

4.0 credits

30.0 h

1q

Teacher(s) :	Mazzone Stéphanie (compensates Grosbois Nathalie) ; Grosbois Nathalie ;
Language :	Français
Place of the course	Louvain-la-Neuve
Main themes :	<p>The course will emphasize educational problems of the disabled which are linked to the features of their disability. These features are considered more as obstacles to 'normal development' and quality of daily life, which psychologists must take into account. The course is designed to provide better understanding of the frameworks within which special intervention takes place and will introduce students to the wide variety of these disability situations.</p>
Aims :	<p>Objectives</p> <ul style="list-style-type: none"> <li>- to raise students' awareness of the characteristic features in the global functioning of people with distinct disabilities (mental retardation, autistic disorders, sensory disorders, multiple disabilities) or development disorders</li> <li>- to introduce students to the principles of special education designed to provide optimal development and well-being in disabled people, at different stages in their lives.</li> </ul> <p>Skills :</p> <ul style="list-style-type: none"> <li>- to understand problems of adaptation in people with distinct disabilities and the people around them and to identify the role of a psychologist in these various contexts</li> <li>- to know and to become familiar with the networks for intervention with disabled people at different stages in their lives</li> </ul> <p><i>The contribution of this Teaching Unit to the development and command of the skills and learning outcomes of the programme(s) can be accessed at the end of this sheet, in the section entitled "Programmes/courses offering this Teaching Unit".</i></p>
Content :	<p>Content</p> <p>At different stages in their lives, disabled people's needs and preoccupations develop, as do the kinds of interventions available.</p> <ul style="list-style-type: none"> <li>- prenatal period : genetic counselling, detection of disability, methods of primary prevention, confirmation of the disability and its implications.</li> <li>- perinatal period : early intervention, secondary prevention, theoretical models of intervention with children, theoretical models of intervention with parents, methods of intervention for early support services.</li> <li>- school period : special teaching (historical points of reference, orientation process, organization) or integration ?</li> <li>- post-school period : training or work in protected or ordinary environments, free time.</li> </ul> <p>Introduction to the diversity of disability situations : mental, sensory, motor, behavioural, socio-cultural (etiology, determining factors, needs); and diversity of interventions.</p> <p>Methods</p> <p>Video analysis ; use of documents ; brainstorming ; lectures.</p>
Cycle and year of study :	<a href="#">&gt; Preparatory year for Master in Psychology</a>
Faculty or entity in charge:	PSP