

COURSE OUTLINE CITIZENS WITH DISABILITIES, LOCAL AND INTERNATIONAL APPROACHES

1. GENERAL

SCHOOL	SCIENCE OF PHYSICAL EDUCATION, SPORTS AND OCCUPATIONAL THERAPY		
DEPARTMENT/MSc	OCCUPATIONAL THERAPY		
LEVEL OF STUDY	MSc - LEVEL 6		
COURSE CODE		SEMESTER OF STUDIES	2o
COURSE TITLE	Citizens with disabilities, local and international approaches		
INDEPENDENT TEACHING ACTIVITIES <i>in case the credits are awarded to distinct parts of the course, e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the entire course, indicate the weekly teaching hours and the total credits</i>		TEACHING WEEKS	CREDITS
THEORY		3	6
<i>Add rows if needed. The organization of teaching and the teaching methods used are described in detail in 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skills Development</i>	Scientific Area		
PREREQUISITE COURSES:	Basic Principles of Occupational Therapy		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
ONLINE COURSE PAGE (URL)	-		

2. LEARNING OUTCOMES

<p>Learning Outcomes</p> <p><i>The learning outcomes of the course are described, the specific knowledge, skills and abilities of an appropriate level that students will acquire after the successful completion of the course.</i></p> <p><i>Consult Appendix A</i></p> <p><i>Description of the Level of Learning Outcomes for each cycle of study according to the European Higher Education Area Qualifications Framework</i></p> <p><i>Descriptive Indicators of Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B</i></p> <p><i>Summary Guide to Writing Learning Outcomes</i></p> <p>The course introduces and explores the definitions of disability and their historical evolution at the level of policies and rights in political, social, cultural, economic and technological environments that eliminate or exaggerate disability. Psychosocial and ethical aspects of disability are explored through the concepts of work empowerment, advocacy, independence and rehabilitation in relation to disability models. At the same time, it introduces students to the ICF (International Classification of Functioning, Disability and</p>
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Health) classifications of the WHO (International Classification of Functioning, Disability and Health: ICF, and ICF for children and young people: ICF-CY). An opportunity is given to examine these classifications in relation to other theories and models of rehabilitation and to examine personal, professional, cultural and international perspectives. The examination of the impact of the ICF and ICF-CY on the practice of rehabilitation policies is a key element as well as a critical evaluation of it.

Upon successful completion of the course, participants will be able to:

- Understand the theoretical background of local and global approaches to disability.
- Understand the implications of definitions and models of disability and related concepts for people with disabilities.
- Understand the contribution of the economy, politics, society and culture in relation to disability and the safeguarding of human rights
- To recognize attitudes towards disability, reflect on how occupational therapy practice affects citizens with disabilities, taking into account ethical issues.
- To recognize current practice in relation to the rights of disabled people, their functionality and the environment in which they operate.
- To examine and discuss the ICF and ICF-CY at the local and international level.
- To recognize the psychosocial impacts of transient and chronic illness/disability on the functionality of the individual and their family To identify the impacts on the rehabilitation process taking into account cultural and diversity issues.

General Competencies

Taking into account the general competencies that the graduate must have acquired (as listed in the Diploma Supplement and listed below), which / which of them is the course aimed at?.

Adapting to new situations

Project planning and management

Decision-making

Respect for diversity and multiculturalism

Autonomous work

Demonstrate social, professional and ethical responsibility and gender sensitivity

Teamwork

Criticism and self-criticism

Working in a multidisciplinary environment

Generating new research ideas

Promoting free, creative and inductive thinking

Adapting to new situations

Decision-making

Autonomous work

Teamwork

Project planning and management

Respect for diversity and multiculturalism

Demonstrate social, professional and ethical responsibility and gender sensitivity

3. COURSE CONTENT

- 1) Introduction to Disability Models, Brief Assessment.
- 2) Types of Disability through the Biopsychosocial Model
- 3) Disability, attitude and culture, the voice of people with disabilities and their families. Specific issue such as social inclusion through sport, and work.
- 4) Disability policy, disability rights.
- 5) Student presentations
- 6) Investigation of issues related to disability.
- 7) Models and theories related to rehabilitation.

