: Nova Biomedical.				A digital edition (e-book) is stored in the library and available for use.		40
<i>1.13. Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies</i>						
Anonymous student survey. Detailed survey after course.						

General information		
Lead instructor	Marinela Rosso, PhD, assistant professor external expert : Ivana Hornjak, SLT, assistant	
Course name	DEGLUTITION DISORDERS	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
COURSE STATUS	Compulsory	
Year	3 rd year, 6 th semester	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	1+2+1

1. COURSE DESCRIPTION		
<i>1.1. Course aims</i>		
<p>The course aims to equip students with basic and specific knowledge needed to understand the process of swallowing disorders in certain patients, i.e. as a result of certain medical conditions, as well as knowledge about the necessary medical and speech therapy interventions as a result of providing health care for the purpose of rehabilitation and treatment of swallowing disorders. The content of the course allows students to become familiar with the fundamental principles of prevention, early recognition and detection, and diagnostic and rehabilitation procedures for swallowing disorders in the oral and pharyngeal phase in neurological, neurosurgical, pediatric, oncological and maxillofacial patients.</p>		
<i>1.2. Course enrolment requirements</i>		
Passed exams from the second year.		
<i>1.3. Intended course learning outcomes</i>		
<p>On successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Integrate knowledge from different areas of speech therapy science into procedures in practice. 2. Analyse Describe the clinical indicators of swallowing disorders. 3. Assess Participate in team assessment of needs of people with swallowing disorders. 4. Specify support for people with swallowing disorders. 5. Plan, implement and evaluate Participate in planning, implementation and evaluation of appropriate speech therapy. 6. Generate Apply speech therapy methods in the rehabilitation of oropharyngeal function. 7. Communicate appropriately with the patient and their family. 8. Cooperate with the professional team. 9. Take responsibility for processes in speech therapy. 		
<i>1.4. Course content</i>		
<p>The course includes the following:</p> <ol style="list-style-type: none"> 1. Physiology of swallowing and pathophysiology of swallowing disorders. 2. Etiology of swallowing disorders. 3. Classification of swallowing disorders. 4. Basic terminology, concepts and procedures in neurological and speech therapy assessment of swallowing disorders. 5. Modalities of rehabilitation of the oropharyngeal function and ways of feeding people with dysphagia/aphagia. Presentation of rehabilitation operators. 6. Methodology and planning of rehabilitation procedures for swallowing disorders. 7. Evaluation of the rehabilitation process. Prognosis and expected outcome. 8. Education and counseling of the patient about their disorder and information about the course of speech therapy. 9. Teamwork (planning, division of responsibilities and evaluation of therapy outcomes). 		
<i>1.5. Modes of delivery</i>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops	<input type="checkbox"/> independent work

		<input type="checkbox"/> practicals <input type="checkbox"/> remote learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> supervision <input type="checkbox"/> other	
1.6. Comments		Students will spend part of the practical hours observing SLTs at their workplace. This includes clinics and hospitals, day-care centers, schools, kindergartens, nursing homes for elderly and intellectually disabled adults, and NGOs. Teaching on site will be conducted in small groups. Mentors will hold MA in SLT.			
1.7. Student obligations					
Regular class attendance, active class participation, independent completion of tasks according to instructions, reading and studying compulsory literature.					
1.8. Monitoring student work					
Course attendance	0,50	Participation in class	0,50	Seminar paper	Experimental work
Written exam		Oral exam	1	Essay	Research
Project		Continuous assessment of knowledge		Student report	Practical work
Portfolio	0,50				0,50
1.9. Assessment and evaluation of student work during classes and the final exam					
Continuous observation of student's work, evaluation of acquired knowledge, and evaluation of the execution of practical tasks. The exam is oral; the student can take it after fulfilling all obligations and handing in the portfolio made during the exercises.					
1.10. Required readings (at the time of submitting the study programme proposal)					
<p>Ekberg, O. (2012). <i>Dysphagia, Diagnosis and Treatment</i>. Heidelberg: Springer. (odabrana poglavlja).</p> <p>Masami A. (2015). <i>Dysphagia Rehabilitation Manual</i>. Japan: National Rehabilitation Center for Persons with Disabilities, WHO Collaborating Centre for Disability Prevention and Rehabilitation. (poglavlja 3. i 4.)</p> <p>Poljanović, Z. i sur. (2017). Smjernice za rano prepoznavanje, dijagnostiku i terapiju neurogene orofarigealne disfagije. <i>Liječnički vjesnik</i>, 139(5-6), 118-135.</p> <p>Širić, Lj., Kopf, T. (2018). Planiranje i provedba rehabilitacijskog procesa pacijenata s disfagijom. <i>Medicinski vjesnik</i>, 50(supp.1), 81.</p>					
1.11. Supplementary readings (at the time of submitting)					
<p>Blaži, D., Knežević, D., Zglavnik, I. (2020). Načini hranjenja i roditeljska zabrinutost kod djece s različitim vrstama orofacijalnih rascjepa. <i>Logopedija</i>, 10(1), 1-6.</p> <p>Ivšac, J., Blaži, D., Lulić, S. (2007). Put od hranjenja sondom do peroralne prehrane (logopedski pristup). <i>Paediatrica Croatica</i>, 51(1), 11-17.</p> <p>Strsoglavac, T., Farago, E. (2017). Uključenost logopeda u proces procjene i terapiju teškoća hranjenja i gutanja. <i>Logopedija</i>, 7(2), 61-69.</p>					
1.12. Required readings and number of copies relative to the number of students currently taking the course					
Title		Number of copies		Number of students	
Ekberg, O. (2012). <i>Dysphagia, Diagnosis and Treatment</i> . Heidelberg: Springer.		A digital edition (e-book) is stored in the library and available for use.		40	

Masami A. (2015). <i>Dysphagia Rehabilitation Manual</i> . Japan: National Rehabilitation Center for Persons with Disabilities, WHO Collaborating Centre for Disability Prevention and Rehabilitation	A digital edition (e-book) is stored in the library and available for use.	40
<i>1.13. Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies</i>		
Anonymous student survey. Detailed survey after course.		

General information		
Lead instructor	Selected mentor	
Course name	FINAL PAPER PREPARATION	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
Course status	Compulsory	
Year	3 rd year, 6 th semester	
Number of credits and mode of delivery	ECTS student workload coefficient	5
	Number of hours (L+P+S)	

1. COURSE DESCRIPTION		
1.1. <i>Course aims</i>		
The aims of the course are as follows: Completion of the student's final paper.		
1.2. <i>Course enrolment requirements</i>		
Completed courses from 2 nd study year.		
1.3. <i>Intended course learning outcomes</i>		
On successful completion of this course, students will be able to: 1. Integrate knowledge acquired during studies. 2. Apply academic writing skills. 3. Critically question the phenomena around themselves. 4. Apply ethical principles in writing the final paper.		
1.4. <i>Course content</i>		
The course includes the following: 1. Structure of the final paper. 2. Rules for citing sources. 3. Draft of the final paper. 4. Literature analysis. 5. Writing the final paper in consultation with the mentor. 6. Ethical aspects of the final paper.		
1.5. <i>Modes of delivery</i>	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> supervision <input checked="" type="checkbox"/> other consultation
1.6. Comments		
1.7. <i>Student obligations</i>		

The final paper is the student's independent work. Cooperation with the mentor is through individual consultations. The student chooses the field of the final paper and defines the final topic with the mentor. The student is obliged to adhere to the ethical rules in writing the paper.

1.8. Monitoring student work

Class attendance		Participation in class		Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Independent work	3	Consultation	2		

1.9. Assessment and evaluation of student work during classes and the final exam

The final paper is assessed in accordance with the existing regulations.

1.10. Required readings (at the time of submitting the study programme proposal)

APA Style Citation http://writing.articleinsider.com/7502_apa_style_citation.html

1.11. Supplementary readings (at the time of submitting)

Pološki Vokić, N., Sinčić Ćorić, D., Tkalac Verčić, A. (2011). Priručnik za metodologiju istraživanja u društvenim djelatnostima. Zagreb: M.E. P.

1.12. Required readings and number of copies relative to the number of students currently taking the course

Title	Number of copies	Number of students
-		

1.13. Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies.

The final paper is completed in accordance with the Ordinance on final and graduate papers.

ELECTIVE COURSES, 1st YEAR

General information			
Lead instructor	Ivana Marinić, assistant professor		
Course name	ENGLISH LANGUAGE IN SPEECH AND LANGUAGE THERAPY I		
Study programme	Undergraduate University Study Programme of Speech and Language Therapy		
COURSE STATUS	Elective		
Year	1 st year, 1 st and 2 nd semester		
Number of credits and mode of delivery	ECTS student workload coefficient	2	2
	Number of hours (L+P+S)	1+1+0	1+1+0

1. COURSE DESCRIPTION			
1.1. <i>Course aims</i>			
The aim of the course is to develop students' communicative competence in the English language, enrich their vocabulary, practice the familiar and introduce new grammatical structures, and develop their receptive and productive language skills, and intercultural competence.			
1.2. <i>Course enrolment requirements</i>			
None			
1.3. <i>Intended course learning outcomes</i>			
On successful completion of this course, students will be able to: 1. Understand the meaning of written texts in English. 2. Discuss the content of the texts in English. 3. Understand and use grammatical rules in speaking and writing. 4. Communicate in English. 5. Find information in texts in English. 6. Write a text in English about a familiar topic and present it. 7. Understand and accommodate different speakers of English.			
1.4. <i>Course content</i>			
The course includes the following: 1. B2 CEFR level of grammatical and lexical knowledge 2. Current topics in education, society and the world 3. Intercultural awareness, media literacy and critical thinking			
1.5. <i>Modes of delivery</i>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent work <input checked="" type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other	
1.6. <i>Comments</i>			
1.7. <i>Student obligations</i>			
Students are required to participate regularly and actively in lessons and achieve at least 61% on quizzes or the final exam.			
1.8. <i>Monitoring student work</i>			

Course attendance	1	Participation in class	1	Seminar paper		Experimental work	
Written exam		Oral exam	1	Essay		Research	
Project		Continuous assessment of knowledge	1	Student report		Practical work	
Portfolio							
1.9. <i>Assessment and evaluation of student work during classes and the final exam</i>							
Students collect points based on the continuous assessment of lesson participation, quizzes and assignments. Final grade criteria: 91-100% = excellent (5), 81-90% = very good (4), 71-80% = good (3), 61-70% = satisfactory (2). Students with less than 61% of the points or those who wish to improve their grades take the final exam.							
1.10. <i>Required readings (at the time of submitting the study programme proposal)</i>							
Ostrowska, S. (2014). <i>Unlock, Level 4</i> . Cambridge University Press.							
1.11. <i>Supplementary readings (at the time of submitting)</i>							
Nakić, A., Jojić, Lj. (2017). <i>Veliki englesko-hrvatski rječnik</i> . Zagreb: Školska knjiga.							
1.12. <i>Required readings and number of copies relative to the number of students currently taking the course</i>							
<i>Title</i>					<i>Number of copies</i>		<i>Number of students</i>
Ostrowska, S. (2014). <i>Unlock, Level 4</i> . Cambridge University Press.					3		Upon students' choice
1.13. <i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies</i>							
Anonymous student survey.							

General information			
Lead instructor	Darija Kuharić, PhD, assistant professor		
Course name	GERMAN LANGUAGE IN SPEECH AND LANGUAGE THERAPY I		
Study programme	Undergraduate University Study Programme of Speech and Language Therapy		
COURSE STATUS	Elective		
Year	1 st year, 1 st and 2 nd semester		
Number of credits and mode of delivery	ECTS student workload coefficient	2	2
	Number of hours (L+P+S)	1+1+0	1+1+0

1. COURSE DESCRIPTION			
1.1. <i>Course aims</i>			
The course aims to prepare students for independent communication in the German language, systematically expanding vocabulary, practising familiar and introducing new grammatical structures, and receptive and productive language skills while encouraging critical reflection on their own and foreign cultures.			
1.2. <i>Course enrolment requirements</i>			
Prior knowledge of the German language at the A2/2 level.			
1.3. <i>Intended course learning outcomes</i>			
On successful completion of this course, students will be able to: 1 Generate meanings from texts in the German language. 2 Integrate grammatical rules in speech and writing. 3 Transform knowledge and skills in communication in the German language. 4 Independently research necessary information in texts in the German language. 5 Write a short text in the German language on a familiar topic. 6 Communicate with various interlocutors in the German language.			
1.4. <i>Course content</i>			
The course includes the following: Grammar and vocabulary at the intermediate level CEFR (B1). Current topics in education, social and environmental issues. Encounter with another culture through various media and critical reflection on one's own culture and the culture of the target language.			
1.5. <i>Modes of delivery</i>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent work <input checked="" type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other	
1.6. <i>Comments</i>			
1.7. <i>Student obligations</i>			
Students are required to participate regularly and actively in practical exercises.			
1.8. <i>Monitoring student work</i>			
Course attendance	1	Participation in class	1 Seminar paper Experimental work

Written exam	1	Oral exam		Essay		Research	
Project		Continuous assessment of knowledge	1	Student report		Practical work	
Portfolio							
1.9. <i>Assessment and evaluation of student work during classes and the final exam</i>							
Students accumulate points through continuous assessment of knowledge through quizzes, participation in exercises, and various activities/tasks (total of 100 points). Criteria for forming the proposed grade: 91 – 100% = excellent (5); 81 – 90% = very good (4); 71 – 80% = good (3); 61 – 70% = satisfactory (2). Students with an insufficient number of points and those dissatisfied with the accumulated number of points take the exam.							
1.10. <i>Required readings (at the time of submitting the study programme proposal)</i>							
Students receive materials in class.							
1.11. <i>Supplementary readings (at the time of submitting)</i>							
Group of authors (2019). <i>Menschen</i> . Wien: Hueber Verlag.							
1.12. <i>Required readings and number of copies relative to the number of students currently taking the course</i>							
<i>Title</i>						<i>Number of copies</i>	<i>Number of students</i>
-							
1.13. <i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies</i>							
Anonymous student survey.							

General information		
Lead instructor	Antonija Huljev, PhD, assistant professor	
Course name	FUNDAMENTALS OF PEDAGOGY	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
COURSE STATUS	Elective	
Year	1 st year, 1 st semester	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	1+0+1

1. COURSE DESCRIPTION							
1.1. <i>Course aims</i>							
This course aims to equip the student with the ability to demonstrate an understanding of pedagogy as a science complementary to the science and activities of speech and language therapy.							
1.2. <i>Course enrolment requirements</i>							
None.							
1.3. <i>Intended course learning outcomes</i>							
On successful completion of this course, students will be able to:							
<ol style="list-style-type: none"> 1. Reconstruct their knowledge and understanding by connecting two sciences, speech and language therapy and pedagogy. 2. Collaborate effectively with school pedagogues. 3. Evaluate pedagogy as a science complementary to speech and language therapy. 4. Take responsibility for personal development. 							
1.4. <i>Course content</i>							
The course includes the following:							
<ol style="list-style-type: none"> 1. Pedagogy: fundamental theories and contemporary research. 2. Pedagogical disciplines. 3. Fundamentals of alternative pedagogies. 4. Pedagogy and speech and language therapy in dialogue. 5. Professional roles of school pedagogues, collaboration between school pedagogues and speech therapists. 6. Challenges of pedagogy in modern lifestyles and teamwork solutions. 							
1.5. <i>Modes of delivery</i>						<input type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> supervision <input type="checkbox"/> other _____
1.6. <i>Comments</i>							
1.7. <i>Student obligations</i>							
Students who enrol in this elective course are required to actively participate in classes and keep notes on their work.							
1.8. <i>Monitoring student work</i>							
Course attendance		Participation in class		Seminar paper	1	Experimental work	

Written exam	1	Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							
1.9. <i>Assessment and evaluation of student work during classes and the final exam</i>							
Students are continuously monitored based on attendance and participation during seminars; the exam is written.							
1.10. <i>Required readings (at the time of submitting the study programme proposal)</i>							
Koenig, E., Zedler, P. (2001). <i>Teorije znanosti o odgoju</i> . Zagreb: Educa. Matijević, M. Bilić, V., Opić, S. (2016). <i>Pedagogija za učitelje i nastavnike</i> . Zagreb: Učiteljski fakultet.							
1.11. <i>Supplementary readings (at the time of submitting)</i>							
Previšić, V., Šoljan, N.N., Hrvatić, N. (2007). <i>Pedagogija: Prema cjeloživotnom obrazovanju i društvu znanja</i> , svezak 1 i 2. Zagreb: HPD. (chosen chapters).							
1.12. <i>Required readings and number of copies relative to the number of students currently taking the course</i>							
<i>Title</i>						<i>Number of copies</i>	<i>Number of students</i>
Koenig, E., Zedler, P. (2001). <i>Teorije znanosti o odgoju</i> . Zagreb: Educa.						5	Students enrol in elective courses at their own discretion.
Matijević, M. Bilić, V., Opić, S. (2016). <i>Pedagogija za učitelje i nastavnike</i> . Zagreb: Učiteljski fakultet.						8	Students enrol in elective courses at their own discretion.
1.13. <i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies</i>							
Anonymous student survey.							

General information		
Lead instructor	Valentina Majdenić, PhD, associate Professor	
Course name	LANGUAGE GAMES IN PRESCHOOL AGE	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
COURSE STATUS	Elective	
Year	1 st year, 1 st semester	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	1+1+1

1. COURSE DESCRIPTION		
1.1. <i>Course aims</i>		
The course aims to familiarise students with the concept and role of listening, speaking, reading, and writing language play in the speech development of preschool children. Students will become acquainted with various types of spontaneous and guided play activities for preschool children.		
1.2. <i>Course enrolment requirements</i>		
None		
1.3. <i>Intended course learning outcomes</i>		
On successful completion of this course, students will be able to: 1. Analyse language games. 2. Generate language games in working with preschool children. 3. Integrate knowledge of the Croatian language with professional insights into the nature of children's play and language games. 4. Plan and organise language games that will stimulate children's speech development and language creativity. 5. Evaluate language games in terms of their developmental effects.		
1.4. <i>Course content</i>		
1.5. <i>Modes of delivery</i>		
	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work	<input type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other
1.6. <i>Comments</i>		
1.7. <i>Student obligations</i>		
Attendance is mandatory for students as attendance records are kept. In order to receive a signature, students must attend a minimum of 60% of lectures. In case of insufficient attendance, students are not entitled to a signature. Students have the option to pass the exam through continuous assessment during the semester by taking one progress test and writing one seminar paper. A student has the right to undergo knowledge assessment through one progress test and one seminar paper. A minimum of 50% points is required to pass the progress test. The seminar paper should be written and presented. Practical work is done and presented at the end of the semester.		
1.8. <i>Monitoring student work</i>		

Course attendance	0,25	Participation in class	0,25	Seminar paper		Experimental work	
Written exam		Oral exam	0,50	Essay		Research	
Project		Continuous assessment of knowledge	0,50	Student report		Practical work	0,25
Portfolio							
1.9. <i>Assessment and evaluation of student work during classes and the final exam</i>							
0-49 does not meet minimum criteria - insufficient (1) 50-64 meets minimum criteria - sufficient (2) 65-79 average success with noticeable shortcomings - good (3) 80-89 above-average success with occasional mistakes - very good (4) 90-100 outstanding success - excellent (5)							
1.10. <i>Required readings (at the time of submitting the study programme proposal)</i>							
Čudina-Obradović, M. (2003). <i>Igrom do čitanja. Igre i aktivnosti za razvijanje vještine čitanja</i> . Zagreb: Školska knjiga. Došen Dobud, A. (2016). <i>Dijete – istraživač i stvaralac</i> . Zagreb: Alinea.							
1.11. <i>Supplementary readings (at the time of submitting)</i>							
Apel, K., Masterson, J. (2004). <i>Jezik i govor od rođenja do šeste godine: Od glasanja i prvih riječi do početne pismenosti – potpuni vodič za roditelje i odgojitelje</i> . Lekenik: Ostvarenje. Oussoren-Voors, R. (2007). <i>Ples pisanja 1</i> . Lekenik: Ostvarenje. Oussoren-Voors, R. (2008). <i>Ples pisanja 2</i> . Lekenik: Ostvarenje. Posokhova, I. (2007). <i>Kako pomoći djetetu s teškoćama u čitanju i pisanju</i> . Lekenik: Ostvarenje.							
1.12. <i>Required readings and number of copies relative to the number of students currently taking the course</i>							
<i>Title</i>						<i>Number of copies</i>	<i>Number of students</i>
Čudina-Obradović, M. (2003). <i>Igrom do čitanja. Igre i aktivnosti za razvijanje vještine čitanja</i> . Zagreb: Školska knjiga.						3	Students enrol in elective courses at their own discretion.
Došen Dobud, A. (2016). <i>Dijete – istraživač i stvaralac</i> . Zagreb: Alinea.						2	Studenti upisuju izborne kolegije prema vlastitom nahodanju.
1.13. <i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies</i>							
Anonymous student survey.							

