

Course Code	Snie3082
Course Title	Community Basic Rehabilitation
Degree Program	Under graduate(Regular)
Module Name	Counseling and Rehabilitation
Module No	08
ECTS Credits(CP)	5

Course Description

The concepts of early intervention and CBR and its impact on the physical, emotional, social, cognitive, linguistic development and environmental etc. of all target groups; factors affecting desirable and undesirable development will be identified and discussed. The importance of positive approach, care, attachment, and play will be emphasized. The relationship between CBR and schools, advantages, and constraints will be focused. The sources of resources for CBR and other rehabilitation issues will be raised and discussed

Upon completion of the course students will be able to:

- Know the concept and Community Based Rehabilitation(CBR)
- Understand the importance of CBR
- Understand the constraints of CBR

Course Contents

1. **Introduction** (FlorianL ,2007.pp 150-210) and Triusew Tefera 2005. Triusew pp 85-118)

- 1.1. The definition and concepts of community bases rehabilitation
- 1.2. History of CBR
- 1.3. The Target Groups of CBR
- 1.4. Strategies
- 1.5. Issues surrounding CBR
- 1.6. Purposes of CBR

2. **Organizational Support for CBR** (Guranlnick M.1991, pp 95-119)

- National Legislation for Early Intervention
- Formal and Informal Networks
- Supporting the Early Intervention Team
- Early Intervention Themes and Variations from Around the World

3. **Early Developmental Profile and Community Based Rehabilitation for** (Heward,L.H.2006. pp 45-150)

- Children with Sensory Impairments
- Children with Learning and Behavioral Difficulties
- Children with Communication Disorders
- The Gifted and the Talented Children
- Children with Physical and Health Impairments
- Children with Intellectual Limitations
- At risk children

4. **Community Based Rehabilitation in Ethiopia** (Triusew Tefera 2005. Pp 125- 148)

- Existing Practices

- Problems and Prospects

Methods and Activities

Classroom lessons will be mainly lecture and discussion based. Students will be given reading assignments and will be asked to reflect on their understandings. At the start of every lesson, students will be requested to give a brief highlight of what they have learned in the previous lesson. They will be given different stimulus materials (handouts), divided into jigsaw groups, asked to present their reading part, raise questions during group presentations and conduct peer assessment. At the end of each unit, they will be requested to write a brief reflection of what they have learned in the unit. In this way continuous assessment of their understanding will be held. There will also be a project work. The project will include application of all the contents of the course. Students will be engaged in preparing Statements of problems, designs of study, data collecting tools and exercise analysis of data.

Assessment

In addition to employing continuous assessment through observation, oral questioning, etc. during lesson presentations, the following schemes of assessment will be used as needed to determine final grades

Tutorial component

Quiz one.....	10%
Quiz two.....	10%
Quiz three.....	10%
Individual assignment.....	30%
Group assignment.....	40%

Practice component

Mid exam one.....	30%
Mid exam two.....	30%
Final exam.....	60%