

## **FACULTY OF REHABILITATION SCIENCES**

Modern research is interdisciplinary – a principle to which all TU Dortmund faculties subscribe.

TU Dortmund was founded in 1968 as part of a strategy to develop technological services as key part of the local economy. The university's main areas of research tend to be in applied subjects such as engineering and the social sciences but it also has a developing humanities programme. TU Dortmund is located approximately two miles outside the city and is located on two campuses that are located by a unique monorail. At the TU Dortmund there are more than 3300 foreign students from over 100 countries amongst 25,000 registered students. Here the international character of the university is a huge priority.

The Faculty of Rehabilitation Sciences in Germany specialises in research into education and disability. The Faculty has a strong social mission for the integration and emancipation for people with disabilities.

For more information on the Technical University of Dortmund,:

[www.tu-dortmund.de/uni/International/index.html](http://www.tu-dortmund.de/uni/International/index.html)

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# Elective programme (Dis)ability, Health, Participation

## OUTLINE

In May 2008 the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) entered into force. This convention marked a paradigm shift: Persons with disabilities are no longer seen as objects of medical treatment, charity or social protection. They are recognized as subjects making the decisions on their own lives and claiming their right for active participation in society. According to the UNCRPD all persons with disabilities must be able to enjoy all human rights and fundamental freedoms. This encompasses rights such as the right to live in the community, the right to health care, the right to work, the right to an adequate standard of living, the respect for home and the family, the right to participate in political, public and cultural life, and the right to education.

Governmental and non-governmental organizations in all parts of the world are now called upon to take measures to “promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity” (UNCRPD, Article 1). To reach the goal of a “society for all” different disciplines such as pedagogy, sociology, political and technological sciences have to interconnect in order to achieve the full realization of the rights of persons with disabilities.

Our English-language elective programme aims at acquainting students with different concepts and topics in the area of disability, health and participation/ inclusion as they form the background for the implementation of the UNCRPD.

As this study programme is taking place in Dortmund, participating students will also have the opportunity to get to know rehabilitation services in Germany by visiting different institutions and organizations in the area.

The exchange students attend the seminars and lectures together with regular German students as well as other international students. In this way students will be given the opportunity to share and exchange their views and ideas.

# COMMUNICATION

## OBJECTIVE

Understanding principles of communication processes in interpersonal relationships. Major theories and empirical evidence is presented and discussed.

## CONTENTS:

Principles of communication  
Intercultural and gender specific communication  
Interpersonal relationships: universals, growth, deterioration, love, and friendship  
Non-verbal communication  
Understanding and misunderstanding  
Conflict and power  
Computer mediated communication

## BIBLIOGRAPHY:

Each session will be devoted to one aspect of interpersonal communication. It is expected that students read the respective chapters in the textbook to prepare for the sessions. In addition, one paper per session will be discussed to focus on specific aspects of the topic in more detail. This additional paper is to be read before OR after the class. In any case, familiarity with both, the book chapter and the in-depth literature is expected and required.

### *Textbook*

DeVito, Joseph A. (2009). *The Interpersonal Communication Book*. 12th edition. Boston, MA: Pearson International.

## CREDIT POINTS:

3 ECTS

## STRUCTURE:

This class represents the second part of a first year course, focusing on perception and communication processes.

## LECTURER:

Prof. Dr. Ute Ritterfeld, Ph.S., Professor for Language and Communication

## ASSESSMENT:

written assignment

# CHILDREN'S RIGHTS AND THEIR RELEVANCE FOR PROFESSIONAL PRACTICE

## OBJECTIVE

This course aims on a deeper knowledge and understanding of Children's Rights and their impact on professional attitudes and actions

## OVERVIEW

The basis of studying concepts and principles of Children's Rights is the United Nations (UN) Children's Rights Convention (CRC) which was published 20 years ago and became the most ratified Human Rights document ever in history. To go beyond a superficial knowledge and agreement a detailed analysis of this treaty is needed, including the monitoring measures of the Children's Rights Committee in Geneva where all member states have to report on their activities for children. A reflection of Children's Rights issues in relation to professional (and private) life will build the final part of the workshop.

## CREDIT POINTS:

3 ECTS

## LECTURER:

Prof. Dr. Christoph De Oliveira K ppler, Master in Children's Rights

## ASSESSMENT:

Active participation, formal presentation and hand-out

# CONCEPTS OF UNIVERSAL DESIGN IN EDUCATION AND TEACHING (BLENDED-LEARNING COURSE)

## OBJECTIVE

The purpose of this course is to give students a basic understanding of the concepts and principles of Universal Design, and the benefits of the approach for people with disabilities and for all individuals.

