**Course Syllabus**

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| **1** | **Course title** | Community Based Rehabilitation  |
| **2** | **Course number** | 1802425 |
| **3** | **Credit hours** | (2 Theoretical, 1 practical) |
| **Contact hours (theory, practical)** | (2 Theoretical, 4 practical) |
| **4** | **Prerequisites/corequisites** | (1802424) Applied Occupational Therapy for children  |
| **5** | **Program title** | BSc Occupational therapy  |
| **6** | **Program code** | 1802 |
| **7** | **Awarding institution**  | The University of Jordan |
| **8** | **School** | Rehabilitation Sciences |
| **9** | **Department** | Occupational Therapy |
| **10** | **Course level**  | Undergraduate-fourth year |
| **11** | **Year of study and semester (s)** | 2022-2023, 2nd semester |
| **12** | **Other department (s) involved in teaching the course** | None |
| **13** | **Main teaching language** | English |
| **14** | **Delivery method** | ☐Face to face learning ☐Blended ☐Fully online |
| **15** | **Online platforms(s)** | ☐Moodle ☐Microsoft Teams ☐Skype ☐Zoom ☐Others………… |
| **16** | **Issuing/Revision Date** | 5/3/2023 |

**17 Course Coordinator:**

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| Name: Salma Abduljaber Contact hours: Wednesday (1**2**:00-2:00)Office number: #507 Phone number:---Email: S.abduljaber@ju.edu.jo OR Salma.alwadi@hotmail.com  |

**18 Other instructors:**

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| Name: Yosur Qutishat Contact hours: Office number: Phone number:---Email: y.qutishat@Ju.edu.jo  |

**19 Course Description:**

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| As stated in the approved study plan.This module introduces Community Based Rehabilitation (CBR) as a mean for delivering rehabilitation services to individual of special needs. This module focuses on the rights of disabled for respect, social inclusion, and for getting equal opportunities in employment and education. Also this module introduces the models and concepts that underlie CBR and the role of occupational therapists in CBR |

**20 Course aims and outcomes:**

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| A- Aims:Upon successful completion of this course, students will demonstrate an understanding of the concepts of disability, impairment, handicap and CBR. Also, they will identify the various models of disability and the models that governs planning and implementation of a CBR program. Students will identify the various forms of rehabilitation services that can provided in a CBR program. In addition, they will identify the role of an OTR in specific conditions commonly encountered in a CBR setting. Students will identify a new perspective in perceiving disability and are expected to discuss disability as a right issue.B- Students Learning Outcomes (SLOs): Upon successful completion of this course, students will be able to:

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| SLOsSLOs of the course | SLO (1) | SLO (2) | SLO (3) | SLO (4) | SLO (5) | SLO (6) | SLO (7) | SLO (8) | SLO (9) | SLO (10) | SLO (11) |
| **Identify** the historical perspective and influences that resulted into the evolution of Community Based Rehabilitation (CBR). | \* |  |  |  |  |  |  |  |  |  |  |
| **Understand** the meaning and types of disability, and **relate** disability to societal barriers. **Compare** the meaning of disability to the meaning of impairment and handicap | \* |  |  |  |  |  |  |  |  |  |  |
| **Design** a proposal that includes the **delivery** of individual and group therapy sessions to provide direct rehabilitative sessions for children with disabilities, support for mothers of PWDs, and to increase awareness of members of society about disability and the rights of PWDs. |  | \* |  |  |  |  |  |  |  |  |  |
| **Discuss** and **evaluate** the role of Media with respect to the rights of PWDs and the perception about disability. **Project** on the various forms of the disabling barriers in the environment by **experiencing** the various forms of disability and the effect of society on disability.  |  |  | \* |  |  |  |  |  |  |  |  |
| **Project** on the various forms of the disabling barriers in the environment by **experiencing** the various forms of disability and the effect of society on disability.  |  |  | \* |  |  |  |  |  |  |  |  |
| **Develop** a proposal to deliver all types of services provided in a CBR program and s**elect** suitable activities from the WHO CBR guidelines to be implemented based on **evaluation** of the needs of the CBR centre. |  |  |  | \* |  |  |  |  |  |  |  |
| **Evaluate** the services provided in a CBR centre **utilising** the CBR guidelines by the WHO.  |  |  |  |  | \* |  |  |  |  |  |  |
| **Document** and **Report** the needs of a CBR program when developing a proposal to deliver services in the CBR centre. |  |  |  |  |  | \* |  |  |  |  |  |
| **Discuss** the underlying principles that govern establishing and management of CBR programs. |  |  |  |  |  |  |  | \* |  |  |  |
| **Discuss** the activities included in the WHO CBR guidelines to achieve and **discuss** their applicability taking into account the **evaluation** of the Jordanian socio-cultural and economic needs and characteristics.  |  |  |  |  |  |  |  |  | \* |  |  |
| **Criticize** the deficiencies and **evaluate** the applicability of the Jordanian Law of PWDs (2007) . |  |  |  |  |  |  |  |  | \* |  |  |
| **Discuss the skills required by the healthcare professional working in CBR programs** |  |  |  |  |  |  |  |  |  | \* |  |
| **Search** and **discuss the** standards of evaluation of CBR programs based on evidence and **utilising** recent research studies |  |  |  |  |  |  |  |  |  |  | \* |