General information		
Lead instructor	Dražen Rastovski, PhD, assistant professor	
Course name	KINESIOLOGY FOR INDIVIDUALS WITH HEARING IMPAIRMENTS	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
Course status	Elective	
Year	1 st year, 1 st semester	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	1+1+0

1. COURSE DESCRIPTION		
1.1. <i>Course aims</i>		
The aim of the course is to teach students to apply basic exercises suitable for hearing-impaired people.		
1.2. <i>Course enrolment requirements</i>		
None.		
1.3. <i>Intended course learning outcomes</i>		
On successful completion of this course, students will be able to:		
<ol style="list-style-type: none"> 1. Generate optimal training content for people with hearing impairment. 2. Integrate knowledge in designing the content of the exercise plan and programme for people with hearing impairment. 3. Demonstrate created exercise programs. 4. Evaluate the contents of the exercise. 5. Communicate appropriately with hearing-impaired people. 		
1.4. <i>Course content</i>		
<p>This course includes the following:</p> <ol style="list-style-type: none"> 1. Features of the development of motor skills: regular development, deviations in children with hearing impairments. 2. Sensitive stages of motor skills development and the connection of motor skills with other areas of development. 3. Movements across the centre line of the body. 4. Elongation activities. 5. Energy exercises. 6. Breathing exercises. 7. Selection of appropriate exercises in relation to rehabilitation goals. 		
1.5. <i>Modes of delivery</i>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input type="checkbox"/> remote learning <input type="checkbox"/> field work	<input type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other <hr/>
1.6. <i>Comments</i>		

1.7. Student obligations							
Students are required to attend and actively participate in practical exercises regularly.							
1.8. Monitoring student work							
Class attendance	0,50	Participation in class	0,50	Seminar paper		Experimental work	
Written exam		Oral exam	0,50	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	0,50
Portfolio							
1.9. Assessment and evaluation of student work during classes and the final exam							
Students are monitored for regular attendance and participation in exercises. The exam is oral.							
1.10. Required readings (at the time of submitting the study programme proposal)							
Dennison, P.E., Dennison, G. E. (2011). BRAIN GYM®: Priručnik za obitelj i edukatore. Zagreb: Alfa.							
1.11. Supplementary readings (at the time of submitting)							
Dennison, P.E., Dennison, G.E. (2007). Brain Gym: Priručnik za obitelj i edukatore. Lekenik: Ostvarenje.							
Vidranski, T., Farkaš, D. (2015). Motor skills in hearing impaired children with and without cochlear implant: A systematic review. Collegium Antropologicum, 39(supp1), 173-179.							
Vidranski, T., Tomac, Z., Farkaš, D. (2015). Motoričke vještine učenika s kohlearnim implantatom. Hrvatska revija za rehabilitacijska istraživanja, 51(1), 1-8.							
1.12. Required readings and number of copies relative to the number of students currently taking the course							
<i>Title</i>		<i>Number of copies</i>		<i>Number of students</i>			
Dennison, P.E., Dennison, G. E. (2011). BRAIN GYM®: Priručnik za obitelj i edukatore. Zagreb: Alfa.		An e-edition is stored in the library and is available for use.		Students enrol in elective courses of their own choice.			
1.13. Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies.							
Anonymous student survey.							

General information		
Lead instructor	Zlatko Bukvić, PhD, assistant professor	
Course name	SELECTED CHAPTERS OF EDUCATIONAL REHABILITATION	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
COURSE STATUS	Elective	
Year	1 st year, 1 st semester	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	1+1+0

1. COURSE DESCRIPTION		
<i>1.1. Course aims</i>		
The course aims to train students to think autonomously about inclusive values and ways of organising and providing adequate support to children with developmental disabilities and adults with disabilities in different social contexts. It also includes the evaluation of educational rehabilitation as a complementary science to speech therapy.		
<i>1.2. Course enrolment requirements</i>		
None.		
<i>1.3. Intended course learning outcomes</i>		
Students will be able to: 1. Scrutinise the most important national and international documents on the rights of children and adults with disabilities. 2. Use appropriate terminology from the field of educational rehabilitation. 3. Argue the advantages of inclusive education in relation to individual and social perspectives. 4. Analyse indicators of inclusive practice. 5. Apply the basic principles of curriculum adaptation. 6. Design and implement appropriate forms of cooperation with parents and families of children and adults with disabilities. 7. To value educational rehabilitators as co-experts and partners. 8. Take responsibility for the quality of communication with co-experts.		
<i>1.4. Course content</i>		
1. Models of developmental disabilities. 2. International and national documents in the field of disability: legal regulations, rights of children with special needs, philosophy of inclusion, inclusive values in education. 3. Assumptions for the successful inclusion of children with developmental disabilities in the mainstream education system (nursery, kindergarten, primary school, secondary school, higher education, lifelong learning). 4. Index of inclusive practice, quality of inclusion. 5. Educational and rehabilitation work with children with different types of disabilities, specifics of working with children and adults. 6. Care and lifelong support: the role of the educational rehabilitator. 7. Duties of an educational rehabilitator and work in a professional team. 8. Achieving continuity of developmentally appropriate support through cooperation with parents of children with developmental disabilities		
<i>1.5. Modes of delivery</i>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals	<input checked="" type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory

		<input checked="" type="checkbox"/> remote learning		<input checked="" type="checkbox"/> supervision	
		<input type="checkbox"/> field work		<input checked="" type="checkbox"/> other Social learning project	
1.6. Comments		The project is implemented in host institutions with mentors and educational rehabilitators or students of educational rehabilitation.			
1.7. Student obligations					
Class attendance, activity in classes, designing a social learning project. In the host institution, students behave in accordance with the ethics of the profession, respect the house rules, and respect the dignity of the clients.					
1.8. Monitoring student work					
Course attendance	0,50	Participation in class	0,50	Seminar paper	Experimental work
Written exam		Oral exam		Essay	Research
Project		Continuous assessment of knowledge		Student report	Practical work
Portfolio					1
1.9. Assessment and evaluation of student work during classes and the final exam					
Attending classes, being active in classes, and creating projects in cooperation with educational rehabilitators/students of educational rehabilitation.					
1.10. Required readings (at the time of submitting the study programme proposal)					
Booth, T., Ainscow, M., Kingston, D. (2010). Indeks for Inclusion. Dostupno na: http://www.csie.org.uk/resources/inclusion-index-explained.shtml					
Mihanović, V. (2011). Invaliditet u kontekstu socijalnog modela. Hrvatska revija za rehabilitacijska istraživanja, 47(1), 72-86.					
1.11. Supplementary readings (at the time of submitting)					
Thompson, J. (2016). Vodič za rad s djecom i učenicima s posebnim odgojno–obrazovnim potrebama. Zagreb: Educa.					
1.12. Required readings and number of copies relative to the number of students currently taking the course					
Title				Number of copies	Number of students
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1.13. Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies					
Anonymous student survey.					

General information		
Lead instructor	Ivana Đurđević Babić, PhD, full professor	
Course name	DIGITAL TOOLS IN INCLUSIVE EDUCATION	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
COURSE STATUS	Elective	
Year	1 st year, 2 nd semester	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	1+0+1

1. COURSE DESCRIPTION							
1.1. <i>Course aims</i>							
Students will get acquainted with the role of digital tools in inclusive education and the basic concepts of digital tools. They will become able to adequately select the appropriate digital tool while considering the student's particular difficulty.							
1.2. <i>Course enrolment requirements</i>							
None							
1.3. <i>Intended course learning outcomes</i>							
On successful completion of this course, students will be able to: 1. Interpret terminology related to digital tools. 2. Specify the characteristics of digital tools. 3. Critically evaluate digital tools and their application. 4. Create a short educational game suitable for supporting children with developmental disabilities by using available digital tools.							
1.4. <i>Course content</i>							
The course includes the following: Basic terminology (game, digital game, educational game, gamification, computer-based teaching, assistive technology, serious games...). Taxonomy of digital tools. Areas of application of digital tools. Digital tools and learning. Educational theories and digital tools. The benefits of using digital tools in the education of students with developmental disabilities, the impact on students, and the role of teachers. Current findings, trends and challenges in the application of digital tools in education. Technical requirements, ethical issues and ranking standards of digital tools. Examples of digital tools for children with disabilities. Critical analysis and evaluation of digital tools. Creation of a short educational game that can be applied in educating students with developmental disabilities using available digital tools.							
1.5. <i>Modes of delivery</i>				<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent work <input checked="" type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other	
1.6. <i>Comments</i>							
1.7. <i>Student obligations</i>							
Active classroom participation, written and oral presentation of a seminar paper.							
1.8. <i>Monitoring student work</i>							
Course attendance	0,50	Participation in class		Seminar paper	0,50	Experimental work	

Written exam	0,50	Oral exam	0,50	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

1.9. *Assessment and evaluation of student work during classes and the final exam*

TEACHING METHOD	ECTS	LEARNING OUTCOME	STUDENT ACTIVITY	ASSESSMENT METHOD	POINTS	
					min	max
Class attendance	0,50	1.-4.	Presence and active participation in classes	Students attendance and participation records	/	/
Seminar paper	0,50	1.-4.	Presenting a seminar paper	Teacher assessment	10	20
Quizzes or written exams	0,50	1.-4.	Preparing for quizzes or written exams	Quizzes or written exams	25,5	50
Final exam	0,50	1.-4.	Preparing for an oral exam	Q-A	15,5	30
Total	2				51	100

1.10. *Required readings (at the time of submitting the study programme proposal)*

Jerbić-Zorc, G., Mišurac, I. Sikirica, M., Sirovina, D. (2018). PRIRUČNIK ZA PRIMJENU I IZRADU e-ŠKOLE SCENARIJA POUČAVANJA. CarNet. Available at:

<https://pilot.e-skole.hr/wp-content/uploads/2018/04/Prirucnik-za-primjenu-i-izradu-e-Skole-scenarija-poucavanja.pdf>

Patrick, F. (2009). Digitalne igre u školama: Priručnik za učitelje. Brussels: European Schoolnet. Available at: http://arhiva.mobilnost.hr/prilozi/04_487_Digitalne_igre_u_skoli_Prirucnik_za_ucitelje.pdf

Social Innovation Center (2018) Kako ostvariti uspjeh s digitalnom gamifikacijom za mlade: priručnik. Available at: <http://socialinnovation.lv/wp-content/uploads/2013/12/GAMI-Croatia.pdf>

1.11. *Supplementary readings (at the time of submitting)*

Hrvatska akademska i istraživačka mreža–CARNET, (2016). Prijedlog kriterija za evaluaciju i preporuka za izradu digitalnih obrazovnih sadržaja. Available at:

https://pilot.e-skole.hr/wpcontent/uploads/2016/12/Prijedlog_kriterija_za_DOS.pdf

Tomaš, S. (2018). Digitalne tehnologije kao potpora praćenju i vrednovanju. Hrvatska akademska i istraživačka mreža–CARNET. Available at: https://pilot.e-skole.hr/wp-content/uploads/2018/03/Prirucnik_Digitalne-tehnologije-kao-potpورا-pracenju-i-vrednovanju.pdf

1.12. *Required readings and number of copies relative to the number of students currently taking the course*

Title	Number of copies	Number of students
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1.13. *Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies*

Anonymous student survey.

General information		
Lead instructor	Ivana Stanić, PhD, assistant professor	
Course name	PROJECT MANAGEMENT	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
COURSE STATUS	Elective	
Year	1 st year, 2 nd semester	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	1+0+1

1. COURSE DESCRIPTION		
<i>1.1. Course aims</i>		
The course aims to train students to understand the process of project management. Enable the acquisition of project management competencies, with an emphasis on design phases, project components, financial aspects of the project (budget and budget planning), project sustainability and project evaluation.		
<i>1.2. Course enrolment requirements</i>		
None.		
<i>1.3. Intended course learning outcomes</i>		
On successful completion of this course, students will be able to: 1. Plan the phases of the project. 2. Transform the goals of the project in accordance with the perceived problems in society before and during the project. 3. Specify the areas/components of the project. 4. Evaluate the implementation of project phases and the project as a whole. 5. Organise social actions and campaigns as part of project activities, with an emphasis on promoting inclusive values. 6. Communicate appropriately with project team members, collaborators and project stakeholders.		
<i>1.4. Course content</i>		
The course includes the following: 1. Projects (types, methods of financing, criteria). 2. Project planning (identification of needs in the field, gathering experts, working in a team). 3. Project components (goals/outcomes, project indicators, target groups, project activities, project sustainability, budget setting, cost planning, evaluation, etc.). 4. Project management (team communication, time management, financial management). 5. Analyses of the completed project (types of analysis and evaluation). Reports on the implemented project. 6. Individual and social aspects of projects. 7. Ethics of projects.		
<i>1.5. Modes of delivery</i>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other <hr/>
<i>1.6. Comments</i>		

<i>1.7. Student obligations</i>							
Students have an obligation to regularly attend classes, actively participate in classes, and collaborate with colleagues when creating a project. The seminar is designed as a project that is carried out in work with end users during study visits, in host institutions.							
<i>1.8. Monitoring student work</i>							
Course attendance	0,50	Participation in class	0,50	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	0,50
Portfolio		Project	0,50				
<i>1.9. Assessment and evaluation of student work during classes and the final exam</i>							
The exam consists of a written and implemented project and project presentation.							
<i>1.10. Required readings (at the time of submitting the study programme proposal)</i>							
Fertalj, K., Car, Ž., Nižetić Kosović, I. (2016). <i>Upravljanje projektima</i> . Zagreb: FER. Dostupno na: https://bib.irb.hr/datoteka/807419.Upravljanje_projektima_-_skripta_FER_2016.pdf Forrester, S., Sunar, I. (2011). <i>Razvoj i upravljanje projektima financiranim sredstvima Europske Unije</i> . Sarajevo: TACSO. Dostupno na: https://www.zaklada-slagalica.hr/tasco/PDF/Razvoj%20i%20upravljanje%20projektima%20financiranim%20sredstvima%20Europske%20unije.pdf							
<i>1.11. Supplementary readings (at the time of submitting)</i>							
Grit, R. (2021). <i>Project Management: A Practical Approach</i> . London: Routledge.							
<i>1.12. Required readings and number of copies relative to the number of students currently taking the course</i>							
<i>Title</i>				<i>Number of copies</i>		<i>Number of students</i>	
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<i>1.13. Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies</i>							
Anonymous student survey.							

General information		
Lead instructor	Rahaela Varga, PhD, associate professor	
Course name	LEARNING AND TEACHING THEORIES	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
COURSE STATUS	Elective	
Year	1st year, 2nd semester	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	1+0+1

1. COURSE DESCRIPTION		
1.1. <i>Course aims</i>		
The course aims to enable students to understand multiple perspectives promoted by diverse theories of learning and teaching so that they can think critically about contemporary educational issues.		
1.2. <i>Course enrolment requirements</i>		
None		
1.3. <i>Intended course learning outcomes</i>		
<p>On successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Evaluate the individual and social significance of learning and teaching. 2. Interpret the features of different theoretical approaches to learning and teaching. 3. Apply the education theories as a starting point for independent research on education. 4. Argumentatively discuss learning and teaching, as well as other issues related to education. 5. Take individual (and shared) responsibility for creative (and collaborative) work on solving educational problems. 		
1.4. <i>Course content</i>		
<p>The course includes the following:</p> <ol style="list-style-type: none"> 1. Learning and teaching: theories, definitions, models, approaches. 2. The relationship between the terms learning, teaching, and education. Learning and teaching as theoretical problems of social sciences. 3. Learning and teaching from the view of normative, human science, empiric, emancipatory and constructivist pedagogy. 4. Spatial and temporal determinants of learning and teaching (social, cultural, economic, etc.). 5. Types, principles, forms and methods of learning and teaching. 6. Contemporary problems of learning and teaching. 		
1.5. <i>Modes of delivery</i>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work	<input type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other
1.6. <i>Comments</i>		
1.7. <i>Student obligations</i>		
Active classroom participation, taking written quizzes or the final exam. Part of the exam is a portfolio on the learning and teaching phenomena which the student creates during the semester.		
1.8. <i>Monitoring student work</i>		

Course attendance	0,50	Participation in class	0,25	Seminar paper	0,25	Experimental work	
Written exam	0,25	Oral exam	0,25	Essay		Research	
Project		Continuous assessment of knowledge	0,25	Student report		Practical work	
Portfolio	0,25						
1.9. <i>Assessment and evaluation of student work during classes and the final exam</i>							
Students collect points in the process of continuous assessment of knowledge through quizzes, seminar papers and various activities/assignments (100 points in total). Grading criteria: 91 – 100% = excellent (5); 81 – 90% = very good (4); 71 – 80% = good (3); 61 – 70% = sufficient (2). Students with an insufficient number of points and those not satisfied with the number of points take the final exam.							
1.10. <i>Required readings (at the time of submitting the study programme proposal)</i>							
Matijević, M., Bilić, V., Opić, S. (2016). <i>Pedagogija za učitelje i nastavnike</i> . Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu i Školska knjiga. Pastuović, N. (2012). <i>Obrazovanje i razvoj</i> . Zagreb: Institut za društvena istraživanja. Thomas, G. (2015). <i>Kratak uvod u pedagogiju</i> . Zagreb: Educa.							
1.11. <i>Supplementary readings (at the time of submitting)</i>							
Bašić, S. (1999). <i>Odgoj</i> . U: Mijatović, A. (ur.) <i>Osnove suvremene pedagogije</i> , (str. 175-203). Zagreb: Hrvatski pedagoško-književni zbor. Bruner, J. (2000). <i>Kultura obrazovanja</i> . Zagreb: Educa. König, E., Zedler, P. (1998). <i>Teorije znanosti o odgoju</i> . Zagreb: Educa. Peko, A., Varga, R., Vican, D (2016). <i>Upravljanje odgojno-obrazovnom ustanovom: Kultura škole</i> . Zadar: Sveučilište u Zadru.							
1.12. <i>Required readings and number of copies relative to the number of students currently taking the course</i>							
<i>Title</i>				<i>Number of copies</i>		<i>Number of students</i>	
Matijević, M., Bilić, V., Opić, S. (2016). <i>Pedagogija za učitelje i nastavnike</i> . Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu i Školska knjiga.				8		Students enrol in elective courses based on their own preferences.	
Pastuović, N. (2012). <i>Obrazovanje i razvoj</i> . Zagreb: Institut za društvena istraživanja.				1		Students enrol in elective courses based on their own preferences.	
Thomas, G. (2015). <i>Kratak uvod u pedagogiju</i> . Zagreb: Educa.				1		Students enrol in elective courses based on their own preferences.	
1.13. <i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies</i>							
Anonymous student survey.							

