**the vision of the university of jordan**

A university excelling in pedagogy, research, and innovation and advancing in global standing

**The Mission of THE University OF JORDAN**

Providing students with fulfilling learning experiences, conducting knowledge-producing research, and building firm societal ties, within an environment conducive to creativity, innovation, and entrepreneurship: making efficient use of resources and forging fruitful partnerships.

**The vision of the SCHOOL of Rehabilitation Sciences**

Leadership in the creation and development of knowledge, and in the preparation of human resources aspiring for excellence regionally and internationally

**The Mission of the SCHOOL of Rehabilitation Sciences**

To excel in the preparation and training of model rehabilitation personnel, who participate in the health and community sector, and provide the local and regional community with appropriate rehabilitation services based on needs. Through educational curricula that facilitates the implementation of up to date rehabilitation services based on the best available evidence.

**THE VISION OF THE DEPARTMENT OF PHYSIOTHERAPY**

To be recognized as an outstanding educational program with high quality faculty members, staff and students

**THE MISSION OF THE DEPARTMENT OF PHYSIOTHERAPY**

To graduate professionals in the field of physical therapy who are to contribute to the health needs of society through education, scholarly activities, research, service and professional practice.

**Course Syllabus**

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| **1** | **Course title** | Principles and Ethics of Medical Rehabilitation |
| **2** | **Course number** | 1801101 |
| **3** | **Credit hours** | 3 (3.0) |
| **Contact hours (theory, practical)** | 3 (3, 0) |
| **4** | **Prerequisites/corequisites** | ------------------------- |
| **5** | **Program title** | B.Sc. in Physiotherapy |
| **6** | **Program code** | 1801 |
| **7** | **Awarding institution** | The University of Jordan |
| **8** | **School** | School of Rehabilitation Sciences |
| **9** | **Department** | Department of Physiotherapy |
| **10** | **Level of course** | Undergraduate |
| **11** | **Year of study and semester (s)** | 2022/ 2023 First Term |
| **12** | **Final Qualification** | B.Sc. |
| **13** | **Other department (s) involved in teaching the course** | One introductory lecture from: Occupational Therapy, Orthotics and Prosthetics, Hearing and Speech Sciences |
| **14** | **Main teaching language** | English |
| **15** | **Delivery method** | ☐Blended ☐Online |
| **16** | **Online platform(s)** | ☐Moodle ☐Microsoft Teams ☐Skype ☐Zoom  ☐Others………… |
| **17** | **Date of production/revision** | 2/2023 |

**17 Course Coordinator:**

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| Name: Sumayeh Abujaber Contact hours: Monday & Wednesday 10-11 am  Office number: 334 Phone number: (+962-6)5355000 Ext 23224  Email: [s.abujaber@ju.edu.jo](mailto:s.abujaber@ju.edu.jo) |

**18 Other instructors:**

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| Name:  Office number:  Phone number:  Email:  Contact hours:  Name:  Office number:  Phone number:  Email:  Contact hours: |

**19 Course Description:**

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| The course introduces to students the basic principles of rehabilitation including preparations for patients care activities, approaches to infection control, proper body mechanics and patient education. This course is also intended to explain ethical principles in health care and its application in rehabilitation. Professionalism in health care and the basic professional standards are also discussed. Team work and the role of each member of the rehabilitation team in the evaluation and managements of the patients and their relation to each other is also included. |