Program SLOs: 1.   Use knowledge in occupational therapy philosophy, theories, models, approaches, and frameworks in the practice of occupational therapy.2.   Apply the therapeutic use of occupation for individuals of different age groups and communities, within contemporary and future settings such as hospitals, schools, and homes etc, and with different diagnoses (such as pediatrics, neurological, physical, and psychiatry) 3.   Assess and evaluate individual and environmental barriers to occupational performance, using a variety of formal, informal, standardized, and non-standardized assessment tools and methods 4.   Develop treatment plans collaboratively with clients, demonstrating application of best evidence, effective use of resources and client-centered practice. 5.   Implement, identify and critically evaluate interventions. 6.   Document, evaluation results and progress using a variety of methods (including accurate evaluation forms/progress notes/discharge records), demonstrating the ability to adapt communication styles to meet different needs of practice 7.   Demonstrate an understanding of service management principles and the government, economic, social and political issues that affect clinical practice.8.   Respect the rights, culture, dignity, confidentiality and individuality of clients and their families expected by the profession and realize the importance of client-centered practice with people from diverse backgrounds and advocate as a professional for the occupational therapy services offered and for the recipients of those services. 9.   Develop problem solving strategies, clinical reasoning and critical reflection on practical scenarios, and synthesize knowledge through evaluation 10. Reflect skillful communication, leadership, time management, lifelong learning, using appropriate communication technologies and scientific research, work within a team, has the ability to think critically and solve problems. 11. Bear the responsibilities and exercise his rights and duties within the value system of society and public morals, and he has self-confidence and independence of personality and communicate with others orally and written in an effective and kind way. |