General information		
Lead instructor	Ružica Kolar-Šuper, PhD, full professor Ana Katalenić, PhD, assistant professor	
Course name	FUNCTIONAL MATHEMATICAL ABILITIES AND SKILLS	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
Course status	Elective	
Year	1 st year, 2 nd semester	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	1+1+0

Course description		
<i>1.1. Course aims</i>		
This course aims to introduce students to the basic elements of mathematical literacy, such as the ability to functionally use mathematical knowledge and understand how to solve problems in a real context.		
<i>1.2. Course enrolment requirements</i>		
None.		
<i>1.3. Intended course learning outcomes</i>		
On successful completion of this course, students will be able to: 1. Differentiate mathematical concepts and present them in various ways, including numbers and symbols, diagrams and maps, graphs and tables. 2. Specify different types of application of mathematical knowledge in a real context. 3. To design open-ended and closed-ended tasks in various real and abstract contexts that support various mathematical knowledge. 4. Evaluate different technologies for solving mathematical problems.		
<i>1.4. Course content</i>		
The course includes the following: 1. Mathematical literacy. 2. Strategies for solving mathematical problems. 3. Application of knowledge in the area of numbers in real-life situations. 4. Calculation ingenuity by choosing a suitable method. 5. Assessing the accuracy and meaningfulness of the results. 6. Inductive reasoning. 7. Geometry in a real context (measurement, orientation). 8. Solving problems in the context of position and direction. 9. Elements of probability and statistics in a real context. 10. Open-ended problems. 11. Application of ICT in solving mathematical problems.		
<i>1.5. Modes of delivery</i>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals	<input checked="" type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory

		<input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work		<input type="checkbox"/> supervision <input type="checkbox"/> other _____	
1.6. Comments					
1.7. Student obligations					
Class attendance, portfolio. Students take the exam after attending the lectures. The exam is written and oral.					
1.8. Monitoring student work					
Class attendance	0,50	Participation in class		Seminar paper	Experimental work
Written exam	0,50	Oral exam	0,50	Essay	Research
Project		Continuous assessment of knowledge	0,50	Student report	Practical work
Portfolio					
1.9. Assessment and evaluation of student work during classes and the final exam					
Monitoring the students' work during classes, two colloquiums, and evaluation of the prepared written paper. The final grade is formed on the basis of the grade of the colloquium (written exam), the prepared paper and the oral exam.					
1.10. Required readings (at the time of submitting) and number of copies relative to the number of students currently taking the course					
Middleton, J. A., Polly Goepfert, P. (1996). <i>Inventive Strategies for Teaching Mathematics: Implementing Standards for Reform</i> . Washington: American Psychological Association. Robbins, B. (2000). <i>Inclusive mathematics 5-11</i> . New York: Continuum.					
1.11. Supplementary readings (at the time of submitting)					
Sharma, M.C. (2001). <i>Matematika bez suza – kako pomoći djetetu s teškoćama u učenju matematike</i> . Zagreb: Osvarenje. Blum, W., Galbraith, P.L., Henn, H., Niss, M. (2007). <i>Modelling and Applications in Mathematics Education</i> . London: Springer. Strnad, J. (1990). <i>Metrom i aršinom-Izlet u svijet najvećih i najmanjih razdaljina</i> . Zagreb: Školska knjiga.					
1.12. Required readings and number of copies relative to the number of students currently taking the course					
Title		Number of copies		Number of students	
Middleton, J. A., Polly Goepfert, P. (1996). <i>Inventive Strategies for Teaching Mathematics: Implementing Standards for Reform</i> . Washington: American Psychological Association.		A digital edition (e-book) is stored in the library and available for use.		40	
Robbins, B. (2000). <i>Inclusive mathematics 5-11</i> . New York: Continuum.		A digital edition (e-book) is stored in the library and available for use.		40	
1.13. Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies.					
Anonymous student survey.					

ELECTIVE COURSES, 2nd YEAR

General information			
Lead instructor	Ivana Marinić, PhD, assistant professor		
Course name	ENGLISH LANGUAGE IN SPEECH AND LANGUAGE THERAPY II		
Study programme	Undergraduate University Study Programme of Speech and Language Therapy		
COURSE STATUS	Elective		
Year	2 nd year, 3 rd and 4 th semester		
Number of credits and mode of delivery	ECTS student workload coefficient	2	2
	Number of hours (L+P+S)	1+1+0	1+1+0

1. COURSE DESCRIPTION			
1.1. <i>Course aims</i>			
The aim of the course is to enable students to use upper intermediate general vocabulary and the basic terminology of speech and language therapy, to become accurate and fluent in spoken discourse, applying different modes of formality in speech, and to write academic papers, and to develop reading and listening skills.			
1.2. <i>Course enrolment requirements</i>			
English Language in Speech and language therapy I			
1.3. <i>Intended course learning outcomes</i>			
On successful completion of this course, students will be able to: 1. Understand the meaning of profession-related texts in English. 2. Use information from the profession-related texts in English. 3. Define and use the terminology of speech and language therapy in presentations. 4. Discuss profession-related issues in Croatia and the English-speaking countries. 5. Communicate with different speakers of English.			
1.4. <i>Course content</i>			
1. B2-C1 CEFR level of grammatical and lexical knowledge 2. Terminology of speech and language therapy 3. Profession-related issues in English-speaking countries; intercultural perspective and information 4. Reading and analysis of profession-related texts 5. Audio and video interviews with experts, accompanied by language exercises			
1.5. <i>Modes of delivery</i>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent work <input checked="" type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other _____	
1.6. <i>Comments</i>			
1.7. <i>Student obligations</i>			
Students are required to participate regularly and actively in lessons and achieve at least 61% on quizzes and assignments or the final exam.			
1.8. <i>Monitoring student work</i>			
Course attendance	1	Participation in class	1 Seminar paper Experimental work

Written exam	1	Oral exam		Essay		Research	
Project		Continuous assessment of knowledge	1	Student report		Practical work	
Portfolio							
1.9. <i>Assessment and evaluation of student work during classes and the final exam</i>							
Students collect points based on the continuous assessment of lesson participation, quizzes and assignments (100%). Final grade criteria: 91-100% = excellent (5), 81-90% = very good (4), 71-80% = good (3), 61-70% = satisfactory (2). Students with less than 61% of the points or those who wish to improve their grades take the final exam.							
1.10. <i>Required readings (at the time of submitting the study programme proposal)</i>							
A booklet of selected papers and other relevant texts in the field of speech and language therapy (assembled by the instructor)							
1.11. <i>Supplementary readings (at the time of submitting)</i>							
Seal, B., Espeseth, M., Kim, S., Williams, J. (2020). Academic Encounters. Cambridge University Press.							
1.12. <i>Required readings and number of copies relative to the number of students currently taking the course</i>							
<i>Title</i>				<i>Number of copies</i>		<i>Number of students</i>	
-							
1.13. <i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies</i>							
Anonymous student survey.							

General information			
Lead instructor	Darija Kuharić, PhD, assistant professor		
Course name	GERMAN LANGUAGE IN SPEECH AND LANGUAGE THERAPY II		
Study programme	Undergraduate University Study Programme of Speech and Language Therapy		
COURSE STATUS	Elective		
Year	2 nd year, 3 rd and 4 th semester		
Number of credits and mode of delivery	ECTS student workload coefficient	2	2
	Number of hours (L+P+S)	1+1+0	1+1+0

1. COURSE DESCRIPTION			
1.1. <i>Course aims</i>			
<p>The course aims to enable students to acquire the terminology of fundamental expressions within the field of study using a general dictionary, as well as specialised terminology and grammar of the German language within the framework of communication and academic writing and speaking skills, as well as reading and listening with comprehension.</p>			
1.2. <i>Course enrolment requirements</i>			
Knowledge of the German language at the B1 level or passing the German Language I exam.			
1.3. <i>Intended course learning outcomes</i>			
<p>On successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Analyse specialised vocabulary in professional articles. 2. Generate summaries of professional texts read in the German language. 3. Independently research necessary information in professional texts in the German language. 4. Specify terms from the field of study in presentations within the field of study. 5. Evaluate the specificities of the profession in Croatia and Germany. 6. Communicate appropriately with interlocutors in the German language. 			
1.4. <i>Course content</i>			
<p>The course includes the following:</p> <ol style="list-style-type: none"> 1. Expansion of vocabulary and grammatical structures at the B1-B2 level. 2. Familiarisation with the language of the profession and vocabulary enhancement. 3. Familiarisation with culturally specific characteristics of the profession in Germany. 4. Reading and linguistic analysis of professional texts. 5. Listening to and watching interviews with experts along with language-based tasks. 			
1.5. <i>Modes of delivery</i>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent work <input checked="" type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other	
1.6. <i>Comments</i>			
1.7. <i>Student obligations</i>			
Students are required to participate regularly and actively in practical exercises.			
1.8. <i>Monitoring student work</i>			

Course attendance	1	Participation in class	1	Seminar paper		Experimental work	
Written exam	1	Oral exam		Essay		Research	
Project		Continuous assessment of knowledge	1	Student report		Practical work	
Portfolio							
<i>1.9. Assessment and evaluation of student work during classes and the final exam</i>							
Students accumulate points through continuous assessment of knowledge through quizzes, participation in exercises, and various activities/tasks (total of 100 points). Criteria for forming the proposed grade: 91 – 100% = excellent (5); 81 – 90% = very good (4); 71 – 80% = good (3); 61 – 70% = satisfactory (2). Students with an insufficient number of points and those dissatisfied with the accumulated number of points take the exam.							
<i>1.10. Required readings (at the time of submitting the study programme proposal)</i>							
Collection of selected texts from relevant professional literature (compiled by the course instructor)							
<i>1.11. Supplementary readings (at the time of submitting)</i>							
Fügert, N., Richter, U. (2016). <i>Wissenschaftssprache verstehen</i> . Lehr- und Arbeitsbuch. Stuttgart: Klett. Schmohl, S. et al. (2019). <i>Akademie Deutsch</i> . Intensivlehrwerk B1+. Wien: Hueber Verlag.							
<i>1.12. Required readings and number of copies relative to the number of students currently taking the course</i>							
<i>Title</i>				<i>Number of copies</i>		<i>Number of students</i>	
-							
<i>1.13. Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies</i>							
Anonymous student survey.							

General information		
Lead instructor	Zlatko Bukvić, PhD, assistant professor	
Course name	GROUP INTERVENTION MANAGEMENT	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
COURSE STATUS	Elective	
Year	2 nd year, 3 rd semester	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	1+1+0

1. COURSE DESCRIPTION		
<i>1.1. Course aims</i>		
The course aims to introduce students to the basics of group work and group interventions.		
<i>1.2. Course enrolment requirements</i>		
None.		
<i>1.3. Intended course learning outcomes</i>		
On successful completion of this course, students will be able to:		
<ol style="list-style-type: none"> 1. Evaluate the importance of group work in accordance with individual development. 2. Manage processes in the direction of strengthening rehabilitation procedures. 3. Analyse group dynamics and recognise conflict and the need for appropriate intervention. 4. Plan, implement and evaluate the direction of group work for each participant. 5. Identify the phase of the group process and the characteristics of group dynamics. 6. To evaluate factors related to indications and contraindications for inclusion in the rehabilitation group. 		
<i>1.4. Course content</i>		
The course includes the following:		
<ol style="list-style-type: none"> 1. Educational and treatment groups. 2. Stages of development of the group process and group dynamics in groups of children and adults. 3. Specifics of group work in speech and language rehabilitation, education of children with language and speech difficulties, communication difficulties, specific learning disorders, other neurodevelopmental disorders and behavioural problems. 4. Levels of intervention in groups of children and adults. 5. Application of creative techniques in group work with children and adults. 6. Conflicts in the group and ways to solve them. 7. Group processes and development of individual potential. 8. Assessment of indications and contraindications for inclusion in the rehabilitation group. 9. Informal self-help groups and the role of experts in them. 10. Ethics in group work. 		
<i>1.5. Modes of delivery</i>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other
<i>1.6. Comments</i>		

<i>1.7. Student obligations</i>							
Class attendance, class participation, narrative notes, written exam.							
<i>1.8. Monitoring student work</i>							
Course attendance	0,50	Participation in class	0,50	Seminar paper		Experimental work	
Written exam	0,50	Oral exam		Essay		Research	
Project		Continuous assessment of knowledge	0,50	Student report		Practical work	
Portfolio							
<i>1.9. Assessment and evaluation of student work during classes and the final exam</i>							
Assessment of knowledge includes continuous student assessments during class, student narrative notes and a final written exam.							
<i>1.10. Required readings (at the time of submitting the study programme proposal)</i>							
Cristner R. W., Stewart J. L., Freeman A. (2007). Handbook of cognitive-behavior group therapy with children and adolescents, specific settings and presenting problems. London: Routledge. (chapters 1-3, 5-6, 9, 17, 22, 23, 25) Cole M. B. (2012). Group dynamics in occupational therapy, the theoretical basis and practice application of group intervention. Thorofare: Slack Incorporated.							
<i>1.11. Supplementary readings (at the time of submitting)</i>							
Ajduković, M. (1997). Grupni pristup u psihosocijalnom radu. Zagreb: Društvo za psihološku pomoć. Zrilić, S. (2011). Djeca s posebnim potrebama u vrtiću i nižim razredima osnovne škole: Priručnik za roditelje, odgojitelje i učitelje. Zadar: Sveučilište u Zadru Bohaček, A. M., Ivšac Pavliša J., Ljubešić M. (2018). Intervencija utemeljena na rutinama u ranoj intervenciji kroz grupni rad s obiteljima. Logopedija, 8(1),6-12.							
<i>1.12. Required readings and number of copies relative to the number of students currently taking the course</i>							
<i>Title</i>					<i>Number of copies</i>	<i>Number of students</i>	
Cristner R. W., Stewart J. L., Freeman A. (2007). <i>Handbook of cognitive-behavior group therapy with children and adolescents, specific settings and presenting problems</i> . London: Routledge					Selected chapters are available through library exchange.	Students enrol in elective courses at their own discretion.	
Cole M. B. (2012). <i>Group dynamics in occupational therapy, the theoretical basis and practice application of group intervention</i> . Thorofare: Slack Incorporated.					Selected chapters are available through library exchange.	Students enrol in elective courses at their own discretion.	
<i>1.13. Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies</i>							
Anonymous student survey.							

General information		
Lead instructor	Emina Berbić Kolar, PhD, full professor	
Course name	VERTICAL MULTILINGUALISM IN THE CROATIAN LANGUAGE	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
COURSE STATUS	Elective	
Year	2 nd year, 3 rd semester	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	1+0+1

1. COURSE DESCRIPTION		
1.1. <i>Course aims</i>		
The course aims to raise students' awareness of the existence of vertical multilingualism, the relationship between the standard language and organic idioms.		
1.2. <i>Course enrolment requirements</i>		
None		
1.3. <i>Intended course learning outcomes</i>		
On successful completion of this course, students will be able to:		
<ul style="list-style-type: none"> 6. Analyse the basic concepts related to vertical multilingualism. 7. Interpret the basic characteristics of vertical multilingualism. 8. Integrate knowledge about vertical multilingualism. 9. Critically evaluate vertical multilingualism in the context of social inclusion. 10. Analyse appropriate examples of vertical multilingualism. 		
1.4. <i>Course content</i>		
<ul style="list-style-type: none"> 1. The course includes the following: 2. Standard Croatian language. 3. Croatian dialects. 4. Vernaculars of the Croatian language. 5. Organic idioms. 6. Multilingualism. 7. Vertical multilingualism. 8. Coexistence of the standard language and organic idioms. 9. Examples of vertical multilingualism. 10. Vertical multilingualism and identity. 11. Geolinguistics. 		
1.5. <i>Modes of delivery</i>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input checked="" type="checkbox"/> field work	<input checked="" type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> supervision <input type="checkbox"/> other
1.6. <i>Comments</i>		
1.7. <i>Student obligations</i>		
Students are required to regularly attend classes, write a seminar paper and pass the oral exam.		

1.8. <i>Monitoring student work</i>							
Course attendance	0.50	Participation in class	0.50	Seminar paper	0.50	Experimental work	
Written exam		Oral exam	0.25	Essay		Research	
Project		Continuous assessment of knowledge	0.25	Student report		Practical work	
Portfolio							
1.9. <i>Assessment and evaluation of student work during classes and the final exam</i>							
Students will be monitored and evaluated during the semester by taking one term exam and upon completion of the course by taking the oral exam.							
1.10. <i>Required readings (at the time of submitting the study programme proposal)</i>							
<p>Brozović, D. (2004). O dijalektologiji kao jezikoslovnoj disciplini. <i>Suvremena lingvistika</i>, 57-58(1-2), 1-12.</p> <p>Kuvač, J., Cvikić, L. (2005). Dječji jezik između standarda i dijalekta. U: Stolac, D., Ivanetić, N., Pritchard, B. (ur.), <i>Jezik u društvenoj interakciji</i>, (str. 275-285). Zagreb: Hrvatsko društvo za primijenjenu lingvistiku.</p> <p>Miškuljin Saletović, L., Berbić Kolar, E., Bilić Meštrić, K. (2021). Multilingualism in Teacher Education in Croatia. In: Wernicke, M. et al.. (eds.), <i>Multilingualism and Teacher Education: International Perspectives</i>, (pp. 104-122). Bristol: Multilingual Matters.</p> <p>Pavličević-Franić, D. (2000). Usvajanje hrvatskog standardnog jezika u sustavu okomite dvojezičnosti. <i>Napredak: časopis za pedagoški teoriju i praksu</i>, 141(1), 75-86.</p> <p>Pavličević-Franić, D. (2002). Vertikalni bilingvizam i nastava hrvatskoga jezika u osnovnoj školi. U: Sesar, D., Vidović Bolt, I. (ur.). <i>Zbornik radova II. hrvatskog slavističkoga kongresa</i>, (str. 537-545). Zagreb: Hrvatsko filološko društvo i Filozofski fakultet u Zagrebu.</p> <p>Pavličević-Franić, D. (2003). Razvoj pragmatične jezične kompetencije u sustavu okomito bilingvalnoga diskursa. U: Stolac, D., Ivanetić, N., Pritchard, B. (ur.), <i>Psiholingvistika i kognitivna znanost u hrvatskoj primijenjenoj lingvistici</i>, (str. 579-590). Zagreb: Hrvatsko društvo za primijenjenu lingvistiku.</p>							
1.11. <i>Supplementary readings (at the time of submitting)</i>							
<p>Babić Sesar, T. Pavičić Takač, V. (2016). Slavonski dijalekt i hrvatski standardni jezik u okviru sustava okomite višejezičnosti. U: Botica, S., Nikolić, D., Tomašić, J., Vidović-Bolt, I. (ur.), <i>Šesti hrvatski slavistički kongres - Zbornik radova sa znanstvenoga skupa s međunarodnim sudjelovanjem</i>, (str. 77-88) Zagreb: Hrvatsko filološko društvo.</p> <p>Berbić Kolar, E., Gligorić, I. M. (2018). O jeziku kao identitetu i vrijednoj kulturnoj baštini slavnskoga dijalekta. U: Matanović, D., Zeliński, B., Turbić Hadžagić, A., Berbić Kolar, E. (ur.), <i>Tadijino stoljeće: povijest, kultura, identitet</i>, (str. 189-200). Osijek: Fakultet za odgojne i obrazovne znanosti u Osijeku; Poznanj: Fakultet za poljsku i klasičnu filologiju u Poznanju.</p> <p>Berbić Kolar, E., Gligorić, I. M., Alar, E. (2018). Bilingualism in early and pre-school age in Croatian Language. <i>Social sciences and arts SGEM 2018</i>, Sofija, Bugarska: SGEM, str. 63-72.</p> <p>Kereša, M., Živić, T., Berbić Kolar, E. (2021). Bilingual children's communication skills: an innovative approach. U: Katić, V. (ur.), <i>Trendovi razvoja: "On-line nastava na univerzitetima" - zbornik radova</i>, (str. 391-395). Novi Sad: Fakultet tehničkih nauka.</p> <p>Nikolić, K., Berbić Kolar, E., Gligorić, I. M. (2019). Prijenosna odstupanja govornika hrvatskoga jezika u učenju njemačkoga jezika. <i>Međunarodni znanstveni skup „Hrvatski kao drugi i strani jezik – VII. HIDIS“</i>, str. 111-146.</p>							
1.12. <i>Required readings and number of copies relative to the number of students currently taking the course</i>							
<i>Title</i>						<i>Number of copies</i>	<i>Number of students</i>
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1.13. <i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies</i>							
Anonymous student survey.							

General information		
Lead instructor	Aleksandra Krampač Grljušić, PhD, assistant professor	
Course name	PROGRAMMES FOR PROMOTING SOCIAL SKILLS IN CHILDREN WITH DEVELOPMENTAL DISABILITIES	
Study programme	Undergraduate University Study Programme of Speech and language therapy	
COURSE STATUS	Elective	
Year	2 nd year, 3 rd semester	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	1+1+0

1. COURSE DESCRIPTION		
<i>1.1. Course aims</i>		
The course aims to train the student to support the social skills of children with developmental disabilities in different social contexts.		
<i>1.2. Course enrolment requirements</i>		
None.		
<i>1.3. Intended course learning outcomes</i>		
On successful completion of this course, students will be able to: 1. Analyse the level of participation of children with developmental disabilities in everyday activities in different social contexts and environments. 2. Manage programmes for the development of social skills of individuals and groups. 3. Investigate the level of participation of children with developmental disabilities.		
<i>1.4. Course content</i>		
The course includes the following: 1. Levels of participation (participation in accordance with the type of activity, level of support, and type of disability). 2. Social and individual aspects of participation. 3. Social skills: assessment, planning, programs, evaluation. 4. Prevention of misconduct. 5. Cooperation with families: socialisation processes in the family. 6. Cooperation with co-experts (educators, teachers, pedagogues, etc.): socialisation outside the family, modelling behaviour outside the family. 7. Programs for supporting social skills of children with developmental disabilities: exemplary good practices in the world and in our country. 8. Teamwork and cooperation.		
<i>1.5. Modes of delivery</i>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work	<input type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other
<i>1.6. Comments</i>		
<i>1.7. Student obligations</i>		

Students are required to regularly attend classes, participate in classes actively, and create a short programme on social skills for the particular child.