**20 Course aims and outcomes:**

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| A- Aims:   * To provide students with the basic knowledge of bioethics, the importance and principles, and the ethical issues in rehabilitation * To describe the elements of professionalism, and effective communication skills * To introduce students to basic and essential practice principles for patient management, infection control, safety consideration, proper patients positioning and proper body mechanics * To promote knowledge on disability, and different types of disabilities that are approached in rehabilitation settings * To provide students with essential knowledge about the rehabilitation team, the team models, the role of each member, and the professional relationship between members.   B- Students Learning Outcomes (SLOs):  Upon successful completion of this course, students will be able to:   |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | SLOs  SLOs of the course | SLO (1) | SLO (2) | SLO (3) | SLO (4) | SLO (5) | SLO (6) | SLO (7) | SLO (8) | SLO (9) | SLO (10) | SLO (11) | | 1. Define principles of ethics, and code of ethics in clinical settings and research |  | X |  |  |  |  |  |  |  |  |  | | 2. Define unethical practice, and some examples of Violations and abuses that should be avoided in rehabilitation practice and research |  | X |  |  |  |  |  |  |  |  |  | | 3. Describe the ethical dilemma and the steps to analyze it |  | X |  | X |  |  |  |  |  |  |  | | 4. Develop self-awareness based on ethical values and expected professional attitude. |  |  |  | X |  |  |  |  |  |  |  | | 5. Recognize and demonstrate essential elements of professionalism including appearance, communication and skills |  | X |  |  |  |  |  |  |  |  | X | | 6. Demonstrate professional communication with different populations (adults, children, and people with different health profiles). |  |  |  |  |  |  |  |  |  |  | X | | 7. Introduce the concept of ICF model and its application to rehabilitation | X |  |  |  |  |  |  |  |  |  |  | | 8. Distinguish between different types of disabilities |  | X |  |  |  |  |  |  |  |  |  | | 9. Define the important facts on and rights of Persons with Disabilities |  | X |  |  |  |  |  |  |  |  |  | | 10. Define rehabilitation program and its goals |  | X |  |  |  |  |  |  |  |  |  | | 11. Identify the role and importance of each member of rehabilitation team |  | X |  |  |  |  |  |  |  |  |  | | 12. Differentiate between different team models used in rehabilitation |  | X |  |  |  |  |  |  |  |  |  | | 13. Describe the CBR program, aims, and involved personnel |  | X |  |  |  |  |  |  |  |  |  | | 14. Know the regulations of governing the physiotherapy, occupational therapy, orthotics and prosthetics and Hearing and Speech professions |  | X |  |  |  |  |  |  |  |  |  | | 15. Understand the role of rehabilitation for torture victims |  | X |  |  |  |  |  |  |  |  |  | | 16. Recognize the concept of EBP and its importance to clinical practice |  |  |  |  | X |  |  |  |  |  |  | | 17. Identify the main elements of patients management process |  | X |  |  |  | X |  |  |  |  |  | | 18. Define infection control and infection cycle |  | X |  |  |  |  |  |  |  |  |  | | 19. describe precautions to maintain and improve safety and reduce patient and employee injury in the treatment setting |  |  |  |  |  |  |  |  |  |  |  | | 20. Describe and use the proper body mechanics for lifting, reaching, pushing, pulling and carrying objects |  |  |  |  |  |  | X |  |  |  |  | | 21. apply proper positioning of the trunk, head and extremities with the patient in supine, prone, side-lying or sitting. |  |  |  |  |  |  | X |  |  |  |  | | 22. Self-learn and search for materials related to topics covered in the classes and for the asynchronous part of the class using general and health search engines. |  |  | X |  |  |  |  |  |  |  |  |   Program SLOs:   1. Recognize, critically analyze and apply the conceptual frameworks and theoretical models underpinning physiotherapy practice 2. Demonstrate comprehension of background knowledge that informs sound physiotherapy practice 3. Demonstrate the ability to use online resources and technologies in professional development 4. Display a professional commitment to ethical practice by adhering to codes of conduct and moral frameworks that govern the practice of physiotherapy 5. Evaluate the importance of and critically appraise research findings to inform evidence-based practice such that these skills could be utilized in continuing self-development 6. Implement clinical reasoning, reflection, decision-making, and skillful application of physiotherapy techniques to deliver optimum physiotherapy management 7. Adhere to the professional standards of physiotherapy practice in terms of assessment, management, outcome measurement, and documentation 8. Display a willingness to promote healthy lifestyle and convey health messages to clients 9. Value the willingness to exercise autonomy while appreciating the challenges associated with delivering physiotherapy services 10. Display the ability to practice in a safe, effective, non-discriminatory, inter- and multi-disciplinary manner 11. Demonstrate effective oral and written communication with clients, carers, and health professionals |