**21. Topic Outline and Schedule:**

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| **Week** | **Lecture** | **Topic** | **Evaluation method and practical lab** | **Student Learning Outcome** | **Learning Methods (Face to Face/Blended/ Fully Online)** | **Platform** | **Synchronous / Asynchronous Lecturing** | **Resources** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 1.1 | Orientation to the course |  |  | Face to face | Syn |  |  |
| 1.2 |  |  |  |  |  |  |  |
| 1.3 |  |  |  |  |  |  |  |
| 2 | 2.1 | - What is CBR?Aims of CBR(CBR as a response to global rehabilitation gap) | -Lab:Discuss the role of Media with respect to the rights of PWDs and the perception about disability. Thechallenges and difficulties facing people with disabilities in (education, health, social, livelihood.) | 1,3,7,9 | Face to face | teams | Syn | CBR: Introductory booklet (World Health Organization 2011). Free access link:<http://apps.who.int/iris/bitstream/10665/44405/9/9789241548052_introductory_eng.pdf> |
| 2.2 |  |  |  |  |  |  |  |
| 2.3 |  |  |  |  |  |  |  |
| **Week** | **Lecture** | **Topic** |  | **Student Learning Outcome** | **Learning Methods (Face to Face/Blended/ Fully Online)** | **Platform** | **Synchronous / Asynchronous Lecturing** | **Resources** |
| 3 | 3.1 | -A historical perspective to disability-What is disability?-Disability and development | Workshop: Guest lecturer (**Seeing disability from their own eyes** -accessible Jordan) | 1,7,93,8, | Face to face |  |  | 1-5 |
| 3.2 |  |  |  |  |  |  |  |
| 3.3 |  |  |  |  |  |  |  |
| 4 | 4.1 | -Principles of CBR-Components of CBR Matrix & The WHO CBR guidelines | Visit  (Vision Rehabilitation Center ) | 1,3,4,7, 9,10 | Face to face | teams | Syn | 1-5 |
| 4.2 |  |  |  |  |  |  |  |
| 4.3 |  |  |  |  |  |  |  |
| 5 | 5.1 | -Who is involved in a CBR program?-Role of healthcare professionalsSkills required in a CBR program-Types of services in CBR | Visits to (المجلس الأعاى لشؤون الأشخاص ذوي اللإعاقة)and(مركز سيدة السلام للأشخاص ذوي الإعاقة) | 1,3,4,7,9 | Face to face and online | teams |  | 1-5 |
| 5.2 |  |  |  |  |  |  |  |
| 5.3 |  |  |  |  |  |  |  |
| 6 | 6.1 | -Social model of disability and trends of global rehabilitation | Visits to (المجلس الأعاى لشؤون الأشخاص ذوي اللإعاقة)and(مركز سيدة السلام للأشخاص ذوي الإعاقة) | 1,3,4,7, 9,10 | Face to face and online | teams |  | 1-5 |
| 6.2 |  |  |  |  |  |  |
| 6.3 |  |  |  |  |  |  |
| 7 | 7.1 | The Jordanian law of PWDs for 1993 and 2007 & 2017 | Visits to Special school for children with visual impairment  | 1,3,4,7,9,10 | Face to face and online | teams |  | 1-5 |
| 7.2 | Start of Assignment Presentation  |  |  |  |  |  |  |
| 7.3 |  |  |  |  |  |  |  |
| 8 | 8.1 | MIDTERM EXAMINATION Proposal submission & discussion | Visits to Special school for children with visual impairment |  | Face to face and online | teams |  |  |
| 8.2 |  |  |  |  |  |  |  |
| 8.3 |  |  |  |  |  |  |  |
| 9 | 9.1 | Models of establishment & management of CBR programs- CBR organizational structure and sustainability | Visits to CBR centers | 1,3,4,7, 9,10 | Face to face and online | teams |  | 1-5 |
| 9.2 |  |  |  |  |  |  |  |
| 9.3 |  |  |  |  |  |  |  |
| 10 | 10.1 | Vocational Rehabilitation | Visits to دارات سمير شما للمسنين والمتقاعدين |  | Face to face and online | teams |  | 1-5 |
| 10.2 |  |  |  |  |  |  |  |
| 10.3 |  |  |  |  |  |  |  |
| **Week** | **Lecture** | **Topic** |  | **Student Learning Outcome** | **Learning Methods (Face to Face/Blended/ Fully Online)** | **Platform** | **Synchronous / Asynchronous Lecturing** | **Resources** |
| 11 | 11.1 | * Barriers in the environment
* Models of disability
 | Visits to دارات سمير شما للمسنين والمتقاعدين  | 3,8,9,10 | Face to face and online | teams | Syn | 1-5 |
| 11.2 |  |  |  |  |  |  |  |
| 11.3 |  |  |  |  |  |  |  |
| 12 | 12.1 | Empowerment and Self Advocacy | Visits to CBR centers | 1,8,10 | Face to face and online | teams | Syn | 1-5 |
| 12.2 |  |  |  |  |  |  |  |
| 12.3 |  |  |  |  |  |  |  |
| 13 | 13.1 | Principles of Home Visits | Visits to CBR centers | 5,8,10 | Face to face and online | teams |  | 1-5 |
| 13.2 |  |  |  |  |  |  |  |
| 13.3 |  |  |  |  |  |  |  |
| 14 | 14.1 | End Of CBR assignment  | Visits to CBR centers |  | Face to face |  |  |  |
| 14.2 |  |  |  |  |  |  |  |
| 14.3 |  |  |  |  |  |  |  |
| 15 | 15.1 |  | Visits to CBR centers |  | Face to face |  |  |  |
| 15.2 |  |  |  |  |  |  |  |
| 15.3 |  |  |  |  |  |  |  |