1.8. Monitoring student work

Course attendance	0,50	Participation in class		Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous assessment of knowledge	0,50	Student report		Practical work	1
Portfolio							

1.9. Assessment and evaluation of student work during classes and the final exam

Students are monitored during the course (regular class attendance and participation), make narrative notes, and create a programme for developing social skills for the particular child during the study visits. The exam is oral, and, with the help of notes and the programme, students will reflect on the possibilities of encouraging the social skills of children with developmental disabilities.

1.10. Required readings (at the time of submitting the study programme proposal)

Romstein, K. (2016). Razine uključenosti djece s teškoćama u razvoju predškolske dobi u odnosu na vrstu aktivnosti i vrstu teškoće. *Život i škola*, 62(1), 165-176.
 Velki, T., Romstein, K. (2014). Učimo zajedno. Osijek: FOOZOS, OBŽ. Dostupno na: <https://repozitorij.foozos.hr/islandora/object/foozos%3A689>

1.11. Supplementary readings (at the time of submitting)

Del Prette, Z.A.P., Del Prette, A. (2021). *Social competence and social skills: A theoretical and practical guide*. Cham: Springer

1.12. Required readings and number of copies relative to the number of students currently taking the course

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>
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1.13. Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies

Anonymous student survey.

General information		
Lead instructor	Ksenija Romstein, PhD, associate professor, univ. spec. rehab. educ.	
Course name	NEW TECHNOLOGIES IN ASSESSMENT AND REHABILITATION OF AUTISM SPECTRUM DISORDER	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
COURSE STATUS	Elective	
Year	2 nd year, 3 rd semester	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	1+2+0

1. COURSE DESCRIPTION		
<i>1.1. Course aims</i>		
The main aim of the course is to integrate knowledge about new technologies in the assessment and rehabilitation of ASD, with an emphasis on robotic technologies and the possibility of their application from the perspective of aids/ tools in everyday work.		
<i>1.2. Course enrolment requirements</i>		
None.		
<i>1.3. Intended course learning outcomes</i>		
On successful completion of this course, students will be able to:		
<ol style="list-style-type: none"> 1. Analyse the main concepts covered in the course. 2. Analyse the selected technologies and specify the possibilities of their implementation in relation to the goals of rehabilitation. 3. Apply new technologies in rehabilitation. 4. Scrutinise the application of technologies in the context of speech and language rehabilitation. 5. Interpret the results of research on technologies in speech and language therapy on a practical level. 6. Argue selected application technologies in the context of speech and language rehabilitation and everyday life. 		
<i>1.4. Course content</i>		
<p>The course includes the following:</p> <p>During the course, individual technologies will be considered in the diversity of their technical, technological, operational and application forms, as well as the possibilities of their application and/or integration into existing systems and platforms in the context of assessment and rehabilitation of ASD. Special emphasis will be on new and forthcoming technologies that could achieve technological maturity. The main focus of the course will be on the range of robotic technologies, from minimalist non-humanoid to complex social robot systems supported by artificial intelligence. The implementation of any technology requires an understanding of technical and informational elements and a critical reflection on their use.</p> <p>Topics:</p> <ol style="list-style-type: none"> 1. Introductory considerations of basic concepts of new technologies and robotics. 2. Hardware characteristics. 3. Operational characteristics. 4. Applicative characteristics of robotics in rehabilitation. 5. Immersive technological solutions. 6. Implications of using robotics in the assessment and rehabilitation of ASD. 7. Application of robotics in rehabilitation, characteristics of the human-machine interface. 8. Results of research on the implementation of robotics in assessment, rehabilitation and everyday life. 9. Final discussion on the selected topics. 		
<i>1.5. Modes of delivery</i>	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent work

				<input type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network	
				<input checked="" type="checkbox"/> practicals	<input type="checkbox"/> laboratory	
				<input checked="" type="checkbox"/> remote learning	<input type="checkbox"/> supervision	
				<input type="checkbox"/> field work	<input type="checkbox"/> other	
1.6. Comments						
1.7. Student obligations						
Students are obliged to attend lectures and actively participate in classes. Students must attend more than 75% of classes. Students have to independently create a plan for the application of robotic technology in working with people with ASD and pass a written and oral exam.						
1.8. Monitoring student work						
Course attendance	0,50	Participation in class		Seminar paper	Experimental work	
Written exam	0,50	Oral exam	0,50	Essay	Research	
Project		Continuous assessment of knowledge		Student report	Practical work	0,50
Portfolio						
1.9. Assessment and evaluation of student work during classes and the final exam						
obligations		Outcomes	ECTS	Maximal part in final grade (%)		
Class attendance		1. - 6.	0,50	25 %		
Practical work		1. - 6.	0,50	25 %		
Exam (written and oral)		1. - 6.	1	50 %		
Total			2	100 %		
1.10. Required readings (at the time of submitting the study programme proposal)						
Encarnação, P., Cook, A. (2017). <i>Robotic Assistive Technologies: Principles and Practice</i> . Cleveland: CRC Press.						
Zubak, I. i sur. (2018). usporedba reakcija na robote u socijalnom i nesocijalnom kontekstu u djece s poremećajem iz spektra autizma i djece tipičnog razvoja. <i>Hrvatska revija za rehabilitacijska istraživanja</i> , 54(2), 28-38.						
1.11. Supplementary readings (at the time of submitting)						
Dimitrova, M., Wagatsuma, H. (2019). <i>Cyber-Physical Systems for Social Applications</i> . Hershey: IGI Global.						
Artemiadis, P. (2014). <i>Neuro-Robotics: From Brain Machine Interfaces to Rehabilitation Robotics</i> . New York: Springer.						
Bien, Z., Stefanov, D. (2004). <i>Advances in Rehabilitation Robotics: Human-friendly Technologies on Movement Assistance and Restoration for People with Disabilities</i> , Heidelberg: Springer-Verlag.						
1.12. Required readings and number of copies relative to the number of students currently taking the course						
Title		Number of copies		Number of students		
Encarnação, P., Cook, A. (2017). <i>Robotic Assistive Technologies: Principles and Practice</i> . Cleveland: CRC Press.		A digital edition (e-book) is stored in the library and available for use.		Students enrol in elective courses at their own discretion.		
1.13. Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies						
Anonymous student survey.						

General information		
Lead instructor	Ksenija Romstein, PhD, associate professor, univ. spec. rehab. educ.	
Course name	VISUAL IMPAIRMENTS	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
COURSE STATUS	Elective	
Year	2 nd year, 4 th semester	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	1+1+0

1. COURSE DESCRIPTION		
<i>1.1. Course aims</i>		
This course aims to train students for direct work with the visually impaired population (highly visually impaired and blind people) and the application of typhlodidactic principles and tools in everyday life.		
<i>1.2. Course enrolment requirements</i>		
None.		
<i>1.3. Intended course learning outcomes</i>		
On successful completion of this course, students will be able to:		
<ol style="list-style-type: none"> 1. Analyse the criteria of visual impairment and connect them with people's everyday functioning. 2. Apply innovative and creative approaches to learning and teaching visually impaired people in changing conditions and different social contexts (family, school, workplace). 3. Manage the rehabilitation process of visually impaired people. 4. Develop processes and protocols for the inclusion of visually impaired people in the community and everyday life. 		
<i>1.4. Course content</i>		
The course includes the following:		
<ol style="list-style-type: none"> 1. Visual impairments (criterion of functionality), functioning of persons with visual impairments. 2. Basic didactic-methodical principles in working with visually impaired people in relation to the context (preschool education, schooling, workplace, counselling centres, etc.). 3. Basics of peripathology. 4. Braille (learning and acquisition methodology, techniques and tools). 5. Assessment of vision functionality (approaches, techniques, protocols). 6. Support planning and programming in relation to the needs of clients. 7. Modern technologies in the rehabilitation of visually impaired people. 8. Teamwork and cooperation with families. 		
<i>1.5. Modes of delivery</i>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work	<input type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other
<i>1.6. Comments</i>		
<i>1.7. Student obligations</i>		
Students attend classes regularly in accordance with the Ordinance on Studies and Studying.		

<i>1.8. Monitoring student work</i>							
Course attendance	0,50	Participation in class	0,50	Seminar paper		Experimental work	
Written exam	0,50	Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	0,50
Portfolio							
<i>1.9. Assessment and evaluation of student work during classes and the final exam</i>							
Assessment and evaluation of the student's work is continuous through colloquia and demonstrations of what was presented in class. The final exam consists of a short text written in the Braille alphabet and reading Braille.							
<i>1.10. Required readings (at the time of submitting the study programme proposal)</i>							
Stančić, V. (1991). Oštećenja vida: biopsihosocijalni aspekti. Zagreb: Školska knjiga.							
<i>1.11. Supplementary readings (at the time of submitting)</i>							
Mršić, V. (1995). Orijentacija i kretanje u Hrvatskoj. Zagreb: Hrvatska udruga za školovanje pasa vodiča i mobilitet.							
<i>1.12. Required readings and number of copies relative to the number of students currently taking the course</i>							
<i>Title</i>					<i>Number of copies</i>	<i>Number of students</i>	
-							
Stančić, V. (1991). Oštećenja vida: biopsihosocijalni aspekti. Zagreb: Školska knjiga.					4	Students enrol in elective courses at their own discretion.	
<i>1.13. Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies</i>							
Anonymous student survey.							

General information		
Lead instructor	Lidija Bakota, PhD, associate Professor	
Course name	METHODOLOGY OF TEACHING STUDENTS WITH DYSGRAPHIA AND DYSLEXIA	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
COURSE STATUS	Elective	
Year	2 nd year, 4 th semester	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	1+1+0

1. COURSE DESCRIPTION		
<i>1.1. Course aims</i>		
To train the student to apply methodological systems in working with children with learning disabilities, with special emphasis on the development of speech and language activities, active listening, speaking, reading and writing.		
<i>1.2. Course enrolment requirements</i>		
None.		
<i>1.3. Intended course learning outcomes</i>		
On successful completion of this course, students will be able to: 1. Explain the concept of methodology and its position in the system of science. 2. Plan and apply initial reading and writing methods (global and analytical-synthetic reading method, formal and handwritten script) in working with students with learning disabilities. 3. Plan and apply Participate in planning and applying vocabulary acquisition strategies with the aim of its planned expansion. 4. Evaluate different methods of encouraging reading, writing and storytelling. 5. Specify the types of questions and tasks in the teaching process and analyse their applicability in working with students with reading and writing difficulties.		
<i>1.4. Course content</i>		
The course includes the following: 1. The concept of methodology and its position in the system of science. 2. Methodical systems of initial reading and writing. 3. Reading skills and the student with learning disabilities. 4. Writing skills and the student with learning disabilities. 5. Vocabulary acquisition strategies. 6. Methods of encouraging reading, writing and storytelling. 7. Types of questions and tasks in the teaching process.		
<i>1.5. Modes of delivery</i>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other
<i>1.6. Comments</i>		
<i>1.7. Student obligations</i>		

The student is obliged to attend lectures and workshops regularly, and to continuously carry out the prescribed tasks (mastering formal and handwritten writing with the presentation of two writing booklet, presenting methods of encouraging reading, writing and storytelling, applying vocabulary acquisition strategies during reading, designing questions and tasks for the development of speaking skills, reading and writing).

1.8. Monitoring student work

Course attendance	0,50	Participation in class	0,50	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous assessment of knowledge	0,50	Student report		Practical work	0,50
Portfolio							

1.9. Assessment and evaluation of student work during classes and the final exam

The student's attendance at lectures and active participation in workshops will be evaluated. Periodically, the student will be evaluated in accordance with the completed practical tasks (mastering the skills of writing formal and handwritten letters, creating methods to encourage reading, writing and storytelling, mastering vocabulary expansion strategies, formulating questions and tasks in working with students with learning disabilities). A student who completes all prescribed course obligations during the academic year is exempt from the final (oral/written) exam.

1.10. Required readings (at the time of submitting the study programme proposal)

Bakota, L. (2020). *Strategije razumijevanja pri čitanju. Metodičke mogućnosti čitanja s razumijevanjem u nastavi hrvatskoga jezika*. Osijek: Fakultet za odgojne i obrazovne znanosti, Sveučilište Josipa Jurja Strossmayera u Osijeku. (odabrana poglavlja)
Kelić, M. (2015). *Ovladavanje čitanjem*. Jastrebarsko: Naklada Slap.

1.11. Supplementary readings (at the time of submitting)

Bežen, A. (2014). *Početno pisanje na hrvatskome jeziku: priručnik uz Hrvatski pravopis*. Zagreb: Institut za hrvatski jezik i jezikoslovlje.
Čudina-Obradović, M. (2004). *Kad kraljevna piše kraljeviću: psihološki temelji učenja čitanja i pisanja: priručnik za učitelje*. Zagreb: Pučko otvoreno učilište Korak po korak.
Soboleva, A., Emeljanova, K. (2009). *Pišem bez pogriješaka. Igre, vježbe i aktivnosti za pomoć djeci s teškoćama u pisanju s uputama i preporukama neuropsihologa*. Zagreb: Planet Zoe d.o.o.
Soboleva, A., Krasnova, S. (2011). *Teškoće u čitanju? Više ne! Kako igrom pomoći djetetu u svladavanju vještine čitanja*. Zagreb: Planet Zoe d. o. o.

1.12. Required readings and number of copies relative to the number of students currently taking the course

Title	Number of copies	Number of students
Bakota, L. (2020). <i>Strategije razumijevanja pri čitanju. Metodičke mogućnosti čitanja s razumijevanjem u nastavi hrvatskoga jezika</i> . Osijek: Fakultet za odgojne i obrazovne znanosti, Sveučilište Josipa Jurja Strossmayera u Osijeku.	10	Students enrol in elective courses at their own discretion.
Kelić, M. (2015). <i>Ovladavanje čitanjem</i> . Jastrebarsko: Naklada Slap.	3	Students enrol in elective courses at their own discretion.

1.13. Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies

Anonymous student survey.

General information		
Lead instructor	Dora Begović, SLT, assistant	
Course name	INTERSECTORAL SPEECH AND LANGUAGE REHABILITATION	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
COURSE STATUS	Elective	
Year	2 nd year, 4 th semester	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	0+4+0

1. COURSE DESCRIPTION		
<i>1.1. Course aims</i>		
The course aims to train the student to apply and connect speech and language therapy activities in different systems (education, social activities, health activities, public administration, non-governmental sector, science and research, etc.).		
<i>1.2. Course enrolment requirements</i>		
None.		
<i>1.3. Intended course learning outcomes</i>		
On successful completion of this course, students will be able to: 1. Integrate speech and language therapy knowledge in the direction of designing new approaches and methods in speech and language therapy. 2. Interpret the legal framework of speech and language therapy. 3. Evaluate Scrutinize speech and language therapy activities in different systems. 4. Specify the speech and language therapy activity in relation to the needs of a particular system. 5. Connect different systems with the purpose of promoting and improving speech and language therapy activities. 6. Generate projects with the aim of strengthening speech and language therapy activities in different systems. 7. Take responsibility for improving the quality of speech and language therapy activities in different systems. 8. Communicate with different interlocutors in different socio-cultural contexts.		
<i>1.4. Course content</i>		
The course includes the following: 1. Speech and language therapy activity: legal framework of the Republic of Croatia and applicability in different systems. 2. Roles of SLT in different systems, specifics of teamwork in different systems. 3. Identification of key areas suitable for cooperation with SLT and implementation of speech and language therapy activities in different systems. 4. Public work of SLT (advocacy activities, informing and educating the public, social campaigns and promotions). 5. Promotion of the reputation of the SLT.		
<i>1.5. Modes of delivery</i>	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other
<i>1.6. Comments</i>		

<i>1.7. Student obligations</i>							
Students complete the course through a social learning project.							
<i>1.8. Monitoring student work</i>							
Course attendance		Participation in class		Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Project	2				
<i>1.9. Assessment and evaluation of student work during classes and the final exam</i>							
Students prepare one project in the host institution, which they present.							
<i>1.10. Required readings (at the time of submitting the study programme proposal)</i>							
Begić, J. i sur. (2019). Od ideje do promjene: vodič za pokretanje programa društveno korisnog učenja. Dostupno na: https://repozitorij.rgn.unizg.hr/islandora/object/rgn%3A1005/datastream/FILE0/view							
<i>1.11. Supplementary readings (at the time of submitting)</i>							
UN (2007). Civic Engagement in Public Policies: A Toolkit. New York: UN.							
<i>1.12. Required readings and number of copies relative to the number of students currently taking the course</i>							
<i>Title</i>						<i>Number of copies</i>	<i>Number of students</i>
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<i>1.13. Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies</i>							
Anonymous student survey.							

General information		
Lead instructor	Lidija Nikolić, PhD, assistant professor	
Course name	RHYTHM AND CHILD DEVELOPMENT	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
Course status	Elective	
Year	2 nd year, 4 th semester	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	2+0+1

COURSE DESCRIPTION		
1.1. <i>Course aims</i>		
The aims of this course are as follows: Acquisition of basic knowledge about rhythm and the benefits of performing rhythmic activities for child development. Acquisition of elementary skills of rhythm work.		
1.2. <i>Course enrolment requirements</i>		
None.		
1.3. <i>Intended course learning outcomes</i>		
On successful completion of this course, students will be able to: 1. Analyse musical expressive components. 2. Choose rhythm chants in accordance with the child's developmental status. 3. Evaluate rhythm chants as a form of developmental support. 4. Implement rhythm chants in rehabilitation work.		
1.4. <i>Course content</i>		
The course includes the following: 1. Temporal properties of music: musical pulse, tempo, meter, rhythm. 2. Notation of musical meter and rhythm. 3. Musical and expressive components: tone colour, melody, dynamics. 4. Chants. 5. Rhythmic percussion. 6. Body music. 7. Rhythmic skills. 8. Rhythmic activities and general development of the child. 9. Developing rhythmic skills. 10. Vocal, percussion and body music performance of chants. 11. Performing the rhythm while listening to instrumental music examples.		
1.5. <i>Modes of delivery</i>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other <hr/>
1.6. <i>Comments</i>		

1.7. Student obligations							
Students are obliged to attend and actively participate in classes and prepare homework on time.							
1.8. Monitoring student work							
Class attendance	0,25	Participation in class	0,25	Seminar paper		Experimental work	
Written exam	0,25	Oral exam	0,25	Essay		Research	
Project		Continuous assessment of knowledge	0,50	Student report		Practical work	0,50
Portfolio							
1.9. Assessment and evaluation of student work during classes and the final exam							
Students take two tests during the semester. At the end of the semester, students take a practical, written and oral exam.							
1.10. Required readings (at the time of submitting the study programme proposal)							
Nikolić, L. (2018). Utjecaj glaze na opći razvoj djeteta. Napredak, 159(1-2), 139-158. Popović, A., Popović, Ž., Bogut, I. (2018). Body percussion: a prevention programme in everyday teaching practice. U: Zbornik radova znanstvenih konferencija Učiteljskog fakulteta na mađarskom nastavnom jeziku (str. 142-151). Subotica: Sveučilište u Novom Sadu, Učiteljski fakultet na mađarskom narodnom jeziku u Subotici.							
1.11. Supplementary readings (at the time of submitting)							
Gospodnetić, H. (2015). Metodika glazbene kulture za rad u dječjim vrtićima. 1 dio. Zagreb: Mali profesor. Gospodnetić, H. (2015). Metodika glazbene kulture za rad u dječjim vrtićima. 2 dio. Zagreb: Mali profesor. Marić, Lj., Goran, Lj., (2013). Zapjevajmo radosno; Metodički priručnik za odgojitelje, studente i roditelje. Zagreb: Golden marketing - Tehnička knjiga. Šmit, M. B. (2001). Glazbom do govora. Zagreb: Naklada Haid.							
1.12. Required readings and number of copies relative to the number of students currently taking the course							
<i>Title</i>		<i>Number of copies</i>		<i>Number of students</i>			
-							
1.13. Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies.							
Student survey.							

