



Course Syllabus

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.



1	Course title	Physiotherapy for older adults	
2	Course number	1801472	
3	Credit hours	2 theory	
	Contact hours (theory, practical)	2 theory	
4	Prerequisites/corequisites	Internal medicine for rehabilitation students 0508102	
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	Course level	Undergraduate	
11	Year of study and semester (s)	2023/ 2024 First Term	
12	Other department (s) involved in teaching the course	None	
13	Main teaching language	English	
14	Delivery method	<input checked="" type="checkbox"/> Face to face learning <input type="checkbox"/> Blended <input type="checkbox"/> Fully online	
15	Online platforms(s)	<input checked="" type="checkbox"/> Moodle <input checked="" type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....	
16	Issuing/Revision Date	4.10.2023	

17 Course Coordinator:

Name: Jennifer Muhaidat, PhD

Contact hours: Thursday 10-12

Office number: 321

Phone number: 23215

Email: j.muhaiddat@ju.edu.jo
18 Other instructors:

NA



19 Course Description:

This is an introductory course in geriatric physiotherapy, designed to facilitate understanding of older adults and their needs. Normal physiological and functional changes due to ageing are considered, with emphasis on necessary modification of physiotherapy procedures for geriatric patients. This course focuses on management planning and exercise design for older adults and addresses patient education and motivation. The course addresses the psychological and cognitive changes and conditions in relation to physiotherapy in older adults.

20 Course aims and outcomes:

A- Aims:

This course aims to apply professional physiotherapy knowledge and skills in physiotherapy practice with older people. Additionally, this course emphasizes understanding of ethical and context related considerations related to working with older people.

B- Students Learning Outcomes (SLOs):

Upon successful completion of this course, students will be able to:

SLOs	SLO (1)	SLO (2)	SLO (3)	SLO (4)	SLO (5)	SLO (6)	SLO (7)	SLO (8)	SLO (9)	SLO (10)	SLO (11)
SLOs of the course											
1. Critically analyze case scenario involving older people using the international classification of functioning and health	X										
2. Demonstrate comprehension of ageing-related theories that inform physiotherapy practice with older people		X									
3. Demonstrate comprehension of age-related and pathology-related physiologic, psychologic and cognitive changes that affect activities and participation in older people		X									
4. Demonstrate the ability to use online resources in designing assessment and intervention plans for older people			X								
5. Display understanding of ethical considerations and dilemmas that are specific to working with older people				X							
6. Critically appraise recent evidence and research findings that inform physiotherapy practice with older people					X						
7. Implement critical thinking and clinical reasoning skills in analyzing case scenarios involving older people						X					
8. Convey health messages to older people based on their clinical and functional status								X			
9. Reflect on challenges in delivering physiotherapy services to older people									X		
10. Communicate clinical and research findings effectively to older people											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:

Week	Lecture	Topic	Student Learning Outcome	Learning Methods (Face to Face/Blended/ Fully Online)	Platform	Synchronous / Asynchronous Lecturing	Evaluation Methods	Resources
1	1.1	Module induction Ageing, demographics, and theories	2	Face to face	MS teams E-learning	Synchronous	Theory exam	O'Hanlon, Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)
	1.2	Healthy ageing	1,2,7	Face to face	MS teams E-learning	Synchronous	Theory exam	O'Hanlon, Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)
2	2.1	Age-related changes	1,3,7,9	Face to face	MS teams E-learning	Synchronous	Theory exam	O'Hanlon, Smith & Kauffman (2021)

								Avers & Wong (2020) Bottomley & Lewis (2020)
	2.2	Age-related changes	1,3,7,9	Face to face	MS teams E-learning	Synchronous	Theory exam	O'Hanlon, Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)
3	3.1	Older people and pharmacology	1,3,5-7,9	Face to face	MS teams E-learning	Synchronous	Theory exam	O'Hanlon, Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)
	3.2	Principles of physiotherapy for older adults	1,5-7,9	Face to face	MS teams E-learning	Synchronous	Theory exam	O'Hanlon, Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)
4	4.1	Older people and cognition	1, 3-7,9	Face to face	MS teams E-learning	Synchronous	Theory exam	O'Hanlon, Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)

