**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 MISSION OF THE DEPARTMENT OF PHYSIOTHERAPY**

The mission of the department of Physiotherapy is 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.

**THE VISION OF THE DEPARTMENT OF PHYSIOTHERAPY**

The vision of the Department of Physical Therapy is to be recognized as an outstanding educational program with high quality faculty members, staff and students

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| **1** | **Course title** | Physiotherapy in Pediatrics I | |
| **2** | **Course number** | 1801344 | |
| **3** | **Credit hours** | (2, 1) |  |
| **Contact hours (theory, practical)** | (2, 4) | |
| **4** | **Prerequisites/corequisites** | 1801313 Musculoskeletal Physiotherapy I and Neuroscience 1801231 | |
| **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- third year | |
| **11** | **Year of study and semester (s)** | 3rd year- 2nd semester | |
| **12** | **Other department (s) involved in teaching the course** | B.Sc. | |
| **13** | **Main teaching language** | English | |
| **14** | **Delivery method** | ☐ Face to face learning ✓Blended ☐Fully online | |
| **15** | **Online platforms(s)** | ✓Moodle ✓Microsoft Teams ☐Skype ☐Zoom  ☐Others………… | |
| **16** | **Issuing/Revision Date** | 20.2.2023 | |

**17 Course Coordinator:**

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| Name: Jennifer Muhaidat Contact hours: Sunday 11-12 & Thursday 12-1  Office number: 321 Phone number: 23215  Email: [j.muhaidat@ju.edu.jo](mailto:j.muhaidat@ju.edu.jo) |

**18 Other instructors:**

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| Name: Malak Al Ababseh  Email:  Contact hours:  Name: Doaa Al Otaibi  Email: awayesd@icloud.com  Contact hours: |

**19 Course Description:**

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| The course will introduce the principles and process of typical development, fine and gross motor development, and atypical development. The family centred-care and the ICF models will be used to introduce assessment and evaluation measures to plan therapeutic intervention strategies for the paediatric population. The course will cover selected medical conditions specific to the certain paediatric population such as cerebral palsy. Current procedural interventions will be introduced and applications will be discussed. The course will have both theoretical and practical components. |

**20 Course aims and outcomes:**

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| 1. Aims: 2. To describe typical child development and milestones 3. To introduce students to theoretical and practical elements of body system assessment and evaluation for children 4. To discuss pathology underlying certain pediatric health conditions 5. To explore standardized assessment tools used in the pediatric population 6. To introduce students to different models and frameworks used in pediatric physiotherapy 7. To explore patient and family centred care 8. To implement evidence-based physiotherapy practice in designing management plans   Program ILOs:   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 skilful 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 12. Intended Learning Outcomes (ILOs):   On successful completion of this program a student should demonstrate understanding of and knowledge in:   |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Specific course ILOs | ILO 1 | ILO2 | ILO3 | ILO4 | ILO5 | ILO6 | ILO7 | ILO8 | ILO9 | ILO10 | ILO11 | | 1. Recognize different models and frameworks used in pediatric physiotherapy | X |  |  |  |  |  | x |  |  |  |  | | 1. Discuss typical child musculoskeletal and neuromuscular development |  | x |  |  |  | x |  |  |  |  |  | | 1. Understand pathology underlying cerebral palsy and myelodysplasia |  | X |  |  |  |  |  |  |  |  |  | | 1. Perform comprehensive body system assessment and evaluation for pediatric clients |  |  | x |  | x | x |  |  | x |  |  | | 1. Demonstrate appropriate and safe handling and positioning skills for pediatric clients |  |  |  | x |  | x | x |  |  | x |  | | 1. Implement evidence based practice in assessment and management of pediatric clients |  |  | x |  | x | x |  |  |  |  |  | | 1. Implement family centred approach when working with pediatric clients | x |  |  | x |  | x |  |  |  |  | x | |
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**21. Topic Outline and Schedule:**