General information		
Lead instructor	Zvezdana Penava Brekalo, PhD, assistant professor	
Course name	VOLUNTEER WORK I	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
COURSE STATUS	Elective	
Year	2 nd year, 4 th semester	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	0+2+0

1. COURSE DESCRIPTION		
1.1. <i>Course aims</i>		
This course aims to train students to cooperate with different professions and end users.		
1.2. <i>Course enrolment requirements</i>		
None		
1.3. <i>Intended course learning outcomes</i>		
<p>On successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Integrate the knowledge about children with developmental disabilities and adults with disabilities. 2. Transform the theoretical knowledge into practical procedures on the ground. 3. Evaluate inclusive processes in society. 4. Identify the social barriers to inclusion and engage actively in removing the barriers. 5. Organise direct work with end users (children with developmental disabilities, their families, professionals, etc.). 		
1.4. <i>Course content</i>		
<p>The course includes the following:</p> <ol style="list-style-type: none"> 1 Legal framework of volunteering. 2 Civil society organisations as the initiators of inclusion. 3 Inclusive values: individual and social perspectives. 4 Social actions and campaigns aimed at removing the barriers to inclusion. 5 Self-advocacy. 6 Adequate communication with end users: support levels and communication according to the rehabilitation goals. 7 Systematic approach to social inclusion. 8 Teamwork and cooperation. 		
1.5. <i>Modes of delivery</i>	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> supervision <input type="checkbox"/> other
1.6. <i>Comments</i>		
1.7. <i>Student obligations</i>		
During the one-week volunteering at a partner institution, a student creates a Work Diary, which also represents the exam material. The exam encompasses the evaluation of the Work Diary and the student's reflection on the activities performed while volunteering. A certificate of attendance issued by the chosen institution is attached to the Work Diary,		

proving the student's engagement in the activities. During the volunteering time, students are obliged to comply with the rules and protocols of the chosen institution. Any dignity violation against the end users, any damage to the reputation and any workplace disruption of the institution is subject to sanctions.

1.8. Monitoring student work

Course attendance		Participation in class		Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	1
Portfolio		Work Diary	1				

1.9. Assessment and evaluation of student work during classes and the final exam

Students are monitored during their regular visits to the chosen institution and their active contribution to its functioning. The Work Diary is evaluated for the purpose of the final grade.

1.10. Required readings (at the time of submitting the study programme proposal)

Etički kodeks volontera NN 55/08. Available at: www.nn.hr

Grupa autora (2015). *Abeceda volontiranja*. Zadar: Volonterski centar Zadar. Available at: <https://vczd.org/cms/data/dl/106.%20Publikacija%20Abeceda%20volontiranja.pdf>

Šehić Relić, L. i sur. (2014). *Generacija za V: Priručnik o volontiranju za srednjoškolce*. Zagreb: Volonterski centar Zagreb. Available: <http://www.volonterski-centar-ri.org/wp-content/uploads/web-prirucnik-za-volontere.pdf>

Zakon o volonterstvu NN 58/07, NN 22/13 Available at: www.nn.hr

1.11. Supplementary readings (at the time of submitting)

Forčić, G. (2007). *Kako unaprijediti volontiranje?* Rijeka: Udruga za razvoj civilnog društva SMART. Available at https://www.ufri.uniri.hr/files/Volontiranje/Kako_unaprijediti_volontiranje.pdf

Jela-Prgić, Z., Kordić, L., Jeđud Borić, I. (2015). *Menadžment volontera: Priručnik za vođenje volontera i volonterskih programa*. Zagreb: Volonterski centar Zagreb. Available at <http://www.volontirajmo.zagor.info/Content/documents/menad%C5%BEment%20volontera.pdf>

1.12. Required readings and number of copies relative to the number of students currently taking the course

Title	Number of copies	Number of students
-		

1.13. Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies

Anonymous student survey.

ELECTIVE COURSES, 3rd YEAR

General information			
Lead instructor	Ivana Marinić, PhD, assistant professor		
Course name	ENGLISH LANGUAGE IN SPEECH AND LANGUAGE THERAPY III		
Study programme	Undergraduate University Study Programme of Speech and language therapy		
COURSE STATUS	Elective		
Year	3 rd year, 5 th and 6 th semester		
Number of credits and mode of delivery	ECTS student workload coefficient	2	2
	Number of hours (L+P+S)	1+1+0	1+1+0

1. COURSE DESCRIPTION		
1.1. <i>Course aims</i>		
The aim of the course is to enable students to use advanced general vocabulary and the terminology of speech and language therapy, to become accurate and fluent in spoken discourse, to apply different modes of formality in speech, to write academic papers, and to develop reading and listening skills. Emphasis is put on the development of academic discourse.		
1.2. <i>Course enrolment requirements</i>		
English Language in Speech and language therapy II		
1.3. <i>Intended course learning outcomes</i>		
On successful completion of this course, students will be able to: 1. Use the profession-related terminology in speaking and writing. 2. Understand the meaning and summarise the professional texts in the English language. 3. Write short professional papers and give oral presentations in English. 4. Compare the terminology in English and Croatian. 5. Communicate with different speakers in English, paying attention to the formality of the situation.		
1.4. <i>Course content</i>		
1. C1 CEFR level of grammatical and lexical knowledge 2. Terminology of speech and language therapy 3. Profession-related issues in English-speaking countries; intercultural perspective and information 4. Reading and analysis of profession-related texts 5. Audio and video interviews with experts, accompanied by language exercises		
1.5. <i>Modes of delivery</i>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent work <input checked="" type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other
1.6. <i>Comments</i>		
1.7. <i>Student obligations</i>		
Students are required to participate regularly and actively in lessons and achieve at least 61% on quizzes or the final exam.		
1.8. <i>Monitoring student work</i>		

Course attendance	1	Participation in class	1	Seminar paper		Experimental work	
Written exam		Oral exam	1	Essay		Research	
Project		Continuous assessment of knowledge	1	Student report		Practical work	
Portfolio							
1.9. <i>Assessment and evaluation of student work during classes and the final exam</i>							
Students collect points based on the continuous assessment of lesson participation, quizzes and assignments. Final grade criteria: 91-100% = excellent (5), 81-90% = very good (4), 71-80% = good (3), 61-70% = satisfactory (2). Students with less than 61% of the points or those who wish to improve their grades take the final exam.							
1.10. <i>Required readings (at the time of submitting the study programme proposal)</i>							
A booklet of selected papers and other relevant texts in the field of speech and language therapy (assembled by the instructor)							
1.11. <i>Supplementary readings (at the time of submitting)</i>							
Seal, B., Espeseth, M., Kim, S., Williams, J. (2020). Academic Encounters. Cambridge University Press.							
1.12. <i>Required readings and number of copies relative to the number of students currently taking the course</i>							
<i>Title</i>						<i>Number of copies</i>	<i>Number of students</i>
-							
1.13. <i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies</i>							
Anonymous student survey.							

General information			
Lead instructor	Darija Kuharić, PhD, assistant professor		
Course name	GERMAN LANGUAGE IN SPEECH AND LANGUAGE THERAPY III		
Study programme	Undergraduate University Study Programme of Speech and Language Therapy		
COURSE STATUS	Elective		
Year	3 rd year, 5 th and 6 th semester		
Number of credits and mode of delivery	ECTS student workload coefficient	2	2
	Number of hours (L+P+S)	1+1+0	1+1+0

1. COURSE DESCRIPTION											
1.1. <i>Course aims</i>											
Improving the terminology of fundamental terms within the field of study, using a general dictionary, as well as specialised terminology and grammar of the German language within the framework of communication and academic writing and speaking skills, as well as reading and listening comprehension, with an emphasis on the academic level.											
1.2. <i>Course enrolment requirements</i>											
Completed course German Language II or Passed exam at the B1.2 level (CERFL)											
1.3. <i>Intended course learning outcomes</i>											
On successful completion of this course, students will be able to:											
<ol style="list-style-type: none"> 1. Integrate professional terminology into spoken and written German. 2. Specify meanings and summarise professional texts read in the German language. 3. Generate short professional texts and oral presentations in the German language. 4. Evaluate the specificities of professional terminology in German, compared to Croatian. 5. Communicate appropriately with interlocutors in the German language. 											
1.4. <i>Course content</i>											
The course includes the following:											
<ol style="list-style-type: none"> 1. Enhancement of vocabulary and grammatical structures at the B2-C1 level. 2. Improvement of understanding and usage of professional language, systematic enhancement of vocabulary. 3. Comparison of culturally specific characteristics of the profession in Germany and Croatia. 4. Reading and linguistic analysis of professional texts. 5. Listening to and watching interviews with experts along with language-based tasks. 											
1.5. <i>Modes of delivery</i>	<table border="0"> <tr> <td><input checked="" type="checkbox"/> lectures</td> <td><input checked="" type="checkbox"/> independent work</td> </tr> <tr> <td><input type="checkbox"/> seminars and workshops</td> <td><input checked="" type="checkbox"/> multimedia and network</td> </tr> <tr> <td><input checked="" type="checkbox"/> practicals</td> <td><input type="checkbox"/> laboratory</td> </tr> <tr> <td><input checked="" type="checkbox"/> remote learning</td> <td><input type="checkbox"/> supervision</td> </tr> <tr> <td><input type="checkbox"/> field work</td> <td><input type="checkbox"/> other _____</td> </tr> </table>	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent work	<input type="checkbox"/> seminars and workshops	<input checked="" type="checkbox"/> multimedia and network	<input checked="" type="checkbox"/> practicals	<input type="checkbox"/> laboratory	<input checked="" type="checkbox"/> remote learning	<input type="checkbox"/> supervision	<input type="checkbox"/> field work	<input type="checkbox"/> other _____
<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent work										
<input type="checkbox"/> seminars and workshops	<input checked="" type="checkbox"/> multimedia and network										
<input checked="" type="checkbox"/> practicals	<input type="checkbox"/> laboratory										
<input checked="" type="checkbox"/> remote learning	<input type="checkbox"/> supervision										
<input type="checkbox"/> field work	<input type="checkbox"/> other _____										
1.6. <i>Comments</i>											
1.7. <i>Student obligations</i>											
Students are required to participate regularly and actively in practical exercises and pass quizzes or final exams.											

1.8. <i>Monitoring student work</i>							
Course attendance	1	Participation in class	1	Seminar paper		Experimental work	
Written exam		Oral exam	1	Essay		Research	
Project		Continuous assessment of knowledge	1	Student report		Practical work	
Portfolio							
1.9. <i>Assessment and evaluation of student work during classes and the final exam</i>							
Students accumulate points through continuous assessment of knowledge through quizzes, participation in exercises, and various activities/tasks (total of 100 points). Criteria for forming the proposed grade: 91 – 100% = excellent (5); 81 – 90% = very good (4); 71 – 80% = good (3); 61 – 70% = satisfactory (2). Students with an insufficient number of points and students dissatisfied with the accumulated number of points take the exam.							
1.10. <i>Required readings (at the time of submitting the study programme proposal)</i>							
Collection of selected texts from relevant professional literature (compiled by the course instructor)							
1.11. <i>Supplementary readings (at the time of submitting)</i>							
Fügert, N., Richter, U. (2016). <i>Wissenschaftssprache verstehen</i> . Lehr- und Arbeitsbuch. Stuttgart: Klett.							
1.12. <i>Required readings and number of copies relative to the number of students currently taking the course</i>							
<i>Title</i>				<i>Number of copies</i>		<i>Number of students</i>	
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1.13. <i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies</i>							
Anonymous student survey.							

General information		
Lead instructor	Dunja Jurić Vukelić, PhD, assistant professor	
Course name	PSYCHOGENIC ETIOLOGY OF COMMUNICATION AND LANGUAGE DISORDERS	
Study programme	Undergraduate University Study Programme of Speech and language therapy	
COURSE STATUS	Elective	
Year	3 rd year, 5 th semester	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	1+1+0

1. COURSE DESCRIPTION		
<i>1.1. Course aims</i>		
The course aims to train students to understand the connection between psychological processes and language-speech development and communication.		
<i>1.2. Course enrolment requirements</i>		
None.		
<i>1.3. Intended course learning outcomes</i>		
On successful completion of this course, students will be able to:		
<ol style="list-style-type: none"> 1. Take responsibility for appropriate communication with people of different abilities and from different social environments. 2. Actively participate in the team of co-experts. 3. Distinguish between qualitative and quantitative indicators of speech and language development and communication. 4. To identify the key behaviours of an individual in the context of psychogenic communication difficulties. 		
<i>1.4. Course content</i>		
The course includes the following:		
<ol style="list-style-type: none"> 1. Speech and language development– biopsychosocial aspects and the quality of early interactions in the child's micro-environment. 2. Early indicators of speech and language disabilities, and identification of psychologically conditioned communication disorders 3. The most common speech and language disabilities of psychogenic etiology (stuttering, selective mutism, etc.). 4. Speech and language disabilities as part of syndromes and biologically determined conditions. 5. Support for families and family dynamics. 6. Support in different social contexts (educational institution, peer relationships...). 7. Quality of life. 8. Cooperation with the team. 		
<i>1.5. Modes of delivery</i>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other
<i>1.6. Comments</i>		
<i>1.7. Student obligations</i>		

Attendance, participation in classes and study visits. In the host institution, students behave in accordance with the ethics of the profession, respect the house rules, and respect the dignity of the clients.

1.8. Monitoring student work

Course attendance	0,50	Participation in class	0,50	Seminar paper		Experimental work	
Written exam	1	Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

1.9. Assessment and evaluation of student work during classes and the final exam

Class attendance, class participation, and regular completion of assigned tasks. The exam is written.

1.10. Required readings (at the time of submitting the study programme proposal)

Kordić, A. i sur. (2020). Kognitivno-bihevioralna terapija djeteta sa selektivnim mutizmom: prikaz slučaja. Dostupno na: <https://hrcak.srce.hr/file/344608>
materijali dostupni na: <https://stutteringtherapyresources.com/>

1.11. Supplementary readings (at the time of submitting)

Galić-Jušić, I. (2021). Mucanje: Etiologija, dijagnostika, intervencije. Jastrebarsko: Naklada Slap.
Mihanović, V. (2011). Invaliditet u kontekstu socijalnog modela. Hrvatska revija za rehabilitacijska istraživanja, 47(1), 72-86.

1.12. Required readings and number of copies relative to the number of students currently taking the course

Title	Number of copies	Number of students
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1.13. Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies

Anonymous student survey.

General information		
Lead instructor	Rahaela Varga, PhD, associate Professor	
Course name	FUNDAMENTALS OF DIDACTICS	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
COURSE STATUS	Elective	
Year	3 rd year, 5 th semester	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	1+0+1

1. COURSE DESCRIPTION
<i>1.1. Course aims</i>
The aim of the course is to engage students in a critical analysis of didactic topics and equip them to understand and apply didactic and methodological principles in working with children.
<i>1.2. Course enrolment requirements</i>
None
<i>1.3. Intended course learning outcomes</i>
On successful completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Connect didactic knowledge and procedures in speech therapy. 2. Critically analyse contemporary teaching using didactic terminology. 3. Communicate responsibly in class to promote inclusion. 4. Monitor the realisation of planned outcomes and student development. 5. Evaluate the achievement of inclusion and the quality of teaching.
<i>1.4. Course content</i>
The course includes the following: <ol style="list-style-type: none"> 1. Definition and subject of the didactics. 2. Basic didactic terms. 3. Didactic theories of teaching. 4. Achieving inclusion through teaching. 5. Individual differences among students. 6. Individual differences among teachers. 7. Inclusiveness of teaching contents and textbooks. 8. Gaining authority and building relationships. 9. Classroom communication. 10. The role of inclusion in conducting quality teaching. 11. Features of contemporary instruction - competence approach. 12. Values in teaching and teaching goals. 13. Didactic principles. 14. Organisational foundation of teaching. 15. Structuring the teaching process 16. Selection of teaching resources and methods. 17. Social forms of student/teacher work. 18. Curriculum studies 19. Formal and hidden curriculum. 20. Taxonomy of learning outcomes. 21. Evaluation of student achievements.

22. Evaluation of different types of curriculum. 23. Inclusion assessment and the quality of teaching.							
1.5. <i>Modes of delivery</i>		<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work				<input type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other	
1.6. <i>Comments</i>							
1.7. <i>Student obligations</i>							
Active class participation in lectures and seminars. Passing quizzes or the final exam.							
1.8. <i>Monitoring student work</i>							
Course attendance	0,25	Participation in class	0,25	Seminar paper	0,25	Experimental work	
Written exam	0,50	Oral exam	0,50	Essay		Research	
Project		Continuous assessment of knowledge	0,25	Student report		Practical work	
Portfolio							
1.9. <i>Assessment and evaluation of student work during classes and the final exam</i>							
According to the Ordinance on Studies and Studying.							
1.10. <i>Required readings (at the time of submitting the study programme proposal)</i>							
Bognar, L., Matijević, M. (2002). Didaktika. Zagreb: Školska knjiga. Bukvić, Z., Bouillet, D. (2018). Čimbenici inkluzivnosti hrvatskih osnovnih škola: perspektiva učenika. Inkluzivno izobraževanje: Pedagoška revija za teoriju in prakso inkluzivnega izobraževanja, 1(1), 43-54. Karamatić Brčić, M., Viljevac, T. (2018). Stavovi nastavnika o inkluzivnom odgoju i obrazovanju. Magistra ladertina, 13(1), 91 – 104.							
1.11. <i>Supplementary readings (at the time of submitting)</i>							
Bakota, L., Peko, A. i Varga, R. (2015). Udžbenik kao izvor poučavanja i učenja različitosti. U: V. Mlinarević, M. Brust Nemet, i J. Bushati (ur.). Obrazovanje za interkulturalizam, (str. 343-377). Osijek: Fakultet za odgojne i obrazovne znanosti. Gidlund, U. i Boström, L. (2017). What is Inclusive Didactics? Teachers' Understanding of Inclusive Didactics for Students with EBD in Swedish Mainstream Schools. International Education Studies, 10(5), 87-99. Peko, A., Varga, R., Mlinarević, V., Lukaš, M. i Munjiza, E. (2014). Kulturom nastave (p)o učeniku. Osijek: Sveučilište Josipa Jurja Strossmayera, Učiteljski fakultet u Osijeku. Reich, K. (2014). Inklusive Didaktik: Bausteine für eine inklusive Schule. Weinheim: Beltz.							
1.12. <i>Required readings and number of copies relative to the number of students currently taking the course</i>							
<i>Title</i>				<i>Number of copies</i>		<i>Number of students</i>	
Bognar, L., Matijević, M. (2002). Didaktika. Zagreb: Školska knjiga.				11		Students enrol in elective courses based on their own preferences.	
1.13. <i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies</i>							
Anonymous student survey.							

General information		
Lead instructor	Edita Borić, PhD, full professor	
Course name	ADAPTATION OF CURRICULUM	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
COURSE STATUS	Elective	
Year	3rd year, 5th semester	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	1+1+0

1. COURSE DESCRIPTION		
1.1. <i>Course aims</i>		
The course aims to train students to independently adapt lessons for students with developmental disabilities in relation to rehabilitation and educational goals.		
1.2. <i>Course enrolment requirements</i>		
None.		
1.3. <i>Intended course learning outcomes</i>		
On successful completion of this course, students will be able to: 1. Integrate different tools and techniques for adapting teaching content and topics. 2. Generate adaptations of teaching content in relation to rehabilitation and educational goals. 3. Evaluate the selected adaptations in relation to the student's developmental status and individual and social expectations. 4. Apply ethical principles in adapting teaching content.		
1.4. <i>Course content</i>		
The course includes the following: 1. Personal curriculum. 2. Programme support for students with developmental disabilities in the regular and special education system. 3. Types of adaptation of teaching contents and topics: didactic and methodological procedures, adaptation of learning materials, didactic materials and realia. 4. Adaptation of assessment and evaluation of student progress. 5. Cooperation with families: learning at home, adjusting homework, study habits. 6. Self-regulation of learning: checklists for students		
1.5. <i>Modes of delivery</i>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent work <input checked="" type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input checked="" type="checkbox"/> other <u>lesson plan</u>
1.6. <i>Comments</i>		
1.7. <i>Student obligations</i>		
Regular attendance and active class participation, the adaptation of a unit (lesson plan).		

