



**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
Educational Approaches in Clinical Rehabilitation Sciences	CRS 741	I	1	1		1	4
Prerequisites	<ul style="list-style-type: none"> None 						
Course language	<ul style="list-style-type: none"> English 						
Course type	<ul style="list-style-type: none"> Mandatory 						
Mode of delivery (face to face, distance learning, blended)	<ul style="list-style-type: none"> Blended Face to face 						
Learning and teaching strategies	<ul style="list-style-type: none"> Lectures Project design/management Online environment 						
Instructor (s)							
Course description	<p>This course provides the students with the opportunity to practice designing, delivering an educational process in an inter-professional context. The course directs students to use effective professional communication skills as a clinician in an educator/supervisor role. The course trains students to customize learning and teaching in different environments and with different individuals (students, patients, community, and staff). Additionally the course will provide students with skills to use Information and Communication Technologies (ICT) and Open Educational Resources (OER) effectively in the creation and delivery of instruction, assessment, and professional development. Skills of effective interactive teaching strategies in a blended/hybrid format will be provided for the students.</p>						
Course objective	<p>The course aims to develop effective clinical based education strategies. Traditional and non-traditional evidence-based teaching strategies are discussed.</p>						
Learning outcomes	<p>Students will be able to:</p> <ol style="list-style-type: none"> To explain contemporary interactive educational concepts and terms To analyse and synthesize rehabilitation education strategies To design an educational process in an inter-professional context. To deliver an educational material in an inter-professional context Customize learning and teaching in different environments and with different individuals Demonstrate ability to use current online educational resources and create new ones upon need. 						



Course Content	<ul style="list-style-type: none"> Educational approaches in clinical rehabilitation sciences
References	<ul style="list-style-type: none"> Handbook of Clinical Teaching 1st edition, by Mookherjee, 2016 Client education – a partnership approach for health practitioners, 1st edition by McKenna K & Tooth L, 2006.

COURSE OUTLINE-WEEKLY

Weeks	Topics
1.	Educational approaches: client-centered and logical structuring (clinician-directed)
2.	Learning approaches(principles; strategies and categories) and Specific models (Health belief model; and psychoeducational group approaches (we added)
	Theories and models of behaviour change (eg COM-BA , transtheoretical theories theory of change).
3.	Multi-professional client education
4.	adult-centred or children and families-centred perspective, needs and strategies to engage diverse groups. (we added)
5.	Information and Communication Technologies (ICT) and Open Educational Resources (OER) PI
6.	planning the content and format of educational interventions (e.g. web platform for educational interventions such as serious games) should this be deleted?
7.	Telepractice education to raise client awareness and empower him to participate in the management (decision-making) of his own health, regarding his lifestyle, wellbeing and prevention of disease complications
8	Facilitating group education
9	Clinical supervision models (e.g., Anderson’s model continuum of supervision; Reciprocal Peer Coaching) and outcome measures (eg. Perceived effectiveness of various supervision strategies survey)
10	Educational strategies in clinical supervision
11	planning and developing educational programmes
12	planning and developing educational programmes
13	Evaluation strategies for education programmes
14.	Evaluation of clinical supervision programme: outcome measures
15.	Final exam week

**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

Student will design a short educational programme using two modes of delivery and demonstrate how the programme would achieve one of its learning outcomes.

Course activities	Number	Percentage**
Attendance		
Laboratory –check-off final exam		
Application		
Field activities		
Specific practical training		
Assignments	1	10
Presentation		
Discussion		
Project		
Seminar		
Portfolio		
Online environment*		
Midterms - written assignment	1	50
Final exam** Presentation	1	40
Total		
Percentage of semester activities contributing grade success	2	100
Percentage of final exam contributing grade success		
Total		100

WORKLOAD AND ECTS CALCULATION

Activities	Number	Duration (hour)	Total Work Load
Course Duration (x14)	14	1	14
Laboratory			
Application	14	1	14
Specific practical training			
Study Hours outside the classroom context (Preliminary work, reinforcement, self-directed learning etc.)	2	14	28
Presentation / Seminar Preparation (final)			
Online environment	14	1	14
Homework assignment			
Portfolio			
Midterms (written assignment ie proposal of project)	1	15	20
Final Exam (presentation)	1	30	30
Total Workload			120



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**