



**CLINICAL MASTER PROGRAM IN
REHABILITATION SCIENCES AT JUST
(JUST – CRS)**

**COURSE INFORMATION PACKAGE
(COURSE CATALOGUE)**

COURSE INFORMATION

Course title	Code	Semester	Theory (hours/week)	Application (hours/week)	Laboratory (hours/week)	National Credit	ECTS
Advance Theoretical Models of Practice in Rehabilitation Sciences	CRS 711	I	3	2		3	12
Prerequisites	None						
Course language	English						
Course type	Mandatory						
Mode of delivery (face to face, distance learning, blended)	Blended						
Learning and teaching strategies	<ul style="list-style-type: none"> • Lecture • Team group work Discussion • Problem solving activities • Self-directed learning and Independent study • Online environment 						
Course description	This course provides information about models and scope of practice, evidence based and interdisciplinary clinical reasoning, and facilitates reflection about the development of rehabilitation strategies according to the client and community needs in an interdisciplinary approach across the life span.						
Course objective	The aim of this course is to ensure an understanding of models and scope of practice, evidence based and interdisciplinary clinical reasoning, to allow the development of rehabilitation strategies according to the client and community needs in an interdisciplinary approach across the life span.						
Learning outcomes	<p>Upon the completion of this course, the student will;</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of models of practice when interacting with client/community and interdisciplinary team in a professional context. 2. Demonstrate an appropriate understanding of healthcare systems and other health professions' scope of practice to provide a comprehensive client care 3. Design client approaches in an evidence based and multifactorial clinical reasoning within interdisciplinary context. 4. Develop rehabilitation approaches client and community centered in collaboration with other professionals and stakeholders 5. Apply advance knowledge and models of rehabilitation sciences in various conditions throughout lifespan 						



<p>Course Content</p>	<ul style="list-style-type: none"> • Scope of Practice and professional development • Interdisciplinary work • Models of practice • Clinical reasoning • Documentation /Clinical Records
<p>References</p>	<ul style="list-style-type: none"> • Goodman, C. C., & Snyder, T. K. (2013). Differential diagnosis for physical therapists. Elsevier Health Sciences. • Davis, S. (2006). Rehabilitation: The use of theories and models in practice. Elsevier Health Sciences. • Turpin, M. J., & Iwama, M. K. (2011). Using occupational therapy models in practice: A fieldguide. Elsevier Health Sciences. • Cole, M. B., & Tufano, R. (2008). Applied theories in occupational therapy: A practical approach. Thorofare, NJ: Slack. • Polatajko, H. J., & Townsend, E. A. (2013). Enabling occupation II: Advancing an occupational therapy vision for health, well-being & justice through occupation. 2nd ed. Ottawa: Canadian Association of Occupational Therapists Publication • Jensen, G., Gwyer, J., Hack, L., & Shepard, K. (2007). Expertise in physical therapy practice. Elsevier Inc. • Gardner, K. (2011). Guide to Physical Therapist Practice.

COURSE OUTLINE-WEEKLY

Weeks	Topics (Theoretical, Practice – Lab & hands on skills)
1.	Expanding scope of practice and future trends and risks in the interdisciplinary context
2.	Interdisciplinary work in rehabilitation science
3.	<i>Application - Practical application of the concepts</i>
4.	Models of practice in rehabilitation science I
5.	<i>Application - Practical application of the concepts</i>
6.	Models of practice in rehabilitation science II
7.	Models of practice in rehabilitation science III
8.	<i>Application - Practical application of the concepts</i>
9.	Clinical reasoning and differential diagnosis in rehabilitation science
10.	<i>Application - Practical application of the concepts</i>
11.	Rehabilitation approaches towards client centered and community needs
12.	<i>Application - Practical application of the concepts</i>
13.	Documentation - Clinical records in interdisciplinary context
14.	Final exam/Presentation
15.	

**In accordance with the structure of the course, activities such as presentations, projects, seminars, and portfolios can be used in the evaluation system as a midterm exam.*



ASSESSMENT METHODS

Course activities	Number	Percentage**
Attendance		
Laboratory		
Application		
Field activities		
Specific practical training		
Assignments		
Presentation	1	10
Discussion		
Project		
Seminar		
Portfolio	1	50
Online environment*		
Midterms		
Final exam**	1	40
Total		100
Percentage of semester activities contributing grade success		
Percentage of final exam contributing grade success		
Total		100

WORKLOAD AND ECTS CALCULATION

Activities	Number	Duration (hour)	Total Work Load
Course Duration (x14)	14	2	28
Laboratory			
Application	14	2	28
Specific practical training			
Field activities	6	8	48
Study Hours outside the classroom context (Preliminary work, reinforcement, self-directed learning etc.)	14	11	154
Presentation / Preparation	1	6	6
Project			
Online environment	6	8	48
Homework assignment			
Portfolio			
Midterms (Study duration)			
Final Exam (Study duration)	1	48	48
Total Workload			360



MATRIX OF THE COURSE LEARNING OUTCOMES VERSUS PROGRAM OUTCOMES

Program Outcomes	Contribution level*				
	1	2	3	4	5
1. Design and implement autonomously a professional approach based on analysis of complex rehabilitation science knowledge					x
2. Design, deliver and evaluate educational process adapted or customize to different inter-professional contexts (academic/professional/community) using an effective pedagogical approach	x				
3. Provide and disseminate new evidence in accordance with research ethics using updated and integrated knowledge of research methods	x				
4. Develop, manage and organize strategic planning and decision making within the scope of the quality assurance, ethical rules, team development and cooperation	x				
5. Integrate health advocacy at an individual, community and policy levels to promote citizenship and inclusive development of communities			x		
6. Communicates effectively within multidisciplinary clinical or scientific contexts, based on collaborative approach.					x
7. Plan, implement and advocate interdisciplinary healthcare services within deep understanding of health care systems to promote better networking, and comprehensive patient care.					x

***1 Lowest, 2 Low, 3 Average, 4 High, 5 Highest**