<i>1.8. Monitoring student work</i>							
Course attendance	0,50	Participation in class	0,50	Seminar paper		Experimental work	
Written exam		Oral exam	0,50	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	0,50
Portfolio							
<i>1.9. Assessment and evaluation of student work during classes and the final exam</i>							
Assessing the lesson plan and the process of curriculum adaptation, oral exam.							
<i>1.10. Required readings (at the time of submitting the study programme proposal)</i>							
Krampač Grljušić, A. (2017). Učenici s teškoćama u redovitom školskom sustavu. Zagreb: Školska knjiga. MZO (2021). Smjernice za rad s učenicima s teškoćama u razvoju. Available at: https://mzo.gov.hr/UserDocImages/dokumenti/Obrazovanje/Smjernice%20za%20rad%20s%20ucenicima%20s%20t eskocama.pdf							
<i>1.11. Supplementary readings (at the time of submitting)</i>							
Relja, J. (2017). Individualni rad s učenicima. Zagreb: Naklada Ljevak Bouillet, D. (2019). Inkluzivno obrazovanje, odabrane teme. Zagreb: Sveučilište u Zagrebu. Glasser, dr. William (2001). Svaki učenik može uspjeti. Zagreb: Alinea.							
<i>1.12. Required readings and number of copies relative to the number of students currently taking the course</i>							
<i>Title</i>				<i>Number of copies</i>		<i>Number of students</i>	
Krampač Grljušić, A. (2017). Učenici s teškoćama u redovitom školskom sustavu. Zagreb: Školska knjiga.				8		Students enrol in elective courses based on their own preferences.	
<i>1.13. Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies</i>							
Anonymous student survey.							

General information		
Lead instructor	Tena Velki, PhD, full professor	
Course name	INTERVENTION TECHNIQUES WITH INDIVIDUALS WITH ADHD	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
COURSE STATUS	Elective	
Year	3 rd year, 5 th semester	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	1+0+1

1. COURSE DESCRIPTION		
1.1. <i>Course aims</i>		
The course aims to introduce students to the etiology, accompanying symptoms and behaviour patterns, as well as neuropsychological research on ADHD. Also, it aims to teach students to apply appropriate methods of working with children and adults with ADHD depending on their level of functioning.		
1.2. <i>Course enrolment requirements</i>		
None.		
1.3. <i>Intended course learning outcomes</i>		
On successful completion of this course, students will be able to: 1. Interpret the factors and processes that cause ADHD. 2. Compare and evaluate groups of symptoms. 3. Evaluate research approaches (social model, interaction model, biological model, etc.). 4. Compare the age and gender specificities of specific behaviour patterns typical for different subtypes of ADHD. 5. Independently choose and apply the appropriate work method. 6. Independently create and demonstrate an appropriate activity/game for therapeutic work with a child with ADHD. 7. Integrate knowledge about specific behaviours and developmental outcomes of ADHD in adulthood. 8. Communicate appropriately with children and adults with ADHD.		
1.4. <i>Course content</i>		
The course includes the following: 1. Etiology of ADHD and disorders in comorbidity. 2. Research models and neuropsychological studies on ADHD. 3. Risk and protective factors for the development of ADHD. 4. Clinical picture and specifics of disorders in the school environment. 5. Methods of working with children with ADHD. 6. Play as part of therapeutic work for children with ADHD. 7. ADHD in adulthood.		
1.5. <i>Modes of delivery</i>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent work <input checked="" type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other
1.6. <i>Comments</i>		
1.7. <i>Student obligations</i>		

Attendance in lectures and practices, active participation in discussions during lectures and individual tasks during practice.							
1.8. <i>Monitoring student work</i>							
Course attendance	0,50	Participation in class	0,50	Seminar paper		Experimental work	
Written exam	0,50	Oral exam		Essay		Research	
Project		Continuous assessment of knowledge	0,50	Student report		Practical work	
Portfolio							
1.9. <i>Assessment and evaluation of student work during classes and the final exam</i>							
STUDENT ACTIVITY	ECTS	LEARNING OUTCOME	TEACHING METHOD	ASSESSMENT METHOD	POINTS		
					min	max	
Class attendance	0,50	1-8	Combination of methods (oral presentation, conversation, demonstration)	Students' attendance and participation records. Students are obligated to attend at least 70% of classes, according to the Ordinance on Studies and Studying at the Josip Juraj Strossmayer University of Osijek.	5	10	
Active participation in classes	0,50	4-7	Combination of methods (conversation, demonstration)	Classroom discussions	5	10	
Individual tasks during practicals	0,50	5-6	Combination of methods (oral presentation, conversation, demonstration)	Each student has to do individual tasks and present them in class.	10	20	
Final assessment	0,50	1-7	Independent work	Written exam	40	60	
Total	2				60	100	
1.10. <i>Required readings (at the time of submitting the study programme proposal)</i>							
<p>Velki, T., Cimer, R. (2011). Primjena teorije ekoloških sustava u radu s djetetom s ADHD-om. <i>Klinička psihologija</i>, 4(1-2), 71-87.</p> <p>Velki, T., Dudaš, M. (2016). Pokazuju li hiperaktivnija djeca više simptoma agresivnosti? <i>Ljetopis socijalnog rada</i>, 23(1), 87-121.</p> <p>Velki, T., Romstein, K. (2016). Povezanost samoprocijenjenih simptoma ADHD-a s agresivnim ponašanjem i sudjelovanjem u vršnjačkom nasilju učenika osnovnoškolske dobi. <i>Hrvatska revija za rehabilitacijska istraživanja</i>, 52(2), 30-41.</p> <p>Velki, T., Vrdoljak, G. (2019). Gender as moderator and age as mediator variables in the prediction of school adjustment by self-evaluated symptoms of ADHD. <i>Primenjena psihologija</i>, 12(1), 65-83.</p>							
1.11. <i>Supplementary readings (at the time of submitting)</i>							

Barkley, R.A. (2006). Attention-Deficit Hyperactivity Disorder: A Handbook for Diagnosis and Treatment. New York: The Guilford Press.

Lebedina Manzoni, M. (2006). Psihološke osnove poremećaja u ponašanju. Jastrebarsko: Naklada Slap.

Velki, T., Romstein, K. (2018). Priručnik za rad s učenicima s teškoćama u razvoju u srednjim školama. Osijek: Fakultet za odgojne i obrazovne znanosti.

Velki, T., Romstein, K. (2015). Učimo zajedno: Priručnik za pomoćnike u nastavi za djecu s teškoćama u razvoju. Osijek: Osječko-baranjska županija i Fakultet za odgojne i obrazovne znanosti.

Velki, T., Užarević, Z., Dubovicki, S. (2019). Self-Evaluated ADHD Symptoms as Risk Adaptation Factors in Elementary School Children. Društvena istraživanja, 28(3), 503-522.

1.12. *Required readings and number of copies relative to the number of students currently taking the course*

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>
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1.13. *Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies*

Anonymous student survey.

General information		
Lead instructor	Ljiljana Širić, PhD, assistant professor, univ. spec. med.. iur.	
Course name	RIGHTS OF SPEECH AND LANGUAGE IMPAIRED PATIENTS	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
COURSE STATUS	Elective	
Year	3 rd year, 5 th semester	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	1+0+1

1. COURSE DESCRIPTION		
<i>1.1. Course aims</i>		
<p>The aims of the course are as follows: Instructing students in the complex issue of patients' rights and acquiring knowledge for appropriate treatment of patients to protect patients' rights, speech therapy activities, familiarisation with and fulfilment of the speech therapist's obligations in relation to the patient, and protection of the speech therapist's rights.</p>		
<i>1.2. Course enrolment requirements</i>		
As prescribed by the Statute of the Faculty of Education and the Ordinance on Studies and Studying at the Josip Juraj Strossmayer University of Osijek		
<i>1.3. Intended course learning outcomes</i>		
<p>On successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. identify basic civil-legal concepts; 2. determine the relationship between civil law and clinical speech therapy law; 3. distinguish and analyse general and special legal sources; 4. analyse the development of patients' rights; 5. determine and analyse responsibility for damage; 6. determine and analyse contracts that are legally relevant for patients; 7. rights and obligations of patients and speech therapists. 		
<i>1.4. Course content</i>		
<p>The course includes the following: Introductory considerations (legal norms, legal relations, legal sources);</p> <ul style="list-style-type: none"> - Key concepts of patients' rights; - The right to self-determination and co-decision; - Right to information; - The right to accept or refuse a particular diagnostic or therapeutic procedure; - The right to access medical and speech therapy documentation; - The right to confidentiality; - The right to maintain personal contacts - The right to voluntarily leave the health care facility - The right to privacy - The right to compensation for damages 		
<i>1.5. Modes of delivery</i>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> practicals <input type="checkbox"/> remote learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent work <input checked="" type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other

1.6. Comments							
1.7. Student obligations							
- regular attendance at classes, active participation in classes (exercises), independent completion of tasks according to instructions, reading and studying mandatory literature							
1.8. Monitoring student work							
Course attendance		Participation in class	1	Seminar paper	1	Experimental work	
Written exam	1	Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							
1.9. Assessment and evaluation of student work during classes and the final exam							
Continuous observation of the student's work, evaluation of acquired knowledge, evaluation of the execution of exercises and practical tasks.							
1.10. Required readings (at the time of submitting the study programme proposal)							
Zakon o zaštiti prava pacijenata (NN 169/04, 37/08) Zakon o zaštiti osoba s duševnim smetnjama (NN 76/14) Zakon o zdravstvenoj zaštiti (NN 33/23) (odabrani dijelovi) Zakon o obveznim odnosima (NN 155/23) (odabrani dijelovi) Konvencija o ljudskim pravima i biomedicini (MU br. 12/2010) Zakon o obveznom zdravstvenom osiguranju (NN 33/23) Ustav RH (NN 05/14)							
1.11. Supplementary readings (at the time of submitting)							
Etički kodeks HLD-a Standardi rada logopeda u zdravstvu Prijedlog Zakona o logopedskoj djelatnosti Pravilnik o kliničkim ispitivanjima lijekova i dobroj kliničkoj praksi (NN 25/15)							
1.12. Required readings and number of copies relative to the number of students currently taking the course							
<i>Title</i>						<i>Number of copies</i>	<i>Number of students</i>
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1.13. Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies							
Anonymous student survey.							

General information		
Lead instructor	Zvezdana Penava Brekalo, PhD, assistant professor	
Course name	FIELD WORK	
Study programme	Undergraduate University Study Programme of Speech and language therapy	
COURSE STATUS	Elective	
Year	3 rd year, 6 th semester	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	0+2+0

1. COURSE DESCRIPTION		
1.1. <i>Course aims</i>		
The course aims to train the student to think critically about the diversity of the speech therapy activities performed on the ground.		
1.2. <i>Course enrolment requirements</i>		
None		
1.3. <i>Intended course learning outcomes</i>		
On successful completion of this course, students will be able to: 1. Integrate the theoretical and practical skills. 2. Evaluate the rehabilitation processes in the real world. 3. Organise their own activities to encourage the development of the local community and promote inclusive values.		
1.4. <i>Course content</i>		
The course includes the following: 1 Speech therapy activities in different systems (healthcare, social care, education, non-governmental sector). 2 Speech therapy protocol in various systems. 3 Inclusive practice and the promotion of inclusive values. 4 Teamwork and cooperation. 5 Intersectoral cooperation.		
1.5. <i>Modes of delivery</i>	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input type="checkbox"/> remote learning <input checked="" type="checkbox"/> field work	<input type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input checked="" type="checkbox"/> other
1.6. <i>Comments</i>	The fieldwork is arranged based on the number of interested students and the partner institutions, as a rule, out of the place of study. It is carried out during the semester, following the arrangement with the partner institutions and based on three one-day individual visits or a three-day consecutive visit per semester.	
1.7. <i>Student obligations</i>		

Students are obliged to follow the house rules of the institution visited. They keep a diary about the visits, which they submit to the lead instructor for the assessment.

1.8. Monitoring student work

Course attendance		Participation in class		Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	1
Portfolio		Field work	1				

1.9. Assessment and evaluation of student work during classes and the final exam

According to the Ordinance on Studies and Studying. The student takes the exam by handing in the fieldwork Diary.

1.10. Required readings (at the time of submitting the study programme proposal)

HLD (2013). *Standardi logopeda u zdravstvu*. Available at: http://www.hld.hr/cms/fe_include/files/sekcija-logopeda-u-zdravstvu-hrvatskog-logopedskog-drustva---standardi-rada-logopeda-u-zdravstvu.pdf

Ministarstvo rada i socijalne skrbi (2011). *Prijedlog zakona o logopedskoj djelatnosti*. Available at: <http://www.hld.hr/news/zakon-o-logopedskoj-djelatnosti/>

1.11. Supplementary readings (at the time of submitting)

Herter-Ehlers, U. (2020). *Komunikative Kompetenzen in der Logopädie: Ein Konzept für Ausbildung und Studium*. Wiesbaden: Springer Nature.

1.12. Required readings and number of copies relative to the number of students currently taking the course

Title	Number of copies	Number of students
-		

1.13. Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies

Anonymous student survey.

General information		
Lead instructor	Jelena Kovačević, PhD in Art, associate professor, univ. spec. art. therap.	
Course name	CREATIVE AND SUPPORTIVE THERAPIES	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
Course status	Elective	
Year	3 rd year, 6 th semester	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	1+2+0

1. COURSE DESCRIPTION		
1.1. <i>Course aims</i>		
The aim of the course is to train the student to understand the impact of various creative therapies and to choose the most suitable one, depending on the needs of the individual and the goals of rehabilitation.		
1.2. <i>Course enrolment requirements</i>		
None.		
1.3. <i>Intended course learning outcomes</i>		
On successful completion of this course, students will be able to:		
<ol style="list-style-type: none"> 1. Argue the impact of creative therapy on individual development. 2. Integrate theoretical and practical knowledge about creative therapies in a real context. 3. Critically examine psychotherapeutic theories relevant to creative therapies. 4. Transform their roles as professional creative therapists in relation to the aim of rehabilitation. 		
1.4. <i>Course content</i>		
The course includes the following:		
<ol style="list-style-type: none"> 1. Human and art: The impact of art on child development; Art in a social context. 2. Philosophy and phenomenology of creative therapy. 3. Classification of historical development and psychotherapy strongholds. 4. Presentation of theories and origins of art therapy and music therapy in the world and the Republic of Croatia. 5. Describing creative therapies and individual isolated modalities. 6. Artistic expression in the function of diagnostics and therapy. 7. Music in the function of therapy and rehabilitation. 8. Terpsichore, symbolisation with the body, movement in the function of rehabilitation. 9. The doll as an intermediate object in rehabilitation and therapy. 10. Drama therapy, guided imagination, projective cards. 11. Social forms in creative therapies (individual work, group work). 12. Science and creative therapies. 13. Recognition of art therapy and music therapy as an independent therapeutic profession. 14. Significance and role of creative therapists, art therapists and music therapists in the community. 		
1.5. <i>Modes of delivery</i>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision

						<input type="checkbox"/> other _____	
1.6. Comments							
1.7. Student obligations							
Students are required to attend classes regularly, actively participate in classes, prepare and present a seminar paper, and complete practical exercises.							
1.8. Monitoring student work							
Class attendance	0,50	Participation in class	0,50	Seminar paper	0,50	Experimental work	
Written exam		Oral exam	0,50	Essay		Research	
Project		Continuous assessment of knowledge	0,50	Student report		Practical work	0,50
Portfolio							
1.9. Assessment and evaluation of student work during classes and the final exam							
Class participation: active listening and participation in activities (assessment method: record of class attendance, 5-10 points) Seminar paper: study of literature and analysis of assigned content (assessment method: evaluation of theoretical knowledge presented in the seminar paper, 20-40 points) Exercises: execution of practical tasks that accompany individual modalities, art therapy and music therapy (assessment method: records, analysis and evaluation of tasks in accordance with the principles of creative therapies, 25-50 points)							
1.10. Required readings (at the time of submitting the study programme proposal)							
Bujanović, G., Martinec, R. (2019). Utjecaj muzikoterapije na socijalnu komunikaciju u osoba s poremećajem iz spektra autizma. <i>Medica Jadertina</i> , 49(3-4), 205-215 Hećimović, I. Martinec, R., Runjić, T. (2014). Utjecaj terapije pokretnom i plesom na sliku tijela adolescentica sa slabovidnošću. <i>Hrvatska revija za rehabilitacijska istraživanja</i> , 50(1), 13-25. Miholić, D., Prstačić, M., Martinec, R. (2013). Art/ekspresivne terapije i psihodinamika djeteta – roditelj u konceptu sofrologije i psihosocijalne onkologije. <i>Hrvatska revija za rehabilitacijska istraživanja</i> , 49(2), 115-128.							
1.11. Supplementary readings (at the time of submitting)							
Austin, S. F. (2012). <i>Principles of Drama-therapy</i> . Ulan Press. Bunt, L., Hoskyns, S. (2002). <i>The Handbook of Music Therapy</i> . New York: Brunner-Routledge. Rubin, J. A. (2001). <i>Approaches to Art Therapy: Theory and Technique</i> . London: Routledge.							
1.12. Required readings and number of copies relative to the number of students currently taking the course							
	<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>				
	-						
1.13. Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies.							
Anonymous student survey.							

General information		
Lead instructor	Ružica Kolar-Šuper, PhD, full professor, Ana Katalenić, PhD, assistant professor	
Course name	METHODOLOGY OF TEACHING STUDENTS WITH DYSCALCULIA	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
Course status	Elective	
Year	3 rd year, 6 th semester	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	1+1+0

1. COURSE DESCRIPTION		
1.1. <i>Course aims</i>		
The aim of the course is to train students to recognise difficulties in acquiring mathematical content. To acquaint them with the possibilities and ways of approaching and helping a person with difficulties learning mathematics.		
1.2. <i>Course enrolment requirements</i>		
None.		
1.3. <i>Intended course learning outcomes</i>		
On successful completion of this course, students will be able to:		
<ol style="list-style-type: none"> 1. Identify the disorder of mathematical abilities and the difficulties and disorders that occur in certain mathematical processes and procedures. 2. Analyse symptoms of deviation according to different models of mathematical operations. 3. Design, implement and evaluate different ways of providing assistance in the development of skills that precede the acquisition of formal mathematical knowledge. 4. Integrate procedures to improve mathematical skills and abilities. 5. Specify didactic-methodical procedures in relation to programme support and educational and rehabilitation aims. 		
1.4. <i>Course content</i>		
This course includes the following:		
<ol style="list-style-type: none"> 1. Identification of disorders of mathematical abilities and skills (medical, social, educational criteria). 2. Mathematical personality of students. 3. Pre-mathematical and auxiliary skills. 4. Mathematical language. 5. Levels of knowledge of mathematics. 6. Development of visual thinking in mathematics. 7. The concept of numbers: teaching and removing difficulties. 8. Mathematical operations: teaching and removing difficulties. 9. Developmental dyscalculia. 10. Didactic-methodical procedures for the adoption of mathematical content. 11. Application of didactic material in the acquisition of mathematical content. 		
1.5. <i>Modes of delivery</i>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops	<input checked="" type="checkbox"/> independent work <input type="checkbox"/> multimedia and network

						<input checked="" type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work	<input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other _____
1.6. Comments							
1.7. Student obligations							
Attendance at lectures and preparation of a seminar paper. Students are required to take the exam after attending the lectures. The exam is written and oral.							
1.8. Monitoring student work (mark the appropriate boxes with an X)							
Class attendance	0,25	Participation in class	0,25	Seminar paper	0,50	Experimental work	
Written exam	0,50	Oral exam	0,50	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							
1.9. Assessment and evaluation of student work during classes and the final exam							
Monitoring student's work during classes through two tests and evaluation of the prepared seminar. The final grade is formed based on the grade of the tests (written exam), the prepared seminar and the oral exam.							
1.10. Required readings (at the time of submitting the study programme proposal)							
Chinn, S. (2015). The Routledge International Handbook of Dyscalculia and Mathematical Learning Difficulties. New York: Routledge. Henderson, A.: (2012). Dyslexia, Dyscalculia and Mathematics: A Practical Guide. New York: Routledge.							
1.11. Supplementary readings (at the time of submitting)							
Kay, J., Yeo, D. (2003). Dyslexia and Maths. London: David Fulton Publishers. Emerson, J., Babbie, P. (2010). The Dyscalculia Assessment, Glasgow: Continuum. Šporer, Z. (1986). Računanje problema nema. Zagreb: Školska knjiga. Krampač-Grljušić, A. (2007). Posebno dijete: priručnik za učitelje u radu s djecom s posebnim obrazovnim potrebama. Osijek: Grafika.							
1.12. Required readings and number of copies relative to the number of students currently taking the course							
Title		Number of copies		Number of students			
Chinn, S. (2015). The Routledge International Handbook of Dyscalculia and Mathematical Learning Difficulties. New York: Routledge.		A digital edition (e-book) is stored in the library and is available for use.		Students enrol in elective courses of their own choice.			
Henderson, A.: (2012). Dyslexia, Dyscalculia and Mathematics: A Practical Guide. New York: Routledge.		A digital edition (e-book) is stored in the library and is available for use.		Students enrol in elective courses of their own choice.			
1.13. Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies.							
Anonymous student survey.							