- 8) Development of WHO classifications.
- 9) Discussion and implementation of the ICF and ICF-CY. Studies.
- 10) Health Promotion, Rehabilitation and the ICF/ICF-CY
- 11) Interprofessional cooperation and the ICF/CF-CY examines teamwork, goal planning and evaluation.
- 12) Psychosocial impacts on disability, sexual well-being and quality of life

4. TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY METHOD <i>Face-to-face, Distance learning, etc.</i>	FACE TO FACE																	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in Teaching, Laboratory Training, Communication with Students</i>	Use of ICT in Teaching and Communication with Students <ul style="list-style-type: none"> • Digital slides • video • MsTeams/ e-class, webmail 																	
TEACHING ORGANIZATION <i>The way and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Study & Analysis of Literature, Tutorial, Practice (Placement), Clinical Exercise, Art Workshop, Interactive Teaching, Educational Visits, Project Preparation, Writing a Paper / Paper, Artistic Creation, etc.</i> <i>The student's study hours for each learning activity as well as the hours of non-guided study are indicated so that the total workload at semester level corresponds to ECTS standards</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #e0e0e0;"><i>Activity</i></th> <th style="background-color: #e0e0e0;"><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Literature study and analysis</td> <td style="text-align: center;">135</td> </tr> <tr> <td>Examination</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Educational visits,</td> <td style="text-align: center;">3</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Total Course</td> <td style="text-align: center;">180</td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester Workload</i>	Lectures	39	Literature study and analysis	135	Examination	3	Educational visits,	3					Total Course	180
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STUDENT EVALUATION <i>Description of the evaluation process</i> <i>Assessment Language, Assessment Methods, Formative or Conclusive, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Paper, Report/Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Examination of a Patient, Artistic Interpretation, Other/Other</i> <i>Explicitly defined evaluation criteria and whether and where they are accessible by students are mentioned.</i>	Written exam 50% Poster creation and presentation 50%																	

5. RECOMMENDED BIBLIOGRAPHY

Greek:

G.L. Albrecht, K.D. Seelman, M. Bury (Eds.). (2019). *Handbook of Studies in Disability: Contemporary Multidisciplinary Considerations*, A. Zoniou-Sideris and E. Deropoulou-Derou. Athens: Pedio.

WHO: *Rehabilitation Competency Framework*. (2020). (Eds) Siaperas, P. *REHABILITATION QUALIFICATIONS FRAMEWORK REHABILITATION SCIENTISTS QUALIFICATION DEVELOPMENT GUIDE* World Health Organization (2021). https://apps.who.int/iris/handle/10665/338782?search-result=true&query=Rehabilitation+Competency+Framework&scope=&rpp=10&sort_by=score&order=desc

World Health Organization, & Triantafyllou, E. (2007). *ICF Application Guide: guidelines for the assessment of disability and functionality according to the WHO ICF classification*. Beta Medical Publications.

Foreign language:

- Blacazar FE, Suarez-Blacazar Y, Taylor-Ritzler T, Keys CB (2010) *Race, Culture and Disability*. London, Jones and Bartlett publishers.

Davis S eds. (2006) *Rehabilitation the use of theories and models in practice*. Elsevier, Oxford.

Allan CM, Campbell WN, Guptill CA, Stephenson FF, Campbell KE (2006) *A conceptual model for interprofessional education: The international classification of functioning, disability and health (ICF)* *Journal of Interprofessional Care* 20(3): 235-45

Dreeben O (2010) *Patient Education in Rehabilitation*. London Jones and Bartlett publishers.

Tobin A (2008) *Disability Theory*. Michigan: University of Michigan Press.

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Withers AJ (2012) *Disability Politics and Theory*, Halifax : Fernwood Pub