	4.2	Older people and cognition	1, 3-7,9	Face to face	MS teams E-learning	Synchronous	Theory exam	O'Hanlon, Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)	
5	5.1	Depression in older age	1, 3-7,9	Face to face	MS teams E-learning	Synchronous	Theory exam	O'Hanlon, Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)	
	5.2	Frailty	1, 3-7,9	Face to face	MS teams E-learning	Synchronous	Theory exam	O'Hanlon, Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)	
6	6.1	Frailty	1, 3-7,9	Face to face	MS teams E-learning	Synchronous	Theory exam	O'Hanlon, Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)	
	6.2	Sarcopenia	1, 3-7,9	Face to face	MS teams E-learning	Synchronous	Theory exam	Face to face	MS teams E-learning

7	7.1	Falls and postural stability	1, 3-7,9	Face to face	MS teams E-learning	Synchronous	Theory exam	O'Hanlon, Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)
	7.2	Falls and postural stability	1, 3-7,9	Face to face	MS teams E-learning	Synchronous	Theory exam	O'Hanlon, Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)
8	8.1	Midterm exam						
	8.2	Incontinence	1, 3-7,9	Face to face	MS teams E-learning	Synchronous	Theory exam	O'Hanlon, Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)
9	9.1	Incontinence	1, 3-7,9	Face to face	MS teams E-learning	Synchronous	Theory exam	O'Hanlon, Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)

	9.2	Osteoporosis	1, 3-7,9	Face to face	MS teams E-learning	Synchronous	Theory exam	O'Hanlon, Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)
10	10.1	Sensory impairments and older people	1, 3-7,9	Face to face	MS teams E-learning	Synchronous	Theory exam	O'Hanlon, Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)
	10.2	Sensory impairments and older people	1, 3-7,9	Face to face	MS teams E-learning	Synchronous	Theory exam	O'Hanlon, Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)
11	11.1	Health promotion – special focus on physical activity	1, 3-9	Face to face	MS teams E-learning	Synchronous	Theory exam	O'Hanlon, Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020) Chodzko-Zajko W.J. (2014)
	11.2	Health promotion – special focus	1, 3-9	Face to face	MS teams E-learning	Synchronous	Theory exam	O'Hanlon, Smith &

		on physical activity						Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020) Chodzko-Zajko W.J. (2014)
12	12.1	Christmas holiday 25.12.2023						
	12.2	Physiotherapy for nursing home residents	1, 3-7,9	Face to face	MS teams E-learning	Synchronous	Theory exam	O'Hanlon, Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)
13	New year's holiday 1.1.2024							
	13.2	Digital and virtual rehabilitation for older people	1, 3-7,9	Face to face	MS teams E-learning	Synchronous	Theory exam	O'Hanlon, Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)
14	14.1	Supporting caregivers	1, 3-7,9	Face to face	MS teams E-learning	Synchronous	Theory exam	O'Hanlon, Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)

	14.2	Case scenario discussions	1-10	Face to face	MS teams E-learning	Synchronous	Theory exam	O'Hanlon, Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)
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22 Evaluation Methods:

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 theory exam	30%	Week 1-7	1-10	Week 8	Face to face
Project (details in Appendix 1)	20%	-----	1, 4-10	Week 10 13.12.2023	E-learning
Final theory exam	50%	All topics	1-10	To be announced by registration	Face to face

23 Course Requirements

Students should have access to the course related e-learning page and the Microsoft Teams. Students should regularly check the uploaded content.

24 Course Policies:

A- Attendance policies:

- Students are expected to be on time.
- 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 Stream. 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 4 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.
- Students should attend to the general health and safety measures of the university.

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:

A- Required book(s), assigned reading and audio-visuals:

- O'Hanlon and Smith (2021). A comprehensive guide to rehabilitation of the older patient, 4th edition. Elsevier.
- Bottomley & Lewis (2020). Geriatric Rehabilitation: A Clinical Approach, 4th edition. New Jersey: Pearson Education.
- Guccione, Wong & Avers. Eds. (2020). Geriatric Physical Therapy, 3rd edition. Missouri: Elsevier Mosby.
- Selected research articles provided by the lecturer

B - Recommended books, materials, and media:

- Chodzko-Zajko W.J. (2014). ACSM's Exercise for older adults, 1st edition. Philadelphia: Wolters Kluwer, Lippincott Williams & Wilkins

26 Additional information:

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.

This course builds on the knowledge that you have obtained in internal medicine, musculoskeletal, neuromuscular, and cardiopulmonary courses. Please make sure you revise the main pathologies and assessment tools.

If you require any further information, make sure to e-mail the instructor and arrange for a meeting during the announced office hours.

