

## COURSE OUTLINE: REHABILITATION AND REHABILITATION TEAM

### 1. GENERAL

SCHOOL	SCHOOL OF HEALTH SCIENSES		
ACADEMIC INIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PHOMW9	SEMESTER	WINTER
COURSE TITLE	REHABILITATION AND REHABILITATION TEAM		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
LECTURES		2	3
			3
COURSE TYPE	OM <i>Compulsory Modules of General Knowledge Background (CMGKB), Compulsory Modules of Specific Knowledge Background (CMSKB), Compulsory Specialisation Modules (CSM), Optional Modules (OM)</i>		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION & EXAMINATIONS:	GREEK		
IS THE COURSE OFFED TO ERASMUS STUDENTS?	NO		
COURSE WEBSITE (URL)	<a href="https://eclass.uth.gr/courses/PHYSIO_U_237/">https://eclass.uth.gr/courses/PHYSIO_U_237/</a>		

### 2. LEARNING OUTCOMES

#### Learning outcomes

*The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.*

*Consult Appendix A*

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

#### Learning Outcomes:

The student, upon completion of the course, will be able to:

1. Understands the concepts of Rehabilitation, Functionality, and Disability.
2. Knows the composition, roles, and key interventions of Rehabilitation team members.
3. Understands the function and interventions of the Rehabilitation team in various conditions.
4. Recognizes the potential needs of patients and caregivers for Rehabilitation services, as well as the occurrence of secondary health complications.
5. Collaborate effectively with the rest of the team in modifying the Rehabilitation program and physiotherapy intervention within the overall interdisciplinary Rehabilitation plan to ensure optimal service delivery.
6. It is familiar with the structures that provide Rehabilitation services.

#### General Competences

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

*Search for, analysis and synthesis of data and*

*Project planning and management*

<i>information, with the use of the necessary technology</i>	<i>Respect for difference and multiculturalism</i>
<i>Adapting to new situations</i>	<i>Respect for the natural environment</i>
<i>Decision-making</i>	<i>Showing social, professional and ethical responsibility</i>
<i>Working independently</i>	<i>and sensitivity to gender issues</i>
<i>Teamwork</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>Others ...</i>
<i>Production of new research ideas</i>	

- Search, analysis, and synthesis of data and information using the necessary technologies.
- Decision-making.
- Exercise of critical and self-critical thinking.
- Independent work.
- Teamwork.
- Work in an interdisciplinary environment.
- Respect for diversity and multiculturalism.
- Demonstration of social, professional, and ethical responsibility and sensitivity to gender issues.
- Production of new research ideas.
- Promotion of free, creative, and inductive thinking.

### 3. SYLLABUS

#### **Unit 1: Rehabilitation – Rehabilitation Team**

- Definitions – The historical evolution of Rehabilitation.
- The Rehabilitation process.
- Measurements and assessment of Rehabilitation needs.
- The members and meetings of the Rehabilitation team.
- Collaboration among Rehabilitation team members.
- Services provided by the Rehabilitation team.
- Role descriptions, overlaps.
- Medical specialties in Rehabilitation.
- Therapeutic specialties in Rehabilitation.
- Assistive technology.
- Barriers to providing Rehabilitation services.
- Examples.

#### **Unit 2: Impairment – Disability – Handicap**

- Definitions – The concept of diversity.
- Disability: Perception and understanding of disability.
- Disability perception systems in various aspects of life.
- Conditions causing significant disability according to body systems.
- Disability and human rights.

#### **Unit 3: Classification of Functioning, Disability, and Impairment**

- Structural impairment – Activity limitations – Participation restrictions.
- Personal factors, environmental factors.
- Prevalence of disability by age, gender, income, and diseases – Demographic data.
- The cost of disability: Direct and indirect costs – National statistics authority.

#### **Unit 4: The Concept of Health in Persons with Disabilities**

- Initial health status.
- Secondary conditions.
- Comorbidities.
- General health needs.
- Specific health needs.
- Examples.

#### **Unit 5: Provision of Rehabilitation Services**

- Human resources.
- Development of mechanisms to improve Rehabilitation service delivery.
- Specialization.
- Continuing education.
- Rehabilitation service structures.
- Development of Rehabilitation technology.
- Tele-rehabilitation.
- Information and informed consent.

#### **Unit 6: The Impact of the Environment on Rehabilitation Service Users**

- Definitions – The impact of the environment.
- Design.
- Interventions by Rehabilitation team members.
- Access to information.
- Development of national policies to eliminate environmental barriers.

#### **Unit 7: People with Disabilities, Caregivers, and Families**

- Caregivers' needs – Measurement tools – Support methods.
- Training in caregiving.
- Improving the quality of provided services.

