

<b>WP4 Development of CPD courses</b>	
<b>Name of the course</b>	<b>Client Centeredness Approach</b>
<b>EQF Level</b>	<b>7</b>
<b>Place</b>	
<b>Structure of the course</b>	Contact hours 2 Frequency Weekly
<b>Educators</b>	
<b>Target group</b>	<b>Students</b>
<b>Competences Client-centered</b>	Accepting client and the family as a partner of treatment, Health system policies Ethic Facilitating shared decision making Respecting client's preference, values, culture and needs Aware of self-judgement, prejudgement, emotions, subjectivity Assessment and diagnosis Intervention plane
<b>Special competencies (Skills, Knowledge, Attitude)</b>	<b>Skills</b> Gaining skills for essential clinical health promotion (health difficulties) and interventions and methods, safely administration of Intervention and assessment techniques. <b>Knowledge</b> Gaining knowledge about Client Centeredness approach, assessment, diagnosis and Intervention, modalities and techniques, health problems and causes, healthy lifestyle, taking care of clients, administering different intervention and assessment techniques, fixing goals, planning the intervention, multidisciplinary approach and work, GAS approach etc. <b>Ability</b>

	Personal Social Professional		
<b>Course aims</b>	This course aims to inform students broaden understanding about the planning, organization, and delivery of appropriate techniques. This course will facilitate development of critical skills and client centeredness approach delivery. In part of the lecture were discussing about user involvement in assessment, diagnosis, and intervention approaches, to recognize the roles of the client and/or family and community in health care process and their involvement as most important members of the team for getting relevant self-care and support from family and community.		
<b>Learning outcomes</b>	<b>Content (by weekly)</b>	<b>Learning strategies (By using new pedagogical approach)</b>	<b>Evaluation Methods</b>
<p><b>Learning outcomes</b></p> <p>Understanding main theories and concepts of Client centerdness approach</p> <p>Understanding and apppling inputs about the treatment process, from the beginning till the end of the treatment (making first contact, creating professional alliance, framing each sessions, identifying issues and challenges)</p> <p>Ability to apply GAS approach and structuring and planning the sessions. Taking information and making professional alliance with client.</p>	<p><b>First week:</b> Introduction to sylabus <b>The intorduction to theories of Client Centerdness approach</b></p> <p><b>Second week: Interconnection between theory and practice of client centerdness approach</b></p> <p>Third Week: Health Care policies and ethic, Clinical decision making</p> <p>Fouth week: interdisciplinary, monodisciplinary and multidisciplinary work and client centerdness approach</p> <p><b>Fifth week:</b> Evaluation and structuring of sessions / GAS approach</p>	<ul style="list-style-type: none"> <li>● Seminars</li> <li>● Presentasion</li> <li>● Coaching</li> <li>● Student-centred approach</li> <li>● Lecture and discussion</li> <li>● Demonstrations</li> <li>● Role playing</li> <li>● Brainstorm questions</li> <li>● Case studies</li> <li>● Clinical practice</li> <li>● Laboratory practice</li> <li>● Consulting</li> <li>● Co creation</li> <li>● Evidence based learning</li> <li>● Simulation learning</li> </ul>	<p><b>Main criteria:</b> Evaluation coincides to Bloom Taxonomy</p> <p>Continuous assessment and evaluation methodology</p> <p><b>Specific evaluation method:</b> Essay (research, critical, causality, under academic writing criteria and rules) this includes 20 % of final grade.</p> <p>Planning the goal setting and Intervention strategy (based on cases in therapeutic health service centre, (20 % of final grade)</p> <p>First Colloquium (20 % of final grade)</p>

<p>Problem solving skills</p> <p>Ability to use and evaluate the empathy, reflection, and active listening</p> <p>Increasing the congruence and features of Uncondition Positive regards</p> <p>Multidisciplinary approach and work</p> <p>Assessing and planing diagnosis and intervention</p> <p>Ability to use different techniques and to evaluate appropriate techniques</p>	<p>Sixth Week: Qolloquium I</p> <p><b>Seventh Week:</b> Active listening, empathy, and reflection</p> <p><b>Eighth week:</b> Uncondition positive regards, genuine support and supporting user involvment for congruent view of herself</p> <p><b>Ninth week:</b> Assessment and dyagnosis from multidisciplinary team and user involvement</p> <p>Tenth Week: Intervention plane and user involvment (multidisciplinary team) I</p> <p>Eleventh Week: Intervention plane and user involvment (multidisciplinary team) II</p> <p>Twelfth Week: User involvment and muldidisciplinary team reflection and self reflection on assessment and intervention plane</p> <p>Thirteenth Week: Digitalization, pragramming and organization</p>	<ul style="list-style-type: none"> <li>● Problem, project, research based learning</li> <li>● Quize</li> <li>● Journal Club</li> <li>● Problem solving</li> </ul>	<p>Second Colloquium (20 % of final grade)</p> <p>Pear Evaluation (20 %)</p>
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	Fourteenth Week: Professional development		
	<b>Fifteenth week : Colloquium II</b>		