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**22 Evaluation Methods:**

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| Opportunities to demonstrate achievement of the SLOs are provided through the following assessment methods and requirements:

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| **Evaluation Activity** | **Mark** | **Topic(s)** | **SLOs** | **Period (Week)** | **Platform** |
| **Midterm exam**  |  30 |   | 1-11 |  Week 8 |   |
|   |   |   |  |   |   |
| **Work During term (30)** |   |   |  |   |   |
| **CBR PROJECT** | 10 | management of CBR programs | 1,3,4,7, 9,10 | During visits | Face to face  |
|  **Activities people with disabilities** | 15 | management of CBR programs | 1,3,4,7, 9,10 | During visits  | Face to face |
| **Assignment and discussion (Lectures)** | 5 |  | 1,2,3,4,5,6 |  |  |
|  **Final**  |  40 |   | 1-11 |  TBD |   |
|   |   |   |  |   |   |
| **Assignments** |
| **CBR PROJECT** |
| **Assignment description:** | Throughout students’ placement in the CBR centers, they will be required to work in groups of **10** to conduct a project to influence a positive change the CBR center and the local community. Students need to demonstrate an effective use of time in clinical placement by conducting a project that targets all parties involved in a CBR program (volunteers, PWDs, and local community). The project should be of potent effects that have the potential in influencing a positive change that supports PWDs. Students should present their experience to other mates and stakeholders on the submission date. Attach 10 flashcards (advices, reminder, …..) |
| **Assignment objective:** | * Implementing the principles and philosophy of CBR. Students need to conduct a project.
* Identify and use elements of changes need to guide the design of activities of the project.
* Implement activities directed at achieving empowerment and inclusion of PWDs.
 |
| **Assignment due date:** | During Semester |
| **Grade:** | 10 |
| **Rubric: (can be in an appendix)** |

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| **Proposal for activities to be conducted:** addressing elements of changes, targeting the three population in a community | 6 |
| **Presentation:** Reflection and discussion  | 6.5 |
| **Criteria of conducted activities:** Quality creativity and originality | 4 |
| **Other considerations:** structure, references and submission  | 3.5 |

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| **Assignments** |
|  **Prepare activities for People with different disabilities** |
| **Assignment description:**  | **In groups of 7 students, students are required to prepare activities for people with disabilities and apply them with individual with disabilities. Then you are required to take the lead as group for 60 min to apply your prepared activities under the teacher and instructor’s supervision.**  |
| **Assignment objective:** | 1. Apply the basic procedures of the main intervention approaches used in OT settings.
2. Develop the use of analytical, problem-solving skills and creativity when thinking of solutions for problems encountered in OT setting.
3. Demonstrate knowledge and skill relative to self and departmental management functions expected of entry-level occupational therapists
 |
| **Grade** | 15 |
| **Rubric: (can be in an appendix)** | * Richness & comprehensiveness of activities 3
* Activity Report (main activities, tools,goals)
* Preparation 3
* Management 5
* Creativity 2
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**23 Course Requirements**

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| **(e.g: students should have a computer, internet connection, webcam, account on a specific software/platform…etc):**  |

**24 Course Policies:**

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| **A- Attendance policies:*** Attendance will be taken on every class throughout the semester.
* Students are expected to attend and actively participate in all classes.
* Students are expected to be on time.
* When the student is unable to attend class, it is a courtesy to notify the instructor in advance using e-mail
* Repeated tardiness or leaving early will not be accepted.
* Students who miss class (or any portion of class) are responsible for the content. Any student who misses a class has the responsibility for obtaining copies of notes, handouts, assignments, etc. from classmates who were present. If additional assistance is still necessary, an appointment should be scheduled with the instructor. Class time is not to be used to go over material with students who missed classes.
* An absence of more than 15% of all the number of classes and labs, which is equivalent of **(3 classes)** or **(3 labs),** results in deprivation from the course unless the student provides an official excuse to the instructor and the dean.
* If the excuse was accepted the student is required to withdraw from the module.
* If the excuse was rejected the student will fail the module and mark of zero will be assigned as stated in the laws and regulations of the University of Jordan. Please refer to pages 133 and134 of the student handbook.