#### **Unit 8: People with Disabilities and Employment**

- Workplace considerations for individuals with disabilities.
- The role of the Rehabilitation team in returning individuals with disabilities to work.

#### **Unit 9: The Role of Rehabilitation in Medical Systems – Recommendations**

- The need for Rehabilitation development within medical systems.
- The implementation of Rehabilitation within medical systems.
- Primary – Secondary – Tertiary healthcare: The role and presence of the Rehabilitation team – The role of the interdisciplinary team.

#### **Unit 10: Rehabilitation in Emergencies and Mass Disasters**

- The need for Rehabilitation team members in emergency response teams.
- Methods and types of intervention.
- The intervention pathway by team members.
- Intervention according to the type of impairment.
- Rehabilitation and the Rehabilitation team in mass disasters.
- Minimum recommended team composition – Interventions.

#### **Unit 11: Children with Disabilities**

- Therapy – Education – Exercise – Social exclusion – The role of the community.
- Rehabilitation and the Rehabilitation team in children.

#### **Unit 12: Rehabilitation for Patients with Central Nervous System (CNS) Injury**

- Rehabilitation for Patients with Spinal Cord Injury (SCI)
  - SCI and its complications. Rehabilitation goals – Prognosis – The interdisciplinary Rehabilitation team.
- Rehabilitation for Patients with Stroke or Traumatic Brain Injury (TBI)
  - Injury, comorbidities, and complications. Rehabilitation goals – The interdisciplinary Rehabilitation team.

#### **Unit 13: Rehabilitation for Patients with Amputation**

- Therapy – Education – Prosthetics – The Rehabilitation program – The interdisciplinary Rehabilitation team.

#### **Unit 14: Final Student Assessment - Examination**

- Overall student performance is assessed according to the institution's academic regulations and the evaluation criteria of the course described below.

### **4. TEACHING and LEARNING METHODS – EVALUATION**

<b>DELIVERY</b>	<b>Face-to-Face Instruction</b>
<i>Face-to-face, Distance learning, etc.</i>	The teaching of the course includes a variety of instructional

	<p>approaches and tools, such as:</p> <ul style="list-style-type: none"> <li>Lectures and presentations using a whiteboard, overhead projector, fixed projection system, video, and television.</li> <li>Classroom discussions and feedback.</li> <li>Work in small groups or individually.</li> <li>Student presentations.</li> </ul>														
<p><b>USE OF INFORMATION &amp; COMMUNICATIONS TECHNOLOGY</b></p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p><b>Use of ICT in Teaching, Laboratory Training, and Student Communication</b></p> <ul style="list-style-type: none"> <li>Utilization of Information and Communication Technologies (ICT), including the Internet, multimedia, electronic discussions via an asynchronous learning platform, and email.</li> </ul>														
<p><b>TEACHING METHODS</b></p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.</i></p>	<table border="1"> <thead> <tr> <th>Activity</th><th>Semester workload</th></tr> </thead> <tbody> <tr> <td>Lectures</td><td>30</td></tr> <tr> <td>Independent Study</td><td>45</td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td><b>Couse Total</b></td><td><b>75</b></td></tr> </tbody> </table>	Activity	Semester workload	Lectures	30	Independent Study	45							<b>Couse Total</b>	<b>75</b>
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<p><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p><b>Student Performance Assessment</b></p> <p>The assessment criteria for student performance are available on the course website and are specified as follows:</p> <p>The final evaluation of the course is carried out either through a written assessment (or oral, in the presence of two instructors) or a combination of an intermediate evaluation (progress assessment). The final assessment takes place at the end of the academic semester and covers all the material that has been taught. The student is required to answer questions (either in development form or multiple-choice) that cover the different teaching units of the course equally, and additionally, there will be questions that require critical thinking. The final grade is from 0-10 and is determined by the final exam or is weighted in combination with the intermediate evaluation-progression based on a predefined weighting factor set at the beginning of the semester.</p> <p>The evaluation of the students' performance is carried out according to the institution's regulations. The final grade is recorded on a 10-point scale (0-10), with a minimum passing grade of 5.</p>														

## 5. ATTACHED BIBLIOGRAPHY

- 1) Frontera WR, DeLisa JA, Gans BM, Robinson LR, Bockeneck W, Chase J. DeLisa's Physical Medicine and Rehabilitation: Principles and Practice, 6<sup>th</sup> edition, Wolters Kluwer, 2019.
- 2) Cifu DX, Lew HL. Braddom's Rehabilitation Care: A Clinical Handbook, Elsevier, 2017.

### *Scientific Journals:*

1. Physiotherapy: Theory and Practice (<https://www.tandfonline.com/journals/iptp20>)
2. Journal of Physiotherapy (<https://www.sciencedirect.com/journal/journal-of-physiotherapy>)