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| | **Week** | **Lecture** | **Topic** | **Student Learning Outcome** | **Learning Methods (Face to Face/Blended/ Fully Online)** | **Platform** | **Synchronous / Asynchronous Lecturing** | **Evaluation Methods** | **Resources** | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | 1 | 1.1 | Course introduction | 1, 2 | Blended | MS Teams | Synchronous | Exams and discussions | Effgen & Fiss (2021)  Palisano, Orlin and Schreiber (2023) | | 1.2 | Child development 1 | 1, 2 | Blended | MS Teams | Asynchronous | Exams and discussions | Effgen & Fiss (2021)  Palisano, Orlin and Schreiber (2023) | | 2 | 2.1 | Child development 2 | 1, 2 | Blended | MS Teams | Synchronous | Exams and discussions | Effgen & Fiss (2021)  Palisano, Orlin and Schreiber (2023) | | 2.2 | Child development 2 | 1, 2 | Blended | MS Teams | Asynchronous | Exams and discussions | Effgen & Fiss (2021)  Palisano, Orlin and Schreiber (2023) | | 3 | 3.1 | Paediatric Examination and Evaluation | 1, 2, 4 | Blended | MS Teams | Synchronous | Exams and discussions | Effgen & Fiss (2021)  Palisano, Orlin and Schreiber (2023) | | 3.2 | Paediatric Examination and Evaluation | 1, 2, 4 | Blended | MS Teams | Asynchronous | Exams and discussions | Effgen & Fiss (2021)  Palisano, Orlin and Schreiber (2023) | | 4 | 4.1 | Musculoskeletal system: Structure, Function and Evaluation | 1, 2, 4 | Blended | MS Teams | Synchronous | Exams and discussions | Effgen & Fiss (2021)  Palisano, Orlin and Schreiber (2023) | | 4.2 | Musculoskeletal system: Structure, Function and Evaluation | 1, 2, 4 | Blended | MS Teams | Asynchronous | Exams and discussions | Effgen & Fiss (2021)  Palisano, Orlin and Schreiber (2023) | | 5 | 5.1 | Musculoskeletal system: Structure, Function and Evaluation | 1, 2, 4 | Blended | MS Teams | Synchronous | Exams and discussions | Effgen & Fiss (2021)  Palisano, Orlin and Schreiber (2023) | | 5.2 | Musculoskeletal system: Structure, Function and Evaluation | 1, 2, 4 | Blended | MS Teams | Asynchronous | Exams and discussions | Effgen & Fiss (2021)  Palisano, Orlin and Schreiber (2023) | | 6 | 6.1 | Neuromuscular System: Examination, Evaluation, and Diagnoses | 1, 2, 4 | Blended | MS Teams | Synchronous | Exams and discussions | Effgen & Fiss (2021)  Palisano, Orlin and Schreiber (2023) | | 6.2 | Neuromuscular System: Examination, Evaluation, and Diagnoses | 1, 2, 4 | Blended | MS Teams | Asynchronous | Exams and discussions | Effgen & Fiss (2021)  Palisano, Orlin and Schreiber (2023) | | 7 | 7.1 | Cardiovascular and Pulmonary Systems development and assessment | 1, 2, 4 | Blended | MS Teams | Synchronous | Exams and discussions | Effgen & Fiss (2021)  Palisano, Orlin and Schreiber (2023) | | 7.2 | Cardiovascular and Pulmonary Systems development and assessment | 1, 2, 4 | Blended | MS Teams | Asynchronous | Exams and discussions | Effgen & Fiss (2021)  Palisano, Orlin and Schreiber (2023) | | **8** | **Midterm theory exam week** | | | | | | | | | 9 | **9.1** | **Eid Al Fitr Holiday** | | | | | | | | 9.2 | Cerebral palsy | 2-4, 6-7 | Blended | MS Teams | Synchronous | Exams and discussions | Effgen & Fiss (2021)  Palisano, Orlin and Schreiber (2023) | | 10 | 10.1 | Cerebral palsy | 2-4, 6-7 | Blended | MS Teams | Asynchronous | Exams and discussions | Effgen & Fiss (2021)  Palisano, Orlin and Schreiber (2023) | | 10.2 | Cerebral palsy | 2-4, 6-7 | Blended | MS Teams | Asynchronous | Exams and discussions | Effgen & Fiss (2021)  Palisano, Orlin and Schreiber (2023) | | 11 | 11.1 | Cerebral palsy | 2-4, 6-7 | Blended | MS Teams | Synchronous | Exams and discussions | Effgen & Fiss (2021)  Palisano, Orlin and Schreiber (2023) | | 11.2 | Myelodysplasia | 2-4, 6-7 | Blended | MS Teams | Asynchronous | Exams and discussions | Effgen & Fiss (2021)  Palisano, Orlin and Schreiber (2023) | | 12 | 12.1 | Myelodysplasia | 2-4, 6-7 | Blended | MS Teams | Synchronous | Exams and discussions | Effgen & Fiss (2021)  Palisano, Orlin and Schreiber (2023) | | 12.2 | Myelodysplasia | 2-4, 6-7 | Blended | MS Teams | Asynchronous | Exams and discussions | Effgen & Fiss (2021)  Palisano, Orlin and Schreiber (2023) | | 13 | 13.1 | Myelodysplasia | 2-4, 6-7 | Blended | MS Teams | Synchronous | Exams and discussions | Effgen & Fiss (2021)  Palisano, Orlin and Schreiber (2023) | | 13.2 | **Discussion and revision (synchronous)** | | | | | | | | 14 | **Final practical exam week** | | | | | | | | |

**Practical session schedule – All sessions will be face to face.**

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| Lab | Topic | | ILOs | Chapter |
| Week 1 | Introduction | |  | ------------ |
| Week 2 | Motor development in the normal child | |  | Chapter 1- Spearing et al. (2022) |
| Week 3 | Motor Milestones | | 2 | Chapter 1- Spearing et al. (2022) |
| Week 4 | Preterm/full term-primitive reflexes.  History & systems review | | 2, 4 | Peds Notes |
| Week 5 | Musculoskeletal system evaluation 1 | | 4-6 | Peds Notes |
| Week 6 | Musculoskeletal system evaluation 2 | | 4-6 | Peds Notes |
| Week 7 | Neuromuscular System evaluation 1 | | 4-6 | Peds Notes |
| Week 8 | Neuromuscular System evaluation 1 | | 4-6 | Peds Notes |
| *Week 9* |  | *Midterm practical exam* | | |
| Week 10 | Functional muscle testing | | 4-6 | Chapter will be provided |
| Week 11 | Cardiovascular System evaluation | | 4-6 | Peds Notes |
| Week 12 | PT Interventions-handling | | 4-7 | Chapter will be provided |
| Week 13 |  | Revision | | |
| *Week 14* |  | *Practical examination* | | |