**21. Topic Outline and Schedule:**

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| |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Week** | **Lecture** | **Topic** | **SLO** | **Learning Methods (Face to Face/Blended/ Fully Online)** | **Platform** | **Evaluation Methods\*\*** | **Resources** | | 1 | 1.1 | Introduction to the course and syllabus |  | **Synchronous lecturing/Teams will be utilized for course lectures on Sunday and Tuesday**  **Asynchronous learning will be utilized on most Thursdays lectures** |  | **Evaluation methods include exams, quizzes and assignments** | Course syllabus | | 1.2 | Ethics in Rehabilitation–  what is ethics (bioethics)? | 1-4 |  |  |  | Ethics in rehabilitation (text book)  Lecture slides | | 1.3 | Ethics in Rehabilitation –bioethical dilemmas/ conflicts | 1-4 |  |  |  | Assigned reading, videos, and articles that required for the asynchronous learning lectures will be provided for students by the instructor on Thursdays and uploaded on e-learning. | | 2 | 2.1 | Ethics in Rehabilitation- Principles of ethics | 1-4 |  |  |  | Ethics in rehabilitation (text book)  Lecture slides | | 2.2 | Ethics in Rehabilitation- Principles of ethics | 1-4 |  |  |  | Ethics in rehabilitation (text book)  Lecture slides | |  | 2.3 | Ethics in Rehabilitation-  Professional ethics | 1-4 |  |  |  |  | | 3 | 3.1 | Ethics in Rehabilitation- Unethical practice | 1-4 |  |  |  | Ethics in rehabilitation (text book)  Lecture slides | | 3.2 | Ethics in Rehabilitation- Case studies | 1-4 |  |  |  | Ethics in rehabilitation (text book)  Lecture slides | | 3.3 | **Asynchronous learning**  Activities related the bioethics in rehabilitation topic –  Case studies analysis  Examples on professional Code of ethics  Steps to solve ethical dilemma | 1-4 |  |  |  |  | | 4 | 4.1 | Bioethics in research | 1-2 |  |  |  | Ethics in rehabilitation (text book)  Lecture slides | | 4.2 | Bioethics in research | 1-2 |  |  |  | Ethics in rehabilitation (text book)  Lecture slides | | 4.3 | **Asynchronous learning**  Activity related to violations of ethics in research  Consent form |  |  |  |  |  | | 5 | 5.1 | Professionalism | 5-6 |  |  |  | Fairchild  Ch.#1 | | 5.2 | Professionalism | 5-6 |  |  |  | Fairchild  Ch.#1 | | 5.3 | **Asynchronous learning**  Dress code | 5 |  |  |  |  | | 6 | 6.1 | Patient communication | 5-6 |  |  |  | Fairchild  Ch.#1 | | 6.2 | Patient communication | 5-6 |  |  |  | Fairchild  Ch.#1 | | 6.3 | **Asynchronous learning** | 5-6 |  |  |  |  | | 7 | 7.1 | Disability-Types | 7,8 |  |  |  | WHO website  Lecture slides | | 7.2 | Disability-facts and rights | 9 |  |  |  | WHO website  Lecture slides | |  | 7.3 | **Asynchronous learning** | 8,9 |  |  |  |  | | 8 | 8.1 | **Midexam** |  |  |  |  |  | | 8.2 | Disability- communication and cases | 5,8,9 |  |  |  | WHO website  Lecture slides | | 8.3 | **Asynchronous learning** | 5,8,9 |  |  |  |  | | 9 | 9.1 | Rehabilitation  team | 10,11 |  |  |  | Lecture slides | | 9.2 | Rehabilitation  team  models | 10-12 |  |  |  | Lecture slides | | 9.3 | Asynchronous learning  Community Based Rehabilitation | 13 |  |  |  |  | | 10 | 10.1 | The role of physical therapy in rehabilitation  Physiotherapy practice system | 11,14 |  |  |  | Lecture slides  WCPT website  WP website  <https://ammanchamber.org.jo/shoroq/2733.pdf> | | 10.2 | The role of occupational therapy in rehabilitation | 11,14 |  |  |  | Lecture slides | | 10.3 | The role of Hearing and speech science in rehabilitation | 11,14 |  |  |  | Lecture slides | | 11 | 11.1 | Principles of patient examination  ICF | 7,17 |  |  |  | Lecture slides and research articles | | 11.2 | Principles of patient examination Evidence Based Practice | 16 |  |  |  | Lecture slides and research articles | | 11.3 | Asynchronous learning  The role of Orthotics and Prosthetics field in rehabilitation | 11,14 |  |  |  |  | | 12 | 12.1 | torture victims- the role of rehabilitation | 15 |  |  |  | <https://www.cvt.org/> | | 12.2 | Infection Control | 18 |  |  |  | Fairchild Ch.#2 | |  | 12.3 | Asynchronous learning | 18 |  |  |  |  | | 13 | 13.1 | Safety  considerations  Incidents and emergencies | 19 |  |  |  | Fairchild Ch.#1 | | 13.2 | Safety  considerations  Incidents and emergencies | 19 |  |  |  | Fairchild Ch.#1 | | 13.3 | Asynchronous learning |  |  |  |  |  | | 14 | 14.1 | Proper posture and body mechanics | 20 |  |  |  | Lecture slides | | 14.2 | Proper patient positioning and draping | 21 |  |  |  | Lecture slides | | 14.3 | Asynchronous learning |  |  |  |  |  | | 15 | 15.1 | Review |  |  |  |  |  | | 15.2 | Final exam |  |  |  |  |  |   SLO # 22 will be achieved throughout the course. |