General information		
Lead instructor	Nina Mance, PhD, assistant professor	
Course name	LEXEMES IN CONTEMPORARY CROATIAN LANGUAGE	
Study programme	Undergraduate University Study Programme of Speech and Language Therapy	
COURSE STATUS	Elective	
Year	3rd year, 6th semester	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	1+0+1

1. COURSE DESCRIPTION		
1.1. <i>Course aims</i>		
<p>The aim is to introduce students to the lexical norm of the contemporary Croatian standard language. Students will be able to analyse the structure of the lexicon of the Croatian standard language, as well as the structure of the lexicon in functional styles; recognise the basic lexical-semantic relations in the language; define and differentiate the concepts of lexical stratification and lexical borrowing; critically analyse the basic professional concepts and contents of onomastics; analyse the rich purist tradition and its positive and negative results; analyse the phraseological units of the Croatian language; independently use all types of dictionaries.</p>		
1.2. <i>Course enrolment requirements</i>		
None		
1.3. <i>Intended course learning outcomes</i>		
<p>On successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Analyse lexicological, lexical-semantic, phraseological and lexicographic concepts. 2. Apply creative thinking in solving lexical normative problems. 3. Specify research challenges in the field of lexicology in the Croatian standard language. 		
a. <i>Course content</i>		
<p>The course includes the following: Word and lexeme. Expression and content of the lexeme. Ogden-Richard's triangle. Hyponymy and hyperonymy. Synonymy. Antonymy. Homonymy. Temporal stratification of the lexicon. Historicisms. Archaisms. Lexicon in transition. Spatial stratification of the lexicon. Localisms. Regionalisms. Dialectisms. External and internal borrowing. Types of borrowings. Phraseology and phrasemes. Croatian lexicology and lexicography. Types of dictionaries. Dictionary entries. Dictionary definitions. Onomastics. Name and appellative. Name and norm. Meaning of names. Names in dictionaries. Trendy personal names. Language culture and linguistic purism. The role of purism in standardisation of the Croatian language. Positive and negative effects of purism interventions.</p>		
1.4. <i>Modes of delivery</i>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and <input type="checkbox"/> practicals <input checked="" type="checkbox"/> remote learning <input type="checkbox"/> field work	<input type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other
1.5. <i>Comments</i>		
1.6. <i>Student obligations</i>		

Students are required to regularly attend classes, write a seminar paper and take the written exam.							
1.7. <i>Monitoring student work</i>							
Course attendance	0.50	Participation in class	0.50	Seminar paper	0.50	Experimental work	
Written exam	0.50	Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							
1.8. <i>Assessment and evaluation of student work during classes and the final exam</i>							
Students will be monitored and evaluated during classes and in the final exam.							
1.9. <i>Required readings (at the time of submitting the study programme proposal)</i>							
Samardžija, M. (1995). <i>Leksikologija hrvatskog jezika</i> . Zagreb: Školska knjiga. (selected chapters)							
Menac, A. (2007). <i>Hrvatska frazeologija</i> . Zagreb: Školska knjiga. (selected chapters)							
1.10. <i>Supplementary readings (at the time of submitting)</i>							
Tafra, B. (2005). <i>Od riječi do rječnika</i> . Zagreb: Školska knjiga.							
Zgusta, L. (1991) <i>Priručnik leksikografije</i> . Sarajevo: Svjetlost.							
Samardžija, M. (1990). O egzotizmima u hrvatskom književnom jeziku. <i>Jezik</i> 37: 77–81.							
Turk, M. (1996). Jezični purizam. <i>Fluminensia: časopis za filološka istraživanja</i> 8: 63–79.							
1.11. <i>Required readings and number of copies relative to the number of students currently taking the course</i>							
<i>Title</i>				<i>Number of copies</i>		<i>Number of students</i>	
Samardžija, M. (1995). <i>Leksikologija hrvatskog jezika</i> . Zagreb: Školska knjiga.				Selected chapters are available through interlibrary exchange.		Students enrol in elective courses according to their own choice.	
Menac, A. (2007). <i>Hrvatska frazeologija</i> . Zagreb: Školska knjiga.				Selected chapters are available through interlibrary exchange.		Students enrol in elective courses according to their own choice.	
1.12. <i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies</i>							
Anonymous student survey and course evaluation.							

8. Competencies acquired on completion of the study modules and study programme

In relation to outcome groups, the Undergraduate University Study Programme of Speech and Language Therapy prepares students for assuming professional roles within speech and language therapy practice under the supervision and/or mentoring of a master's degree holder, which includes:

1. Prevention, screening, detection, assessment, diagnosis, interpretation, and rehabilitation:
 - 1.1. Disorders of preverbal, verbal, and nonverbal communication, language (oral and written), speech, and voice resulting from various causes,
 - 1.2. Disorders of oral-laryngeal functions (swallowing) and related disorders,
 - 1.3. Disorders of verbal and/or nonverbal communication in individuals with special needs (intellectual disabilities, cerebral palsy and chronic diseases, blindness and visual impairment, autism spectrum disorder, emotional difficulties),
2. Providing listening/language/speech rehabilitation services and providing counselling services to individuals with hearing impairments and their families,
3. Improving communication and voice skills and effectiveness (for example, working on acquiring correct word stress and prosody, correcting pronunciation, improving voice quality in vocal professionals, working with individuals from bilingual environments, etc.),
4. Assessment, selection, and development of supportive and alternative communication systems and facilitating their use through training.

The mentioned activities are aimed at detecting and addressing all the mentioned disorders and are achieved through prevention, diagnosis, treatment, and prosthetics procedures, as well as counseling and education.

In order for undergraduate speech and language therapy students to be appropriately prepared for level 2, the competencies are aligned with the outcome groups at the graduate level.

The aforementioned tasks are described in the Draft Bill on Speech and Language Therapy Activity (Ministry of Health and Social Welfare, 2011).

According to the CroQF Register, a speech and language therapist is an independent professional in the domain of disorders in communication, language, speech, voice, hearing and listening, feeding and swallowing, and social communication. The professional activities of a speech therapist encompass all verbal and non-verbal aspects of communication and language related to understanding and producing oral, written, and sign languages as well as non-verbal and augmentative communication. A speech and language therapist performs tasks of prevention, screening, triage, assessment, and diagnosis, as well as interventions (therapy/support/habilitation/rehabilitation), counselling, awareness-raising, education, supervision, and mentoring, referral to other professionals, professional advocacy for users and their families, collaboration with other professionals, administration and management, participation in the creation of legal regulations related to the profession, and conducts scientific and professional research. The professional activities of a speech and language therapist are aimed at all age groups of users. Direct speech and language therapy work is directed towards users with a wide range of needs in the domain of communication, language, speech, voice, hearing and listening, feeding and swallowing, and social communication and cognitive aspects of communication. In speech and language therapy work, contemporary scientific and professional knowledge, examples of good practice, and knowledge of contemporary technological communication solutions are used. The list of professional activities of speech therapists includes but is not limited to the following disorders and developmental aspects from which deviations may arise:

- *deviations in pre-linguistic communication,*
- *delay in communication, language, and speech development,*
- *developmental language disorders in monolingual and multilingual speakers,*
- *deviations in the development of reading and writing precursors,*
- *dyslexia,*

- *dysgraphia,*
- *dyscalculia,*
- *specific learning disorders,*
- *non-verbal learning difficulties,*
- *speech fluency disorders,*
- *voice disorders,*
- *nasality,*
- *craniofacial speech disorders,*
- *articulation and phonological speech disorders,*
- *congenital and acquired hearing impairments (hearing loss and deafness),*
- *auditory processing disorders, social communication disorders,*
- *autism spectrum disorder,*
- *social (pragmatic) communication disorders,*
- *motor speech disorders (dyspraxia/apraxia, dysarthria/anarthria),*
- *neurogenic communication disorders of various types,*
- *traumatic brain injuries,*
- *aphasia and other acquired language disorders,*
- *neurodegenerative diseases,*
- *cognitive communication difficulties and disorders,*
- *voice disorders,*
- *laryngectomy,*
- *communication disorders due to head and neck tumours,*
- *feeding, swallowing (dysphagia), and eating disorders,*
- *mutism and selective mutism,*
- *need for alternative, augmentative, and assistive communication,*
- *complex communication needs arising from autism spectrum disorders, intellectual disabilities, sensory impairments, motor impairments, behavioural disorders, and others.*

9. Admissions quota

An enrolment quota of 40 students of the Undergraduate University Study Programme of Speech and Language Therapy in full-time status is proposed.

10. Structure and form of delivery

The Undergraduate University Study Programme of Speech and Language Therapy is organised and conducted as a full-time, contact (face-to-face) study programme.

11. Methods of assessing the acquired learning outcomes

Learning outcomes are continuously reviewed in relation to scientific knowledge and practice changes. The most important task of adequately defined outcomes is bridging the gap between theory and practice in such a way that the outcomes encompass generic/general and professional/specific competencies. Adequate articulation of the outcome enables the application of integrated knowledge in practice and the reviewing of practice at the meta-level, which is a prerequisite for developing the quality of the teaching process and improving the profession's quality in general. In accordance with the Agreement on full subsidy of participation in the study cost for full-time students, the Josip Juraj Strossmayer University of Osijek has committed to working on delivering programmes based on learning outcomes. Learning outcomes are contained in the documents of the Josip Juraj Strossmayer University of Osijek and the Faculty of Education. In the existing programmes implemented at the Faculty of Education, the emphasis is on outcomes (sets of outcomes and individual outcomes within the course). Thus, the Undergraduate University Study of Speech and language therapy proposed here relies on the scheme of generic and professional competencies and sets of learning outcomes, which is in line with the existing Strategy of the Josip Juraj Strossmayer University of Osijek, Strategic Plan of the Faculty of Education and the

current Programme Agreements. At the institutional level, the verification of learning outcomes is carried out by the Office of Quality Assurance of the Faculty of Education.

12. Manner of completing the study programme

The student completes the study with accumulated ECTS points and with the final thesis, which is then evaluated.

13. Analysis of minimum institutional requirements

The Undergraduate University Study Programme of Speech and Language Therapy will be conducted on the premises of the Faculty of Education in Osijek.

The Faculty of Education uses three buildings on the University Campus (the administrative building, the teaching building, and the library building) built in the 18th or 19th century and reconstructed in 2009/10. The total floor area of the Faculty administrative building is 400 m² and of the teaching building 3,838.44 m². The Faculty comprises eleven classrooms/lecture halls, four specialised classrooms (practicums) and a sports hall. The premises have been renovated, equipped with computers, LCD projectors, internet connection and new furniture. By renovating the barracks area, a sports hall was built that meets the students' and instructors' needs, and the equipment is appropriate and contemporary. The Faculty of Education in Osijek conducts university teaching in its buildings equipped with suitable didactic materials and resources. Besides the standard board and project screen, each classroom is equipped with modern teaching equipment, including internet access, a projector, a computer, speakers, billboards, etc. Classrooms are adequately lit (natural and artificial light sources, curtains). There is a manually adjustable heating and cooling system with a temperature control thermometer, storage for personal belongings (hangers, umbrella stands), and some classrooms have handy libraries that university teachers maintain and supplement. There is also a specialised classroom - practicum/lab intended to directly monitor counselling and rehabilitation work with children (equipped with sound insulation, hidden cameras, two-way glass, toys and didactic and methodological materials tailored to children aged 0 to 7) used when needed. Additionally, there are two computer classrooms, and e-boards. There are special didactic materials (Montessori materials) available for use in class. At the Faculty of Education, there is a specialised inclusive classroom equipped with didactic materials used to stimulate various developmental areas. Additionally, the classroom features a so-called "dark room" suitable for peripathological training, sensory integration exercises, and perceptual-motor activities. In the inclusive classroom, students have the opportunity to work directly with children and students with developmental difficulties, as well as engage themselves, in accordance with the educational topics of the proposed subjects. In addition to the inclusive classroom, the Faculty of Education also has an observation room equipped with an audio-visual system and a two-way mirror, as well as a Virtual Classroom of the Future fully equipped for real-time remote learning (360° studio system, individual mobile units, wireless laptop and notebook charging cabinet, digital whiteboard, etc.), providing students with full access to Izzy digital content from the publishing house Profil Klett. Books are available in classrooms to use and consult during classes. One of the organisational units of the Faculty of Education is also a library, which, in addition to borrowing books and journals, serves for independent work using existing literature, as well as work in online databases (silent study). The Faculty Library has 84.32 m² and includes a reading room for group work (a group study area), a silent study space, a circulation section and a storage space for library collections, with a total of 30 workplaces. Access to the entire fund is free. Furthermore, there are toilets on each floor with running water, maintained daily. Participants have access to refreshments (coffee, tea, water, juices) in the common hallways. Also, there is an elevator that provides access for students with disabilities. On the second floor, there is a separate children's toilet (adapted for children), which can be used for visits, working with students, and similar purposes. Teachers have computers with accompanying equipment and photocopiers at their disposal. The building offers a parking lot and an entrance for people with disabilities. The faculty is equipped with air-conditioning and video surveillance.

Table 3. List of rooms with the corresponding square meters and number of seating places

Number	Space Identification	Space/Classroom Designation	Floor area in m ²	Number of seats
1.	Classroom – computer classroom	P 1	94	48
2.	Classroom – computer classroom	P2	94	44
3.	Virtual Classroom of the Future	P4	54	28
4.	Classroom	P 22	95	80
5.	Classroom	P 28	54	30
6.	Classroom	P 30	95	64
7.	Classroom	P 33	95	76
8.	Classroom/inclusive	P 34	95	80
9.	Classroom/observational	P 36	55	36
10.	Classroom	P 41	95	76
11.	Classroom	P 42	95	80
12.	Computer classroom	RP 2	95	44
13.	Computer classroom	RP 4	53	40
14.	Music classroom	GP	55	32
15.	Science classroom	PP	54	24
16.	Hall 1	SD 1	95	90
17.	Hall 2	SD 2	95	90
18.	Sports hall/ Gym	SP D	188	/
19.	Art classroom	LA	21,52	4
20.	Satellite facility in Tikveš	T	162	30
TOTAL			1.739,52	924

Pursuant to Article 12(1) of the Act on Quality Assurance in Science and Higher Education (OG, 151/22), a higher education institution must provide at least 1 square meter of spatial capacity per student. The usable space amounts to 1739.52 square meters, and by comparing the total number of students to the size of the usable space, it is evident that there are 2.01 square meters of space per student.

List of teachers and associates who will participate in teaching at the study

The following teachers and associates will participate in the Undergraduate University Study Programme of Speech and Language Therapy:

Table 4. List of teachers and associates

	Name	Title	Course	Study year
1.	Emina Berbić Kolar	full professor	Communication Skills	1.
			Linguistics	1.
			Applied Phonology and Phonetics	1.
			Vertical Multilingualism in the Croatian Language	2.
2.	Edita Borić	full professor	Adaptation of Curriculum	3.
3.	Ivana Đurđević Babić	full professor	Digital Tools in Inclusive Education	1.
4.	Ružica Kolar-Šuper	full professor	Functional Mathematical Abilities and Skills	1.

			Methodology of Teaching Students with Dyscalculia	3.
5.	Silvija Pušeljić	full professor	Human Genetics and Genetic Counselling	1.
6.	Andrijana Včeva	full professor	Audiology with Vestibulology	1.
			Laryngology with Phoniatics	1.
			Pathophysiology of Hearing Impairments	1.
7.	Tena Velki	full professor	Intervention Techniques for Individuals with ADHD	3.
8.	Lidija Bakota	associate professor	Nonverbal Communication Skills	1.
			Promoting Literacy Skills	2.
			Methodology of Teaching Students with Dysgraphia and Dyslexia	2.
9.	Antonio Kokot	associate professor	Functional Anatomy	1.
10.	Jelena Kovačević	associate prof. art., univ. spec. art. therap.	Creative and Supportive Therapies	3.
11.	Valentina Majdenić	associate professor	Language Games in Preschool Age	1.
12.	Ksenija Romstein	associate professor, univ. spec. rehab. educ.	New Technologies in Assessment and Rehabilitation of Autism Spectrum Disorder	2.
			Early Intervention and Support	2.
			Contemporary Educational Approaches to Children with Specific Learning Disabilities	2.
			Visual Impairments	3.
			Interdisciplinary Approach to Rehabilitation of Individuals with Motor Disabilities and Chronic Illnesses	3.
13.	Dubravka Smajić	associate professor	Croatian Language and Language Culture	1.
14.	Rahela Varga	associate professor	Learning and Teaching Theories	1.
			Fundamentals of Didactics	3.
15.	Zlatko Bukvić	assistant professor	Selected Chapters of Educational Rehabilitation	1.
			Group Intervention Management	2.
			Surdopedagogy	3.
16.	Antonija Huljev	assistant professor	Fundamentals of Pedagogy	1.
			Final Paper Methodology	3.
17.	Dunja Jurić Vukelić	assistant professor	Human Developmental Psychology	1.
			Cognitive Communication Disorders with Comorbidity	2.
			Counselling Work with Families	3.
			Interdisciplinary Approach to the Rehabilitation of Individuals with Intellectual and Multiple Disabilities	3.
			Psychogenic Etiology of Communication and Language Disorders	3.
18.	Ana Katalenić	assistant professor	Functional Mathematical Abilities and Skills	1.
			Methodology of Teaching Students with Dyscalculia	3.
19.	Maja Kelić	assistant professor	Learning Disabilities I	1.
			Language and Speech Development and Disorders I	2.
20.	Blaženka Kljaić Bukvić	assistant professor	Fundamentals of Pediatrics	2.
21.	Aleksandra Krampač Grljušić	assistant professor	Programmes for Promoting Social Skills in Children with Developmental Disabilities	2.

22.	Darija Kuharić	assistant professor	German Language in Speech and Language Therapy I	1.
			German Language in Speech and Language Therapy II	2.
			German Language in Speech and Language Therapy III	3.
23.	Nina Mance	assistant professor	Croatian Language and Language Culture	1.
			Lexemes in Contemporary Croatian Language	3.
24.	Ivana Marinić	assistant professor	English Language in Speech and Language Therapy I	1.
			English Language in Speech and Language Therapy II	2.
			English Language in Speech and Language Therapy III	3.
25.	Ana Mirković Moguš	assistant professor	Introduction to Statistical Methods	2.
			Contemporary Technologies in Speech and Language Rehabilitation	2.
26.	Mihael Mišir	assistant professor	Clinical Neurology	2.
27.	Lidija Nikolić	assistant professor	Rhythm and Child Development	2.
28.	Zvezdana Penava Brekalo	assistant professor	Volunteer Work I	2.
			Personal Management of Speech and Language Therapists	3.
			Field Work	3.
29.	Ljiljana Radanović Grgurić	assistant professor	Psychiatry with Psychotherapy	2.
30.	Dražen Rastovski	assistant professor	Kinesiology for Individuals with Hearing Impairments	1.
31.	Marinela Rosso	assistant professor	Audiology with Vestibulology	1.
			Laryngology with Phoniatics	1.
			Phenomenology of Hearing Impairments and the Culture of Deaf	1.
			Deontology in Clinical Speech Therapy Practice	2.
			Rehabilitation of Hearing Impaired Persons I	3.
			Motor Speech Disorders	3.
			Surdopedagogy	3.
			Deglutition Disorders	3.
32.	Ivana Stanić	assistant professor	Project Management	2.
			Team Management	3.
33.	Ljiljana Širić	assistant professor, univ. spec. med. iur.	Acoustics of Voice and Speech	1.
			Voice Disorders I	2.
			Phonological and Articulation Disorders	2.
			Rights of Speech and Language Impaired Patients	3.
			Neurological Speech and Language Disorders	3.
			Speech Fluency Disorders I	3.
34.	Dora Begović	assistant	Introduction to Speech and Language Rehabilitation Practicum	1.
			Voice Disorders I	2.
			Intersectoral Speech and Language Rehabilitation	2.