**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 exam | 30% | Week 1-7 | 1-6 | Week 8 | Face to face | | Practical 1 (appendix 1) | 10% | Week 1-7 | 1-6 | Week 9 | Face to face | | Practical quiz (appendix 2) | 5% | All topics | All | Ongoing | Face to face | | Practical 2 (appendix 3) | 15% | All topics | All | Week 14 | Face to face | | Final exam | 40% | All topics | All | To be announced by university registrar | Face to face | |

**23 Course Requirements**

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| All students should have access to Microsoft Teams and the e-learning portal. All students should ensure adequate internet access for the online lectures.  Students should purchase the required reference books for the course.  Students should attend practical sessions in comfortable loose clothing. All students should have access to goniometers and tape measures and any other tools required by lab instructors. |

**24 Course Policies:**

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| 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 3 lectures and 3 labs) 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 * 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:   * Effgen and Fiss (2021). Meeting the physical therapy needs of children, 3rd ed. F.A. Davis * Palisano, Orlin and Schreiber (2022). Campell’s physical therapy for children, 6th ed. Elsevier * McKeogh Spearing, Pelletier and Drnach (2022). Tecklin’s pediatric physical therapy, 6th ed. Wolter’s Kluwer * Doll and Chafetz (2010). Peds rehab notes: Evaluation and intervention pocket guide. F.A. Davis * Articles and chapters provided by course coordinator.   B- Recommended books, materials, and media:   * Kessler (2021). Neurologic interventions for physical therapy, 4th ed. Elsevier |

**26 Additional information:**

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| This course builds on knowledge and skills acquired in the following courses: anatomy and physiology, therapeutic exercises, neuroscience and tests and measures. In addition, student shall be competent in the following fields before entering this course: PT in the musculoskeletal, neurologic and cardiorespiratory fields.  Online resources and announcements will be posted via MS Teams and e-learning. |

Name of Course Coordinator: Jennifer Muhaidat Signature: Logo

Description automatically generated with medium confidenceDate: 20.2.2023

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 Dania Qutishat

**Appendix 1 – practical exam I**

This practical exam will be conducted during week 9 of the course and it will be graded out of 10. Students will enter the exam in pairs and each student will answer 2 questions. One question will be regarding an assessment of one of the body systems and the other will be regarding the development milestones. Question 1 will be assessed via direct application on your peer. Question 2 will be a short video of a child and the you will have to identify the developmental milestone.

**Grading rubric**

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| --- | --- | --- | --- | --- |
| **Question** | **Excellent (100%)** | **Good (75%)** | **Fair (50-25%)** | **Poor (0%)** |
| **Application of assessment** | Student applies assessment safely with proper handling and positioning and with no mistakes | Student applies assessment safely with proper handling and positioning and with minor mistakes | Student applies assessment with major mistakes in safety, handling, positioning or procedures | Student does not apply the assessment |
| **Identification of developmental milestone** | Student correctly identifies and discusses the milestone | Student identifies and discusses the milestone with minor mistakes | Student identifies and discusses the milestone with major mistakes | Student does not identify the milestone |

**Appendix 2 – Quiz**

Students will be exposed to continuous evaluation each week during practical sessions. This evaluation will be graded out of 5. The same grading rubric used in appendix 1 for application of assessment will be used.

**Appendix 3- practical exam II**

This practical exam will be performed during week 14. This exam will be graded out of 15. Students will enter the exam in pairs and each student will be provided with 1 case scenario of a child with cerebral palsy or myelodysplasia. The student will be asked to demonstrate one assessment and one management option for the case.

**Grading rubric**

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| --- | --- | --- | --- | --- |
| **Criteria** | **Excellent (100%)** | **Good (75%)** | **Fair (50-25%)** | **Poor (0%)** |
| **Choice of assessment** | Assessment suitable for case and based on sound clinical reasoning | Assessment is suitable but the justification for use is not clear | Assessment choice demonstrates major defects in clinical reasoning | No assessment is provided or no justification |
| **Application of assessment** | Applies assessment without mistakes | Applies assessment with minor mistakes | Applies assessment with major mistakes | Does not apply assessment |
| **Choice of management** | Management suitable for case and based on sound clinical reasoning | Management is suitable but the justification for use is not clear | Management choice demonstrates major defects in clinical reasoning | No management is provided or no justification |
| **Positioning and handling** | Applies positioning and handling without mistakes | Applies positioning and handling with minor mistakes | Applies positioning and handling with major mistakes | Does not apply positioning and handling |
| **Application of management option** | Applies management without mistakes | Applies management with minor mistakes | Applies management with major mistakes | Does not apply management |