**22 Evaluation Methods:**

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| Opportunities to demonstrate achievement of the SLOs are provided through the following assessment methods and requirements:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Evaluation Activity** | **Mark** | **Topic(s)** | **SLOs** | **Period (Week)** | **Platform** | | Midterm | 30% | Topics covered in the first 6 weeks |  |  | JUEXAM | | Synchronous Quizzes\* | 10% | Topics covered in the week 7+8 |  |  |  | | Asynchronous Quizzes\*\* and Assignments \*\*\* | 20% | TBA |  | Throughout the course | E-learning | | Final | 40% | TBA |  | TBA | JUEXAM | | \* Students need to expect a synchronous quiz on each live lecture on the material covered through that lecture. There will be 4-5 quizzes. The marks of all quizzes will be converted to 10.  \*\* Students need to expect an asynchronous quiz after studying the asynchronous learning part. There will be 5-6 quizzes. The marks of all quizzes will be converted to 15.  \*\*\*This will be assigned activities (group or individual) that required by the instructor as part of the asynchronous learning part. There will be several activities, marks will be converted to 10. | | | | | | |

**23 Course Requirements**

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| **This is an online course. Students should have a computer,** **tablet or smart phone, internet connection, web camera., account on Microsoft teams.** |

**24 Course Policies:**

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| A- Attendance policies:   * This is an online course. Students are expected to be on time. * Students are expected to attend all online classes and actively participate in all classes. * Repeated tardiness or leaving early will not be accepted. * Students who miss class (or any portion of class) are responsible for the content. All classes will be recorded and uploaded on Microsoft Teams. It is the student’s responsibility to review the material of classes they missed. * Attendance will be taken on every class throughout the semester. * Absence of more than 15% of all the number of classes (which is equivalent to 7 classes) requires that the student provides an official excuse to the instructor and the dean. * If the excuse was accepted the student is required to withdraw from the module. * If the excuse was rejected the student will fail the module and mark of zero will be assigned according to the regulations of The University of Jordan.   B- Absences from exams and submitting assignments on time:   * The instructor will not do any make-up exams. * Exceptions for make-up exams and late submission of class assignments will be made on a case-by-case basis for true personal emergencies that are described as accepted by the regulations of UJ (e.g., documented medical, personal, or family emergency). * It is the student's responsibility to contact the instructor within 24 hours of the original exam time to schedule a make-up exam> * Late submission of homework will result in deduction of 2 points for each day of delay * Makeup for the final exam may be arranged according to the regulations of The University of Jordan.   C- Health and safety procedures:   * Students will not be in direct contact with patients during this course.   D- Honesty policy regarding cheating, plagiarism, misbehavior:   * Students are expected to observe all University guidelines pertaining to academic misconduct. * Any work submitted by a student for academic credit must be the student's own work. Submission of work taken directly from another source (e.g., book, journal, internet, or another student work) will be considered plagiarism and the student/group will get a zero grade on that homework. In addition, if copying occurred, both the student who copied the work and the student who gave material to be copied (if applicable) will receive a zero for the assignment. * Students are expected to do work required for homework on their own. Asking other instructors at JU, staff, or other students to assist in or do any part of the assignment for them will negatively affect their grade on that assignment. The course instructor is the person the student needs to talk to if s/he has any difficulties pertaining to an assignment or project and is strongly encouraged to schedule an appointment with the instructor if such difficulties arise during the semester. * Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. * Any forms of academic misconduct will be handled according to the University of Jordan guidelines.   E- Grading policy:   * Grading for this course will be determined based upon the accumulation of points for variety of assignments and exams. * All work will be evaluated on completeness, organization, clarity of information, and the integration and application of the material.   F- Available university services that support achievement in the course:   * The University of Jordan provides many services to support social, health, and mental well-being of students in general and students with disabilities in specific. Students are advised to visit the Deanship of Students Affairs to learn more about those services. * If you are a student with a disability for which you may request accommodations, please notify the instructor as soon as possible (email is acceptable) so the appropriate accommodations for this course can be made. Also, notify the staff of Services for Student with Disabilities (Deanship of Students Affairs) as soon as possible. * The University of Jordan provides internet access for students who request such services. Please contact the Assistant Dean for Student Affairs for such requests. |

