

REHB90001 Foundations of Rehabilitation

Credit Points:	12.5
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: Term 2, Parkville - Taught online/distance.
Time Commitment:	Contact Hours: Wholly online subject Total Time Commitment: 170 hours
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	Graduate level knowledge of the health care system and professional role consistent with a bachelor program in a health care science.
Non Allowed Subjects:	None
Core Participation Requirements:	<p><p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p>It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p></p>
Contact:	mcginley@unimelb.edu.au (mailto:mcginley@unimelb.edu.au)
Subject Overview:	<p>This wholly online subject is a foundation subject to introduce students to selected core theory and frameworks that underpin the development and delivery of best practice evidence informed rehabilitation services across a range of disciplines and clinical practice contexts, across the lifespan. The subject will provide students with the opportunity to gain knowledge and develop skills related to the selection and delivery of appropriate and best practice rehabilitation services that are tailored to meet the needs of individuals, groups, or services. Students will gain skills, demonstrate understanding, and critically review the applicability of a range of models to deliver rehabilitation services including interdisciplinary, multidisciplinary, community and home-based.</p> <p>The subject is divided into modules to allow flexibility for students to choose areas of rehabilitation practice that best match their disciplinary interests or work context. Similarly, students will be given options for assessment that include the development of multidisciplinary or single discipline rehabilitation that can be used in a clinical context. All students will complete four modules within this subject.</p> <p>A Foundational Module will be completed by all students and introduces the theory underpinning and defining key features of best practice in rehabilitation. A theoretical framework, based on the International Classification of Functioning (WHO), will be introduced as a method of classification and consideration of the rehabilitation needs of an individual. Students will acquire skills in mapping the impact of health conditions into multiple domains and considering the associated personal and environmental factors through a series of diverse case studies. The constructs of habilitation and rehabilitation will be explored in the context of lifelong disabilities. A range of models of rehabilitation services will be introduced.</p> <p>Students will then choose two from four modules that best meets their learning interests and/or practice or discipline interests. These modules are:</p> <ol style="list-style-type: none"> 1. Evidence based rehabilitation: Students selecting this module will develop the skills to identify literature related to a rehabilitation method or approach used in their own setting. Students will develop a concise summary of the existing evidence, critically evaluate the quality of evidence to support the chosen intervention, and interpret the clinical application of this technique.

	<p>2. Rehabilitation services: This module will extend students' exploration of rehabilitation services in a range of settings in the context of two acquired health conditions of their choice. Students will identify and justify the core elements of rehabilitation services provided across a patient journey from acute care, into subacute, community outpatient and home based services, including explicit consideration of the environmental, social and cultural factors that may influence choice of services.</p> <p>3. Habilitation and lifespan disability: This module will focus on extending students' understanding of rehabilitation service interventions across the lifespan of an individual with a complex congenital or developmental disorder.</p> <p>4. Rehabilitation policy and regulation: Students will identify and analyse the relevant government and local health policy that influences equitable access to rehabilitation services. This will be explored within their own context and contrasted with policy from other global regions. The potential influence of service access on patient outcomes will be considered in depth.</p> <p>The final Integration module will be completed by all students and addresses the integration and application of evidence informed rehabilitation practice. This module provides students with an opportunity to extend and demonstrate skills in developing and justifying an evidence-informed rehabilitation program for an individual with a complex condition, with consideration of the individual's personal, cultural and environmental factors.</p>
<p>Learning Outcomes:</p>	<p>The curriculum is designed around three elements which provide both horizontal and vertical integration throughout the program. These elements are: rehabilitation theory and practice, evidence and innovation and clinical practice in context.</p> <p>Rehabilitation Theory and Practice;</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of the WHO-ICF framework for classification of functioning and disability through application of this framework to a range of health conditions 2. Apply knowledge of the ICF framework in the role of planning rehabilitation services for persons with long-term disabilities or chronic conditions 3. Consider and discuss the constructs of habilitation and rehabilitation in developmental and acquired health conditions across the lifespan 4. Summarise and contrast models of rehabilitation services for a selection of health conditions <p>Evidence and Innovation</p> <ol style="list-style-type: none"> 5. Identify, critically appraise and interpret current research knowledge evaluating rehabilitation practice 6. Select and justify appropriate outcome measures in rehabilitation at the person and service level. <p>Clinical Practice in Context</p> <ol style="list-style-type: none"> 7. Propose and justify rehabilitation programs with explicit consideration of personal, cultural and environmental factors that can influence selection of an appropriate plan 8. Apply knowledge of a defined health condition to develop, explain and justify an appropriate rehabilitation intervention within your discipline
<p>Assessment:</p>	<p>Contribution to online discussions, throughout term 10% Quiz (1 hour online quiz on foundations theory), due week 3, 20% Reflective portfolio – 1,000 words, due week 8, 20% Essay - 2,000 words, due week 9, 50%</p>
<p>Prescribed Texts:</p>	<p>Students will have access to electronic copies of prescribed readings.</p>
<p>Breadth Options:</p>	<p>This subject is not available as a breadth subject.</p>
<p>Fees Information:</p>	<p>Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees</p>
<p>Generic Skills:</p>	<p>On completion of this subject, students will have had the opportunity to develop the skills associated with:</p> <ul style="list-style-type: none"> # applying knowledge, information and research skills to complex problems in a range of contexts skills and examining issues with multiple disciplinary perspectives # awareness of the social and cultural diversity in communities # placing great importance on their personal and professional integrity # demonstrating enthusiasm, self-assurance and confidence in their knowledge, yet flexible, adaptable and aware of their limitations.

	# reflecting on their personal skills, values, biases and limitations and identifying learning opportunities to build on their knowledge and skills to promote best practice
Related Course(s):	Graduate Certificate in Rehabilitation Science Graduate Diploma in Rehabilitation Science Master of Rehabilitation Science Specialist Certificate in Rehabilitation Science