

## Pediatric Rehabilitation (D001000)

**Course size** *(nominal values; actual values may depend on programme)*

**Credits 3.0**

**Study time 90 h**

### Course offerings and teaching methods in academic year 2026-2027

A (semester 2)

English

Gent

group work

practical

seminar

lecture

### Lecturers in academic year 2026-2027

Bar-On, Lynn

GE37

lecturer-in-charge

Vander Linden, Catharine

GE37

co-lecturer

Van der Looven, Ruth

GE37

co-lecturer

### Offered in the following programmes in 2026-2027

[Master of Science in Rehabilitation Sciences and Physiotherapy\(main subject Rehabilitation Sciences and Physiotherapy in Elderly\)](#)

3

A

[Master of Science in Rehabilitation Sciences and Physiotherapy\(main subject Rehabilitation Sciences and Physiotherapy with Children\)](#)

3

A

[Master of Science in Rehabilitation Sciences and Physiotherapy\(main subject Rehabilitation Sciences and Physiotherapy with Internal Diseases\)](#)

3

A

[Exchange Programme Faculty of Medicine and Health Sciences](#)

3

A

### Teaching languages

English

### Keywords

Pediatric rehabilitation

### Position of the course

The module is an initiative of the Ghent University Association. It is also available for occupational therapy, speech therapy, nursing and medicine students of the Association. Incoming international students will be specifically invited to the course, which is elective.

Since 2022, the course has been offered as a Blended Intensive Program of Erasmus+ with online group work followed by an intense period (6-7 days) of live coursework on campus.

### Contents

This intensive course starts with a 4-week long online learning path followed by an intensive 6-7 day course on campus just before the Easter vacation. The course focuses on inter and intradisciplinary work during the rehabilitation of children in a hospital setting. In particular, the program focuses on the rehabilitation of children with complex disorders who are being rehabilitated at the Childrens Rehabilitation Center in Gent due for example, traumatic brain injuries, amputations, burns, traffic accidents or cancer. This module does not address learning disabilities, autism spectrum, and other behavioral disorders. The (re)integration of children with disabilities into the community is addressed and the latest developments in rehabilitation technology are examined. From an international perspective, multiculturalism and the choice of different rehabilitation settings are discussed. International collaboration is emphasised through teachings on cultural competence and communication exercises.

The course also includes several theme days on specific topics (learning units).

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Topics may include:

1. Typical development; 2. Inter and intradisciplinary clinical evaluations; 3. Inter and intradisciplinary clinical treatment approaches; 4. Pathologies including, but not limited to: brain injuries; amputations, burns, oncology and spinal cord injuries; 5. Coping mechanisms; 6. Integration into society and reintegration into school. In addition, interdisciplinary workshops (e.g. on Veronica Sherborne movement pedagogy, circus techniques, early intervention, family based care) and study visits are organized. International and interdisciplinary aspects of pediatric rehabilitation will be introduced by involving international rehabilitation experts in the lessons. During both the online module and the live module, there are group assignments in which students from different disciplines and countries work together to solve clinical case studies.

### **Initial competences**

A Bachelor's degree in Rehabilitation Sciences and Physiotherapy, Occupational Therapy, Psychology, Logopedic and Audiological Sciences, or Medicine is required to be able to follow this course.

The course is also available for students in the last or last but one semester of a Bachelor program in Occupational Therapy, Speech Therapy or Nursing, on condition of permission from the titular of the course.

### **Final competences**

- 1 Achieve constructive cooperation by recognising 'differences (in opinions, viewpoints, between people, languages, cultures, etc.) as added value.
- 2 Understand the role and tasks of different disciplines in pediatric rehabilitation.
- 3 With reference to the ICF model, indicate and demonstrate how pediatric rehabilitation is viewed in a multicultural perspective.
- 4 Present the case of a child in pediatric rehabilitation to an international and multidisciplinary audience.
- 5 Apply interdisciplinary work to solve a case study in pediatric rehabilitation.
- 6 Describe and recognise diversity and inclusive behaviour and tailor communication and actions to the appropriate context.
- 7 Develop and formulate a discipline-specific assessment plan for a child who needs hospital-based rehabilitation using a structured method centered on clinical reasoning including:- Formulating the problems/strengths of the child within their particular context according to the ICF model. - Formulating a problem statement that includes the child's and their caregivers' most imminent request(s) for help. - Generating hypotheses and proposing the most appropriate set of discipline-specific assessments required to gain a better understanding of the child's current situation.
- 8 Develop and formulate a discipline-specific treatment plan for a child who needs hospital-based rehabilitation using a structured method centered on clinical reasoning including:- Formulating realistic short- and long-term treatment goals according to the SMART concept. - Formulating a multi-disciplinary treatment plan.
- 9 Apply evidence-based clinical reasoning during the rehabilitation of a child based on evidence and guidelines found in literature.
- 10 Apply clinical reasoning in the use of technology in the rehabilitation of a child within a hospital setting.

### **Conditions for credit contract**

Access to this course unit via a credit contract is determined after successful competences assessment

### **Conditions for exam contract**

This course unit cannot be taken via an exam contract

### **Teaching methods**

Group work, Seminar, Lecture, Practical, Independent work

### **Extra information on the teaching methods**

Online part: theoretical material and online groupwork is carried out before the

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onset of the course.

Live part: theoretical lectures, (guided) group work, practical workshops, independent work

### **Study material**

Type: Syllabus

Name: International Module on Paediatric Rehabilitation - Study Guide

Indicative price: Free or paid by faculty

Optional: no

Language : English

Number of Pages : 38

Available on Ufora : No

Online Available : No

Available in the Library : No

Available through Student Association : No

Additional information: The study guide will be sent digitally to all participants about a month prior to the start of the course. It contains all information regarding structure and expectations of the module.

### **References**

### **Course content-related study coaching**

The students can make specific appointments if required.

### **Assessment moments**

continuous assessment

### **Examination methods in case of periodic assessment during the first examination period**

### **Examination methods in case of periodic assessment during the second examination period**

### **Examination methods in case of permanent assessment**

Peer and/or self assessment, Assignment

### **Possibilities of retake in case of permanent assessment**

examination during the second examination period is possible in modified form

### **Extra information on the examination methods**

The evaluation will be based on the presentation in group of a case prepared during the two weeks of the module. Peer-review will be used to correct the group score. Attendance of at least 80% of the lessons is necessary to pass the course. More detailed information the content of the groups assignments and the of the course will be provided digitally before the start of the course.

### **Calculation of the examination mark**

The final mark is based on the presentation of the online (20%) and final (80%) group assignments. Peer-review can be used to correct the score with a maximum of two points unless it becomes clear from the peer-review that the student did not or nearly did not contribute to the assignment. In that case the score will be corrected to 9/20. Attending less than 80% of the lessons results in a maximal final mark of 9/20.