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| <b>Code : PEF EDU</b><br>112               | <b>Course syllabus: Intellectual Disability</b>  |   |                       |
| <b>Study Circle: first (undergraduate)</b> | <b>Year: I</b>   | <b>Semester: I</b>  | <b>ECTS credit: 4</b> |
| <b>Status: Obligatory</b>                  |  | <b>Total number of hours: 75</b><br>Lectures: 30h<br>Exercises: 15h<br>Practical assignments: 30h |                       |
| <b>Professor</b>                           | <b>Haris Memisevic, PhD, associate professor</b>   |   |                       |
| <b>Prerequisites:</b>                      | None   |   |                       |
| <b>Course description:</b>                 | The goal of the course is to introduce students to Intellectual Disability (ID). Students will gain knowledge and skills related to diagnostic systems, etiology and classification of ID. In addition to this, students will learn about various educational and rehabilitation opportunities for students with ID, from early intervention to vocational training and employment opportunities.  |   |                       |
| <b>Course contents</b>                     | <ul style="list-style-type: none"> <li>• History of ID</li> <li>• Definition, diagnosis, and classification of ID according to DSM-5 and ICD-11 criteria</li> <li>• Etiology of ID</li> <li>• Assessment of ID</li> <li>• Evidence-based treatments</li> <li>• Early intervention</li> <li>• Early assessment and tests for adaptive behavior</li> <li>• Curricula</li> <li>• Treatment for dual diagnosis</li> <li>• Quality of life</li> <li>• Evidence-based practices in ID</li> <li>• Issues of sexuality and relationships</li> <li>• Vocational training</li> <li>• Parenting support</li> <li>• Community-based living and systems of support</li> </ul> |   |                       |

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|                                  | <ul style="list-style-type: none"> <li>• Diet and Supplementation in ID</li> <li>• Person-centered planning</li> <li>• Future directions in ID research</li> </ul>  |
| <p><b>Learning outcomes:</b></p> | <p><i>Students will demonstrate the following learning objectives:</i></p> <ul style="list-style-type: none"> <li>• Define the ID according to the criteria set forth by the DSM-5 and ICD-11;</li> <li>• Identify etiological factors in ID;</li> <li>• Describe the historical understanding of the ID;</li> <li>• Describe the characteristics of ID at an early age;</li> <li>• Discuss the educational opportunities for school-aged children with ID;</li> <li>• Discuss the vocational opportunities for adults with ID;</li> <li>• Discuss different treatment options for persons with ID;</li> <li>• Discuss the phases in creation of Individualized Education Programs for students with ID</li> <li>• Determine the support needs for persons with ID living in local communities</li> </ul> |
| <p><b>Teaching methods:</b></p>  | <p>Lectures<br/>Seminars<br/>Independent study<br/>Projects<br/>Elearning</p>   |
| <p><b>Grades:</b></p>            | <p>Monthly quizzes: 20%<br/>Presentation: 20%<br/>Research paper: 20%<br/>Final exam: 40%</p>   |
| <p><b>Literature:</b></p>        | <p>Books:</p> <ol style="list-style-type: none"> <li>1. Matson, J. L. (Ed.). (2019). Handbook of Intellectual Disabilities: Integrating Theory, Research, and Practice. Springer Nature.</li> </ol> <p>Journals:</p> <ol style="list-style-type: none"> <li>1. Journal of Intellectual Disability Research</li> </ol>   |

2. Research in Developmental Disabilities
3. Intellectual Disability
4. American Journal of Intellectual and Developmental Disabilities