**25 References:**

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| A- Required book(s), assigned reading and audio-visuals:   1. Instructors’ lectures and slide will be available on E—learning 2. Fairchild SL. Pierson and Fairchild’s Principles and Techniques of Patient Care. 5thed Saunders, 2013 3. [Kornblau](https://www.amazon.com/s/ref=dp_byline_sr_book_1?ie=UTF8&text=Barbara+Kornblau&search-alias=books&field-author=Barbara+Kornblau&sort=relevancerank) Barbara and  [Burkhardt](https://www.amazon.com/Ann-Burkhardt/e/B007DJDPBC/ref=dp_byline_cont_book_2)  Ann (2012). Ethics in Rehabilitation: A Clinical Perspective 2nd Edition. 4. Bioethics in research: <https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm>   **Assigned reading, videos, and articles that support materials or required for the asynchronous learning lectures will be provided for students by the instructor on Thursdays.**  B- Recommended books, materials, and media:   1. Körner, M. Interprofessional teamwork in medical rehabilitation: A comparison of multidisciplinary and interdisciplinary team approach. Clin. Rehabil. 24, 745–755 (2010). 2. Singh, R., Küçükdeveci, A. A., Grabljevec, K. & Gray, A. The role of interdisciplinary teams in physical and rehabilitation medicine. J. Rehabil. Med. 50, 673–678 (2018). 3. <https://www.who.int/health-topics/disability#tab=tab_1> 4. American Physical Therapy Association. 2003. Guide to Physical Therapist Practice. 2nd ed. Alexandria: American Physical Therapy Association. |

**26 Additional information:**

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| Students with disabilities:   * If you are a student with disability, please contact the course coordinator at the beginning of the term to inform them of any needs or adjustments you might have. * According to University regulations, some students with disabilities can be allowed additional time during exams. This extra time is granted by an official letter from the University administration. Please discuss with the course coordinator your need for such extra time at the start of the term. * All information you provide to the course coordinator will be dealt with confidentially.   Course material and copy rights:   * All material prepared by the course coordinator for the purposes of this course are the intellectual property of the course coordinator. It is only intended for the personal use of students for their individual learning. * Sharing of course content with other people or via different platforms other than those used by the course coordinator is prohibited. The permission of the course coordinator must be sought before sharing of content.   The course is supported by e-learning website. This provides students with course information and important course materials e.g. electronic copies of this handbook, ppt., and other course content. It also allows the students to communicate with each other and with the instructor for discussion purposes. You should log in your account regularly to check for any updates or announcements. |

Name of Course Coordinator: ---Sumayeh Abujaber-----Signature: ---S.A------- Date: -----25/2/2023--------------

Head of Curriculum Committee/Department: ----Ibrahim Altubasi---- Signature: -------IMA-------

Head of Department: -----Lara Al-Khlaifat-------------- Signature: ------LK------------------------

Head of Curriculum Committee/Faculty: **Prof. Kamal Hadidi** Signature: KAH

Dean: **Prof. Kamal Hadidi** Signature: KAH

Reviewed by Dr. Ibrahim Altubasi