**B- Absences from exams and handing in assignments on time:*** The instructor will not do any make-up exams.
* Exceptions for make-up exams and late submission of class assignments will be made on a case-by-case basis for true personal emergencies that are described as accepted by the regulations of UJ (e.g., documented medical, personal, or family emergency).
* Except for the final exam, make-up exams will be arranged if justifications for missing the exam satisfy the above. It is the student's responsibility to provide an excuse for the absence within three days to schedule a make-up session. Otherwise, the recorded score for that exam for the student will be a zero.
* Late assignments will not be accepted and submission of assignments (due to unjustified absence from class) by other students will not be accepted regardless of how much work the student put into its preparation.

**C- Health and safety procedures:*** Students will not be in direct contact with patients during this course.
* Students are not expected to use any heavy tools or equipment that might impose health and safety issues during this course.
* Students should work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation.
* Students should understand the importance of and be able to maintain confidentiality.
* Students should understand the importance of and be able to obtain informed consent.
* Students should know the limits of their practice and when to seek advice or refer to another professional

**D- Honesty policy regarding cheating, plagiarism, misbehavior:*** Students are expected to observe all University guidelines pertaining to academic misconduct.
* Any work submitted by a student for academic credit must be the student's own work. Submission of work taken directly from another source (e.g., book, journal, internet, clinic forms, or another student work) will be considered plagiarism and the student/group will get a zero grade for that work if part of an assignment. In addition, if copying occurred, both the student who copied the work and the student who gave material to be copied (if applicable) will receive zero grade for the assignment.
* Students are expected to do work required for assignments on their own. Asking other instructors at the JU clinic or the staff, or other students to assist in or do any part of the assignment will negatively affect their grade on that assignment. The course instructor is the person the student needs to talk to if s/he has any difficulties pertaining to an assignment or project and is strongly encouraged to schedule an appointment with the instructor if such difficulties arise during the semester.
* Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited.
* Any forms of academic misconduct will be handled according to the University of Jordan guidelines.

**E- Grading policy:**Grading for this course will be determined based upon the accumulation of points from variety of assignments and exams. All work will be evaluated on completeness, organization, clarity of information, and the integration and application of the material. **F-Available university services that support achievement in the course:**The University of Jordan provides many services to support social, health, and mental well-being of students in general and students with disabilities in specific. Students are advised to visit the School of Students Affairs to learn more about those services. If you are a student with a disability for which you may request accommodations, please notify the staff of Services for Student with Disabilities (School of Students Affairs) as soon as possible. Please also contact the instructor as soon as possible (email is acceptable) so the appropriate accommodations for this course can be made. |

**25 References:**

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| A- Required book(s), assigned reading and audio-visuals:1. Millington, J., & Marini, I. (Eds.) (2015).Families in rehabilitation counselling: a community based rehabilitation approach. New York: Springer Publishing Company.
2. Werner, D. (2009). Disabled Village Children: A guide for community health workers, rehabilitation workers, and families. Berkeley: The Hesperian Foundation
3. CBR: Introductory booklet (World Health Organization 2011). Free access link: 4 <http://apps.who.int/iris/bitstream/10665/44405/9/9789241548052_introductory_eng.pdf>
4. AlHeresh, R., Bryant, W., & Holm, M. (2013). Community-based rehabilitation in Jordan: challenges to achieving occupational justice. Disability and Rehabilitation, 35(21), 1848- 52.

B- Recommended books, materials, and media:1. Journal articles will be integrated throughout the course and are accessible through Treadwell library.
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**26 Additional information:**

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| None |

Name of Course Coordinator: Salma Abduljaber -Signature: S.A Date: 5-3-2023

Head of Curriculum Committee/Department: ---Majd Jarrar--------- Signature: MJ------------------------------------

Head of Department: ---------------Majd Jarrar----------------------- Signature: ---MJ-----------------

Head of Curriculum Committee/Faculty: **Prof. Kamal Hadidi** Signature: KAH

Dean: **Prof. Kamal Hadidi** Signature: KAH