## OVERVIEW

The students will be introduced to the history of universal design, assistive technologies, accessibility and the multiple interpretations of the concept of Universal Design in the field of education and teaching. We will discuss and compare several different concepts and use these concepts within pedagogical settings. By the end of the course, the students

- will have an appreciation for the diversity of the learners in today's schools and universities,
- are able to describe and explain the different concepts of UD in education and teaching,
- can compare the different concepts with each other, and
- apply them to a selected area of interest.

## CREDIT POINTS:

3 ECTS

## COORDINATOR:

Björn Fisseler

## ASSESSMENT:

Active participation, online presentation

# COMMUNITY CARE

## OBJECTIVE

Insight into concepts of community care exemplified by the strategy of Community Based Rehabilitation (CBR)

## OVERVIEW

Health promotion is a crucial part of the work of most stakeholders working in the area of health and social security. Due to changing demographics community approaches play an increasing role in the social service sector. Besides the conceptual framework of concepts of community care, the seminar will focus on the theoretical background of health promotion and education – also with regard to the group of persons with disabilities. Relevant aspects in this context are ensuring equal opportunities and self-determination. But also economical, philosophical and political principles such as the subsidiarity principle play an important role which has to be considered when talking about community care concepts. During the second part of the seminar CBR, a strategy developed by the WHO, will be discussed in detail.

## CREDIT POINTS:

3 ECTS

## LECTURER:

Dipl. Reha. Päd. Stefanie Frings

## ASSESSMENT:

Active participation, formal presentation

# DEVELOPMENT DURING THE COURSE OF LIFE: THE PSYCHOLOGICAL PERSPECTIVE IN DISABILITY AND HEALTH

## OBJECTIVE

Taking on the life span perspective, we seek to understand selected issues from developmental psychology, and discuss them in the framework of health and disability.

## OVERVIEW

In developmental psychology, we study changes in psychological processes and behavior of people during their life span, taking into account the interaction between personal characteristics, the individual's behavior, and environmental factors. Extensive research has shown, that the distinction between normal and abnormal development and health and disability is not a simple one, and is a new one with every new developmental stage. The focus of this seminar is on the understanding of the diversity of developmental processes, and on psychological processes in the individual.

## CREDIT POINTS

3 ECTS

## LECTURER

Dipl. Psych. Katja Steudel

## ASSESSMENT

Active participation, formal presentation

# DISABILITY IN DIFFERENT CULTURES

## OBJECTIVE

Raising awareness and understanding of different (cultural) perspectives on disability

## OVERVIEW

Disability as a social phenomenon is strongly interconnected with assumptions on humanity and personhood, health and illness, social roles and normality. Support structures such as the family network or social organisations have a strong influence on the lives of persons with disabilities and their families and form the background for active participation and inclusion.

In this reading course the students will deal with different texts on disability and culture working on the following topics:

- What does culture mean?
- How do cultural and social circumstances shape the meaning of disability?
- Which role do assumptions on personhood, social roles and normality play?
- What does this mean for our practical work as rehabilitation workers, social workers, teachers or educationalists?

## CREDIT POINTS

3 ECTS

## LECTURER

Dipl. Reha. Päd. Kathrin Schmidt

## ASSESSMENT

Active participation; written assignment



# VISITING DIFFERENT INSTITUTIONS

## OBJECTIVE

Getting to know different institutions working in the area of rehabilitation, early intervention and/ or special needs education/ inclusion

## OVERVIEW

At the beginning of this course the students will attend a workshop giving them information on the German rehabilitation system. Based on this information the students will have the opportunity to visit different institutions in Dortmund area to get to know the German rehabilitation system in practice. The students will be accompanied by staff members of the Faculty of Rehabilitation Sciences, who will evaluate and discuss the visits with the students.

## CREDIT POINTS

6 ECTS

## COORDINATOR

Kathrin Schmidt (responsible); supported by other academic staff members

## ASSESSMENT

Active participation, report on visits (learning log)

# SELF-STUDY PROJECT

## OVERVIEW

Students will have the opportunity to carry out an own study project in the area of education – health – participation. Topic, research question and methodology may be developed by the student herself/himself, but must be approved by the responsible course coordinator before 1<sup>st</sup> of November. At the end of the semester the students will present and discuss their results.

## CREDIT POINTS

6 ECTS

## COORDINATOR

Kathrin Schmidt; supported by other academic staff members

## ASSESSMENT

Presentation of the results (30-45 minutes), hand-out