			Neurological Speech and Language Disorders	3.
			Speech and Language Rehabilitation Practicum	3.
			Deglutition Disorders	3.
35.	Dora Begović	assistant	Introduction to Speech and Language Rehabilitation Practicum	1.
			Acoustics of Voice and Speech	1.
			Student practice I	1.
			Intersectoral Speech and Language Rehabilitation	2.
			Student practice II	2.
			Neurological Speech and Language Disorders	3.
			Speech and Language Rehabilitation Practicum	3.
36.	Ivana Borić Letica	assistant	Human Developmental Psychology	1.
			Counselling Work with Families	3.
37.	Krešimir Čosić	assistant	Communication Skills	1.
			Linguistics	1.
38.	Sara Čavar	assistant	German Language in Speech and Language Therapy I	1.
			German Language in Speech and Language Therapy II	2.
			German Language in Speech and Language Therapy III	3.
39.	Željko Gregorović	senior lecturer	Digital Tools in Inclusive Education	1.
40.	Jurica Lovrinčević	senior lecturer	Physical and Health Education 1	1.
			Physical and Health Education 2	2.
41.	Lidija Šmit Brleković	assistant	Croatian Sign Language I	2.
			Cognitive Communication Disorders with Comorbidity	2.
			Phonological and Articulation Disorders	2.
			Language and Speech Development and Disorders I	2.
			Student practice III.	3.
42.	Maja Štimac	assistant	Fundamentals of Pediatrics	2.
43.	Ružica Tokić Zec	senior assistant	Fundamentals of Pedagogy	1.
			Adaptation of Curriculum	3.
44.	Damir Tomić	senior assistant	Contemporary Technologies in Speech and Language Rehabilitation	1.
45.	Perina Vukša Nahod	senior research associate	Applied Phonology and Phonetics	1.

In total, 45 instructors and associates will participate in delivering all forms of teaching in the Undergraduate University Study Programme of Speech and language therapy. Out of the 45 instructors and associates, 32 (71.11%) hold scientific-teaching titles: seven hold the scientific-teaching title of full professor, six hold the scientific-teaching title of associate professor, and 19 hold the scientific-teaching title of assistant professor. One teacher holds scientific title in senior research associate. Others hold positions as Assistants, Senior Assistants, Lecturers, and Senior Lecturers. In terms of the total percentage of hours expressed in contact hours, employees of the Faculty of Education account for 64,25%.

Currently, 824 students are studying at the Faculty of Education. With the planned quota of 40 students, the total number of students in all study programmes would be 864. By comparing the number of teachers in scientific-teaching and associate positions with the number of students (existing and planned collectively), the ratio is 1:14,04.

List and workload of teachers and associates employed at the Faculty of Education.

The workload is calculated in accordance with the formula: weekly workload in hours x 15 weeks/semester x ponder.

Teachers employed at higher educational institutions												
Academic rank	Name	Course	Semester	Plan			Delivery			Workload	Total workload in the study programme	Total workload at HEI
				L	P	S	L	P	S			
Full professors	Emina Berbić Kolar	Communication Skills	I.	1	1	1	1	0	0	546	1P x 15 x 5,4 = 81 P	849
		Linguistics	II.	1	1	1	1	0	0		1P x 15 x 5,4 = 81P	
		Phonology and Phonetics	I.	2	0	2	2	0	0		2Px 15 x 5,4 = 162P	
		Vertical Multilingualism in the Croatian Language	III.	1	0	1	1	0	0		1P x 15 x 5,4 = 81P 1S x 15 x 4 = 60 S	
	Edita Borić	Adaptation of Curriculum	V.	1	1	0	1	0	0	81	1P x 15 x 5,4 = 81P	870
	Ivana Đurđević Babić	Digital Tools in Inclusive Education	II.	1	0	0	1	0	0	81	1P x 15 x 5,4 = 81P	1215
	Ružica Kolar-Šuper	Functional Mathematical Abilities and Skills	V.	2	1	0	1	0	0	162	1P x 15 x 5,4 = 81P	972
		Methodology of Teaching Students with Dyscalculia	VI.	1	1	0	1	0	0		1P x 15 x 5,4 = 81P	

	Tena Velki	Intervention Techniques for Individuals with ADHD	V.	1	0	1	1	0	1	141	1P x 15 x 5,4 = 81P 1S x 15 x 4 = 60S	141
Associate Professor	Lidija Bakota	Nonverbal Communication Skills	I.	1	0	1	1	0	1	444	1P x 15 x 5,4 = 81P 1S x 15 x 4 = 60S	1032
		Promoting Literacy Skills	II.	1	1	1	1	1	1		1P x 15 x 5,4 = 81P 1V x 15 x 2,7 = 40,5V 1S x 15 x 4 = 60S	
		Methodology of Teaching Students with Dysgraphia and Dyslexia	IV.	1	1	0	1	1	0		1P x 15 x 5,4 = 81P 1V x 15 x 2,7 = 40,5V	
	Ksenija Romstein	New Technologies in Assessment and Rehabilitation of Autism Spectrum Disorder	III.	1	2	0	1	2	0	729	1P x 15 x 5,4 = 81P 2V x 15 x 2,7 = 81V	1311
		Early Intervention and Support	V.	2	1	0	2	1	0		2P x 15 x 5,4 = 162P 1V x 15 x 2,7 = 40,5V	
		Contemporary Educational Approaches to Children with Specific Learning Disabilities	IV.	1	1	0	1	1	0		1P x 15 x 5,4 = 81P 1V x 15 x 2,7 = 40,5V	
		Visual Impairments	V.	1	1	0	1	1	0		1P x 15 x 5,4 = 81P	

										1V x 15 x 2,7 = 40,5V		
		Interdisciplinary Approach to Rehabilitation of Individuals with Motor Disabilities and Chronic Illnesses	III.	1	1	0	1	1	0		1P x 15 x 5,4 = 81P 1V x 15 x 2,7 =40,5S	
	Jelena Kovačević	Creative and Supportive Therapies	VI.	1	2	0	1	2	0	162	1P x 15 x 5,4 = 81P 2V x 15 x 2,7 = 81V	1017
	Valentina Majdenić	Language Games in Preschool Age	I.	1	1	1	1	1	1	181,50	1P x 15 x 5,4 = 81P 1V x 15 x 2,7 = 40,5V 1S x 15 x 4 = 60S	1032,50
	Rahaela Varga	Learning and Teaching Theories	II.	1	0	1	1	0	0	222	1P x 15 x 5,4 = 81P	1071
		Fundamentals of Didactics	V.	1	0	1	1	0	1		1P x 15 x 5,4 = 81P 1S x 15 x 4 = 60S	
Assistant professor	Antonija Huljev	Fundamentals of Pedagogy	I.	1	0	1	1	0	0	262,5	1P x 15 x 5,4 = 81P	704,5
		Learning and Teaching Theories	II.	1	0	1	0	0	1		1S x 15 x 4 = 60S	
		Final Paper Methodology	VI.	1	1	0	1	1	0		1P x 15 x 5,4 = 81P 1V x 15 x 2,7 = 40,5S	
			I.	1	0	1	1	0	0		1P x 15 x5,4	

Dunja Jurić Vukelić	Human Developmental Psychology								688,5	= 81P	966,5
		II.	1	0	1	1	0	0		1P x 15 x5,4 = 81P	
	Counselling Work with Families	IV.	1	1	0	1	1	0		1P x 15 x5,4 = 81P 1V x 15 x 2,7 = 40,5V	
	Interdisciplinary Approach to the Rehabilitation of Individuals with Intellectual and Multiple Disabilities	V.	2	1	0	2	0	0		2P x 15 x 5,4 = 162P	
		V.	1	1	0	1	1	0		1P x 15 x 5,4 = 81P 1V x 15 x 2,7 = 40,5V	
	Psychogenic Etiology of Communication and Language Disorders	V.	1	1	0	1	1	0	1P x 15 x 5,4 = 81P 1V x 15 x 2,7 = 40,5V		
Ana Katalenić	Functional Mathematical Abilities and Skills	I.	2	1	0	1	1	0	162	1P x 15 x 5,4 = 81P 1V x 15 x 2,7 = 40,5V	996
	Methodology of Teaching Students with Dyscalculia	VI.	1	1	0	0	1	0		1V x 15 x 2,7 = 40,5V	
Darija Kuharić	German Language in Speech and Language Therapy I	I.	1	1	0	1	0	0	486	1P x 15 x 5,4 = 81P	1131
		II.	1	1	0	1	0	0		1P x 15 x 5,4 = 81P	
	German Language in Speech and	III.	1	1	0	1	0	0		1P x 15 x 5,4 = 81P	
		IV.	1	1	0	1	0	0		1P x 15 x	

		Language Therapy II									5,4 = 81P	
		German Language in Speech and Language Therapy III	V.	1	1	0	1	0	0		1P x 15 x 5,4 = 81P	
			VI.	1	1	0	1	1	0		1P x 15 x 5,4 = 81P	
	Nina Mance	Croatian Language and Language Culture	I.	1	0	1	1	0	1	423	1P x 15 x 5,4 = 81P 1S x 15 x 4 = 60S	1118
			II.	1	0	1	1	0	1		1P x 15 x 5,4 = 81P 1S x 15 x 4 = 60S	
		Lexemes in Contemporary Croatian Language	VI.	1	0	1	1	0	1		1P x 15 x 5,4 = 81P 1V x 15 x 4 = 60S	
	Ivana Marinić	English Language in Speech and Language Therapy I	I.	1	1	0	1	1	0	364,5	1P x 15 x 5,4 = 81P 1V x 15 x 2,7 = 40,5P	1152,5
			II.	1	1	0	1	1	0		1P x 15 x 5,4 = 81P 1V x 15 x 2,7 = 40,5P	
		English Language in Speech and Language Therapy II	III.	1	1	0	1	1	0		1P x 15 x 5,4 = 81P 1V x 15 x 2,7 = 40,5P	
			IV.	1	1	0	1	1	0		1P x 15 x 5,4 = 81P 1V x 15 x 2,7 = 40,5P	

		English Language in Speech and Language Therapy III	V.	1	1	0	1	1	0		1P x 15 x 5,4 = 81P 1V x 15 x 2,7 = 40,5P	
			VI.	1	1	0	1	1	0		1P x 15 x 5,4 = 81P 1V x 15 x 2,7 = 40,5P	
	Ana Mirković Moguš	Introduction to Statistical Methods	III.	1	2	0	1	2	0	324	1P x 15 x 5,4 = 81P 2V x 15 x 2,7 = 81P	987
		Contemporary Technologies in Speech and Language Rehabilitation	IV.	2	1	1	2	0	0		2P x 15 x 5,4 = 162P	
	Lidija Nikolić	Rhythm and Child Development	IV.	2	0	1	2	0	1	222	2P x 15 x 5,4 = 162P 1S x 15 x 4 = 60S	846
	Zvezdana Penava Brekalo	Volunteer Work I	IV.	0	2	0	0	2	0		2V x 15 x 2,7 = 81V	
		Personal Management of Speech and Language Therapists	V.	1	0	1	1	0	0	243	1P x 15 x 5,4 = 81P	666
		Field Work	VI.	0	2	0	0	2	0		2V x 15 x 2,7 = 81V	
	Dražen Rastovski	Kinesiology for Individuals with Hearing Impairments	I.	1	1	0	1	1	0	121,5	1P x 15 x 5,4 = 81P 1V x 15 x 2,7 = 40,5V	731,5
	Marinela Rosso	Audiology with Vestibulology	I.	2	1	0	1	0	0	1011	1P x 15 x 5,4 = 81P	1282

		Laryngology with Phoniatics	II.	2	1	0	1	0	0		1P x 15 x 5,4 = 81P	
		Phenomenology of Hearing Impairments and the Culture of Deaf	II.	1	0	1	1	0	1		1P x 15 x 5,4 = 81P 1S x 15 x 4 = 60V	
		Deontology in Clinical Speech Therapy Practice	III.	1	0	1	1	0	1		1P x 15 x 5,4 = 81P 1S x 15 x 4 = 60S	
		Rehabilitation of Hearing Impaired Persons I	V.	2	2	0	2	0	0		2P x 15 x 5,4 = 162P	
		Motor Speech Disorders	V.	2	1	0	2	0	0		2P x 15 x 5,4 = 162P	
		Surdopedagogy	VI.	2	1	0	2	0	0		2P x 15 x 5,4 = 162P	
		Deglutition Disorders	VI.	1	2	0	1	0	0		1P x 15 x 5,4 = 81P	
	Ljiljana Širić	Acoustics of Voice and Speech	I.	1	0	1	1	0	1	768	1P x 15 x 5,4 = 81P 1S x 15 x 4 = 60S	1316
		Voice Disorders I	III.	2	2	0	2	0	0		2P x 15 x 5,4 = 162P	
		Phonological and Articulation Disorders	IV.	2	2	0	2	0	0		2P x 15 x 5,4 = 162P	
		Rights of Speech and Language Impaired Patients	V.	1	0	1	1	0	1		1P x 15 x 5,4 = 81P 1S x 15 x 4 = 60S	
		Neurological Speech and	V.	1	1	1	1	0	0		1P x 15 x 5,4 = 81P	

		Language Disorders										
		Speech Fluency Disorders I	VI.	1	2	0	1	0	0		1P x 15 x 5,4 = 81P	
Assistants	Ivana Borić Letica	Human Developmental Psychology	I.	1	0	1	0	0	1	160,5	1S x 15 x 4 = 60S	580,5
			II.	1	0	1	0	0	1		1S x 15 x 4 = 60S	
		Counselling Work with Families	V.	2	1	0	0	1	0		1V x 15 x 2,7 = 40,5V	
	Krešimir Čosić	Communication Skills	I.	1	1	1	0	1	1	321	1V x 15 x 2,7 = 40,5 1S x 15 x 4 = 60S	662
			II.	1	1	1	0	1	1		1V x 15 x 2,7 = 40,5V 1S x 15 x 4 = 60S	
		Linguistics	I.	2	0	2	0	0	2		2S x 15 x 4 = 162V	
	Sara Ćavar	German Language in Speech and Language Therapy I	I.	1	1	0	0	1	0	243	1V x 15 x 2,7 = 40,5	481
			II.	1	1	0	0	1	0		1V x 15 x 2,7 = 40,5	
		German Language in Speech and Language Therapy II	III.	1	1	0	0	1	0		1V x 15 x 2,7 = 40,5	
			IV.	1	1	0	0	1	0		1V x 15 x 2,7 = 40,5	
		German Language in Speech and Language Therapy III	V.	1	1	0	0	1	0		1V x 15 x 2,7 = 40,5	
			VI.	1	1	0	0	1	0		1V x 15 x 2,7 = 40,5	
	Ružica Tokić Zec	Fundamentals of Pedagogy	I.	1	0	1	0	0	1	100,5	1S x 15 x 4 = 60S	679,5
Adaptation of Curriculum		V.	1	1	0	0	1	0	1V x 15 x 2,7 = 40,5V			

	Damir Tomić	Contemporary Technologies in Speech and Language Rehabilitation	IV.	2	1	1	0	1	1	100,5	1V x 15 x 2,7 = 40,5V 1S x 15 x 4 = 60S	819,50
Lecturers	Željko Gregorević	Digital Tools in Inclusive Education	II.	1	0	1	0	0	1	60	1S x 15 x 4 = 60S	1081
	Jurica Lovrinčević	Physical and Health Education 1	I.	0	2	0	0	2	0	324	2V x 15 x 2,7 = 81V	1264
			II.	0	2	0	0	2	0		2V x 15 x 2,7 = 81V	
		Physical and Health Education 2	III.	0	2	0	0	2	0		2V x 15 x 2,7 = 81V	
IV.			0	2	0	0	2	0	2V x 15 x 2,7 = 81V			

14. Mechanisms to ensure horizontal and vertical student mobility in the national and European Higher Education Area.

Vertical mobility of students in the national and international area of higher education can be achieved in several ways, with the support of the Service for International and Interuniversity Cooperation of Josip Juraj Strossmayer University through:

1. bilateral and multilateral cooperation (scientific research projects, FP7),
2. international programs (LLP ERASMUS, Erasmus+, CEEPUS) i
3. inter-university cooperation (recognition of foreign qualifications).

As the Faculty of Education entered the European Higher Education Area, it implemented the ECTS credit system (European Credit Transfer System), where each individual credit represents the student's workload coefficient, i.e., the time spent by the student to successfully master the material. The ECTS system acknowledges time spent in lectures, seminars, and practices, as well as time invested in self-study, consultations with mentors and teachers, literature research, exams, and other forms of knowledge assessment. Credits are earned upon passing exams or fulfilling requirements in accordance with the curriculum. ECTS credits for each course are predetermined and are derived from the course's schedule, its significance and complexity, and the obligations that need to be met to pass the course (working with literature, independent assignments, class preparations, etc.). All matters related to the organization and execution of studies are aligned with the unified Ordinance on studies and studying at the Josip Juraj Strossmayer University of Osijek, the Statute of the Josip Juraj Strossmayer University of Osijek, and the Higher Education Act

The evaluation of student engagement through the ECTS credit system complies with the principles of harmonisation of higher education within the European Higher Education Area by the Standards and Guidelines for Quality Assurance of the European Higher Education Area.

The first prerequisite for vertical mobility is ensured by initiating the undergraduate university level. The system of ECTS credits at the Undergraduate University Study Programme of Speech and Language Therapy enables the continuation of studies at level 2, i.e., graduate university studies.

The projection of development and sustainability of the Undergraduate University Study Programme of Speech and Language Therapy indicates justified expectations of the future development of student mobility at the national and international levels. Various options for cooperation and mobility are expected within the Republic of Croatia, the European Union and beyond. Achieving cooperation with other institutions in the Republic of Croatia and the European Union is possible for several reasons:

- the speech and language therapist profession is on the shortage occupation list in the Republic of Croatia,
- the need for their occupation is growing both in our country and in the world,
- Speech therapists are healthcare professionals in accordance with positive legislative and sub-legislative regulations. However, the formal education of the speech and language therapy study is interdisciplinary because speech and language therapy is a social science of an interdisciplinary nature. Therefore, the education of future speech and language therapists includes courses from the fields of social sciences, humanities, and biomedical sciences. Speech and language therapists are employed in the healthcare system, education system, social welfare system, non-governmental sector, private sector, etc.

The Josip Juraj Strossmayer University of Osijek and the Faculty of Education continuously cooperate with many institutions outside the Republic of Croatia. International and inter-institutional cooperation is achieved:

1. within activities agreed in bilateral inter-institutional agreements, in the framework of international university networks, international scientific and professional research projects supported by the European Commission, cooperation at the level of scientific-teaching and artistic-teaching constituents and international activities of student associations,
2. membership in international associations
3. under the Mobility Programme (Erasmus)
4. participation in international research projects, etc.

To realise the above, the Josip Juraj Strossmayer University of Osijek has established the Service for International and Interuniversity Cooperation, whose work and activities are supervised by the Vice-Rector for Science, Technologies, Projects and International Cooperation, established through the Department of International Projects and Mobility of

Students and Teachers, Department for Academic Recognition of Foreign Higher Education Qualifications and Recognition of Periods of Study, Department of Science, Technology, Projects and International Cooperation.

Each University constituent also achieves its bilateral cooperation through separate agreements. In its Strategic Plan, the Faculty of Education states further expansion and deepening of activities with international partner institutions in Europe and the world. Encouraging the mobility of students, teachers, and non-teaching staff within the Erasmus+ and Ceepus programmes are key areas of international cooperation development at the Faculty and a vital part of the Faculty's development strategy. Consequently, the Faculty of Education has defined two main objectives: connecting with related faculties from Central Europe and the most influential related institutions from Europe. In this way, a network of partner institutions has been created for active cooperation within the Erasmus programme and the application for calls announced by the European Union. Accordingly, communication and signed cooperation agreements were established with the Pedagogical Academies in Salzburg, Klagenfurt, Eisenstadt and Graz in the Republic of Austria, with Pädagogische Hochschule from Ludwigsburg, Republic of Germany and with The Faculty of Psychology and Education Sciences, University of Porto, Portugal. Also, contacts were established with faculties and universities from Serbia, Bosnia and Herzegovina, Slovenia, Latvia, Hungary, Ukraine, Turkey, Italy, Germany, Greece and Great Britain. The CEEPUS network, with numerous European partners, has been active over the past four years with the Faculty of Education as its coordinator. The partners come from Montenegro, Serbia, Slovenia, Hungary, Slovakia, the Czech Republic, Macedonia, Poland and Austria.

Finally, students were offered the opportunity to attend more guest lectures by professors and scientists from abroad and the possibility of studying at foreign universities.