Name of Course Coordinator: Jennifer Muhaidat	Signature: <i>Jennifer Muhaidat</i>	Date: 4.10.2023
Head of Curriculum Committee/Department: -Dr. Ibrahim Tobasi		
Signature: Ibrahim Tobasi		
Head of Department: Dr. Ibrahim Tobasi		
Signature: Ibrahim Tobasi-		
Head of Curriculum Committee/Faculty: ---Prof. Kamal A. Hadidi--		
Signature: ---KAH-----		
Dean: ---Prof. Kamal A. Hadidi--		
Signature: ---KAH-----		

Appendix 1

Project description



Project title: Functional Fitness MOT (FFMOT) for older adults ©

Project aim: to enhance the student's health promotion skills in physical activity and fitness of older adults. This project will also improve the students' functional fitness assessment skills.

Project type: group project. Each group consists of 5 students. Each group is required to provide a face-to-face session with two older adult (age > 60 years). In this session the group should conduct a functional fitness assessment, and provide tailored advice to the client about local physical activity opportunities and address barriers to physical activity.

Project structure: this project consists of two parts

1. Functional fitness assessment: this assessment is performed using the below listed functional tests
 - 30-second chair rise
 - Times up and go test
 - Six-minute walk test
 - Single leg stance
 - Hand grip strength
 - Chair sit and reach
 - Back scratch
 - Physical activity questionnaire
 - Height and weight

The protocols for these tests are provided in the attached documents to this syllabus. The protocols are for the use of the students of this course only and the permission has been warranted by © Later Life Training. Do not use the material or disseminate it for other purposes.

The information obtained from the functional tests should be utilized to raise awareness of the clients about their fitness levels by comparing their results to the age-compatible normative values. Students should use the principle of “make it personal” when conveying the results to the students. The results should be documented in the attached handout © Glasgow Caledonian University, Later Life Training and a copy provided to the client, and one kept by the group to be submitted. The group should document the way the results have been conveyed to the clients.

2. Personalized conversation: each client should be offered a personalized conversation to promote the physical activity guidelines for older adults (using the latest WHO guidelines) and especially the necessity of strength and balance exercises. The clients' likes and dislikes regarding physical activity should be assessed and relevant options for physical activity in the clients' surroundings explored. The Ask, Assess and Advise principle should be used to explore the client's current physical activity levels and readiness and provide relevant options. The goals and action plan should be documented in the handout. All elements related to the conversation should be documented and submitted

Criteria	Excellent	Good	Fair	Poor
Functional fitness tests	The group provides realistic data for all required functional tests	The group provides realistic data for most required functional tests	The group provides realistic data for some required functional tests, or the data is unrealistic	The group provides data for few or none of required functional tests
Dissemination of results	The group provides evidence for communicating all results to the client in a functional and personal way	The group provides evidence for communicating some results to the client in a functional and personal way	The group provides evidence for communicating the results to the client without making it personal or functional	The group does not provide evidence for communicating the results to the client
Promotion of physical activity guidelines	The group provides evidence of promoting the physical activity guidelines for older adults with special focus on strength and balance and reducing sedentary time	The group provides evidence of promoting the physical activity guidelines for older adults with special focus on strength and balance	The group provides evidence of promoting the physical activity guidelines without emphasizing strength and balance	The group does not provide evidence of promoting the physical activity guidelines for older adults
Motivational interviewing (Ask, Assess and Advise)	The group provides evidence of using the Ask, Assess and Advise method to motivate the client to become more active. Ask about current activity levels. Likes and dislikes. Assess readiness to change behavior and advise on local physical activity opportunities	The group provides evidence of using the Ask, Assess and Advise method to motivate the client to become more active. But do not use all elements described in the project induction	The group provides evidence of using motivating the client to become more active. However, a different strategy than Ask, Assess and Advise is used	The group does not provide evidence of motivating the client to become more active
Goals and action plan	The group provides evidence of developing SMART goals with the client to increase activity levels and establish a realistic and achievable action plan for each goal	The group provides evidence of developing SMART goals with the client to increase activity levels and establish a realistic and achievable action plan for some goal or are unrealistic	The group provides evidence of developing goals that are unrealistic with the client to increase activity levels and establish an unrealistic action plan for each goal	The group does not provide evidence of developing goals and action plans with the client
Documentation	The documentation is neat and covers all elements needed using subheadings. The students adhere to guidelines on font (times new roman) size (12) and line spacing (1.5)	The documentation is mostly neat and covers most elements needed using subheadings. The students adhere to most guidelines on font (times new roman) size (12) and line spacing (1.5)	The documentation is neat and covers most elements needed but does not include subheadings. The students adhere to some guidelines on font (times new roman) size (12) and line spacing (1.5)	The documentation is not neat and the students do not adhere to guidelines on font type, size or line spacing