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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
Evidence Based Clinical Reasoning in Rehabilitation Sciences	CRS 742	II	1	1		1	5
Prerequisites							
Course language	English						
Course type	Mandatory						
Mode of delivery (face to face, distance learning, blended)	• Blended • Face to face						
Learning and teaching strategies	• Lecture • Discussion • Literature appraisal • Problem solving • Case based learning • Reflective practice • Online environment						
Instructor (s)							
Course description	This course focuses in enabling students to critically evaluate scientific information and integrate the best available evidence to clinical interdisciplinary practice. This course emphasizes the importance of using best current evidence in a lifelong practice. Application of clinical reasoning in evaluation, designing treatment plan, and application of plan of care will be emphasized in this course.						
Course objective	To generate clinical research questions, to search databases effectively and efficiently, synthesize literature, establish evidence based recommendations for the rehabilitation, Integrate the evidence to practice demonstrating clinical reasoning.						
Learning outcomes	On completion of this course, students will be able to: 1- Generate research questions based on clinical scenarios (PICO). 2- Effectively and efficiently search scientific databases. 3- Critically appraise literature and differentiate the levels of evidence. 4- Establish evidence-based recommendations for the rehabilitation, derived from a methodological review of all sources of evidence. 5- Integrate the evidence based practice approach in their clinical reasoning.						

	6- Create an intervention plan utilising multiple models of clinical reasoning to inform an evidence based approach to patient need
Course Content	• Evidence based practice, levels of evidence, clinical reasoning
References	• Higgs et. al, Clinical Reasoning in the Health Professions, 3rd Edition, 2008 • Physiopedia http://www.physio-pedia.com/Clinical_Reasoning • Evidence based rehabilitation – guide of practice 2014 • Additional reading will be in the form of papers and or text references that will be provided prior to or during each session

COURSE OUTLINE-WEEKLY

Weeks	Topics
1	Introduction levels evidence
2	Models of clinical reasoning
3	Models of clinical reasoning
4	Models of clinical reasoning
5	Clinical dilemmas/scenarios in rehabilitation sciences
6	Check list for the reporting of studies (e.g. diagnostic accuracy/STARD check list; cross sectional studies/STROBE Statement), The reflection of the informed evidence based practice on the clinical approach and different levels of evidence
7	How to conduct a comprehensive search for the best available evidence, Formulate a clinical question
8	Finding the evidence (Methods of handling data and combining results of studies in evidence based practice)
9	Appraise the evidence (Steps approach to intervention decision using evidence-based practice)
10	Midterm exam Integrating different levels of evidence with patient care Personal and institutional accountability for decisions and actions
11	Preparing a project on clinical applications and evidence based applications
12	Project Presentation
13	Project Presentation
14	Project Presentation
15	Final Exam

**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	2	30
Presentation	1	15
Discussion		
Project (Final)	1	20
Seminar		
Portfolio		
Online environment* (assignment)	1	15
Midterms	1	
Final exam**	1	20
Total		100
Percentage of semester activities contributing grade success		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			
Field activities			
Study Hours outside the classroom context (Preliminary work, reinforcement, self-directed learning etc.)	14	3	42
Presentation / Seminar Preparation	1	10	10
Project	1	16	16
Online environment	1	14	14
Homework assignment	3	10	30
Portfolio			
Midterms			
Final Exam	1	10	10
Total Workload			150

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**