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| Form: Course Syllabus | Form Number | EXC-01-02-02A |
| | Issue Number and Date | 2/3/24/2022/2963 05/12/2022 |
| | Number and Date of Revision or Modification | |
| | Deans Council Approval Decision Number | 2/3/24/2023 |
| | The Date of the Deans Council Approval Decision | 23/01/2023 |
| | Number of Pages | 06 |

| | | |
|-----|---|---|
| 1. | Course Title | Tests and measures |
| 2. | Course Number | 1831202 |
| 3. | Credit Hours (Theory, Practical) | 1 theory |
| | Contact Hours (Theory, Practical) | 1 theory |
| 4. | Prerequisites/Corequisites | (1801103) Principles and Ethics of Rehabilitation |
| 5. | Program Title | B.Sc. in Physiotherapy |
| 6. | Program Code | 1801 |
| 7. | School/Center | Rehabilitation Sciences |
| 8. | Academic Department | Physiotherapy |
| 9. | Course Level | Undergraduate/ Second year |
| 10. | Year of Study/Semester | 2024/2025 – First semester |
| 11. | Program Degree | Bachelor |
| 12. | Other Departments involved in Teaching the course | None |
| 13. | Main Teaching Instruction | English |
| 14. | Learning Types | <input type="checkbox"/> Face to Face <input type="checkbox"/> Blended <input checked="" type="checkbox"/> Fully Online |
| 15. | Online Platform(s) | <input checked="" type="checkbox"/> Moodle <input checked="" type="checkbox"/> Microsoft Teams |
| 16. | Issuing Date | Oct - 2025 |
| 17. | Revision Date | Oct – 2025 |

18. Course Coordinator

| | |
|---|---|
| Name: Jennifer Muhaidat | Contact hours: Monday & Wednesday 11:30-12:30 |
| Office number: 321 | Phone number: 23215 |
| Email: j.muhaidat@ju.edu.jo | Teams account: Jennifer Muhaidat |

19. Other Instructors

| |
|----|
| NA |
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20. Course Description

This course focuses on the importance of assessment and measurement in rehabilitation. It provides an overview of the concepts related to assessment, measurement, and evaluation in clinical rehabilitation settings. This course is an introduction to the concepts and models of functioning as a central outcome for rehabilitation.

21. Program Learning Outcomes

Program Learning Outcomes Descriptors (PLOD)

| PLO | National Qualification Framework Descriptors* | | |
|--|---|-------------------------------------|-------------------------------------|
| | Knowledge (A) | Skills (B) | Competency (C) |
| PLO 1. Develop and integrate knowledge from foundational courses; including basic sciences, medical sciences, and research methods to reflect on rehabilitation sciences practice. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| PLO 2. Demonstrate knowledge of fundamentals of physiotherapy. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| PLO 3. Apply adequate physiotherapy techniques and skills according to professional standards of physiotherapy practice. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| PLO 4. Promote healthy lifestyle and convey health messages to clients. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| PLO 5. Compose effective oral and written communication for clinical and professional purposes including the use of information technology resources. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| PLO 6. Operate within interprofessional teams of healthcare providers, clients, communities, and organizations in traditional and emerging practices and illustrate the qualities of a lifelong learner. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| PLO 7. Apply leadership and management skills to advance Jordan and the global community scientifically, socially, and technologically in rehabilitation sciences. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| PLO 8. Generate scientific research that advances rehabilitation practices locally and globally. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| PLO 9. Implement clinical reasoning, reflection and decision-making to deliver evidence-based physiotherapy practice, adhering to ethical principles to promote inclusion, participation, safety, and wellbeing for all clients. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| PLO 10. Exercise autonomy while appreciating the challenges associated with delivering physiotherapy services. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

*Choose only one descriptor for each PLO; either knowledge, or skills, or competencies.



22. Course Learning Outcomes: By the end of this course, the student is expected to achieve the following Learning outcomes:

1. **CLO 1** Describe the concept of measurement, assessment and evaluation
2. **CLO 2** Explain the different models of human function with a special focus on the International Classification of Functioning and Health (ICF)
3. **CLO 3** Discuss different attributes of measurement
4. **CLO 4** Discuss different levels of measurement
5. **CLO 5** Discuss the psychometric properties of measurement tools
6. **CLO 6** Analyze clinical case scenarios using the ICF model

Matrix of Course Learning Outcomes according to National Qualification Framework Descriptors

| CLO Number | Knowledge | | Skills | | | | Competencies |
|------------|-----------|------------|--------|---------|----------|--------|--------------|
| | Remember | Understand | Apply | Analyze | Evaluate | Create | |
| | | | | | | | |
| CLO 1 | | ✓ | | | | | |
| CLO 2 | | ✓ | | | | | |
| CLO 3 | | ✓ | | | | | |
| CLO 4 | | ✓ | | | | | |
| CLO 5 | | ✓ | | | | | |
| CLO 6 | | | | ✓ | | | |

23. Matrix linking Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

| CLO | PLO* | | | | | | | | | | **Descriptors | | |
|-----|------|---|---|---|---|---|---|---|---|----|---------------|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | A | B | C |
| 1. | | ✓ | | | | | | | | | | | |
| 2. | | ✓ | | | | | | | | | | | |
| 3. | | ✓ | | | | | | | | | | | |
| 4. | | ✓ | | | | | | | | | | | |
| 5. | | ✓ | | | | | | | | | | | |
| 6. | | | | | | | | | ✓ | | | ✓ | |

*Map each Course Learning Outcome to ONLY one Program Learning Outcome based on Courses Matrix

** Descriptors are assigned based on (PLO) that was chosen and specified in the program learning outcomes matrix in item (21)

23. Topic Outline and Schedule:



| Week | Topic | LO/s Linked to the Topic | Learning Types (Face to Face/ Blended/ Fully Online) | Platform Used | Synchronous / Asynchronous Lecturing | Evaluation Methods | Learning Resources |
|------|--|--------------------------|--|-------------------------|---|-------------------------|-----------------------|
| 1 | Introduction to module | -- | Online | MS teams, E-learning | Synchronous | ----- | ----- |
| 2 | The importance of assessment and measurement in health care | CL1 | Online | MS teams, E-learning | Asynchronous | Theoretical exam | Fawcett & Cox (2021) |
| 3 | The concept of assessment, measurement, and evaluation in healthcare | CL1 | Online | MS teams, E-learning | Synchronous | Theoretical exam | Fawcett & Cox (2021) |
| 4 | Improvement of functioning (the outcome of rehabilitation) | CL2 | Online | MS teams, E-learning | Asynchronous | Theoretical exam | Fawcett & Cox (2021) |
| 5 | Introduction to the models of functioning | CL1 | Online | MS teams, E-learning | Synchronous | Theoretical exam | Fawcett & Cox (2021) |
| 6 | The ICF | CL2 , CL6 | Online | MS teams, E-learning | Asynchronous | Theoretical exam | WHO ICF learning tool |
| 7 | ICF application | CL2 , CL6 | Online | MS teams, E-learning | Synchronous | | WHO ICF learning tool |
| 8 | Midterm theory exam | | | | | | |
| 9 | Qualitative versus quantitative attributes | CL3 | Online | MS teams, E-learning | Asynchronous | Theoretical exam/ Quiz | Fawcett & Cox (2021) |
| 10 | Levels of measurement | CL4 | Online | MS teams, E-learning | Synchronous | Theoretical exam/ Quiz | Fawcett & Cox (2021) |
| 11 | Levels of measurement - application | CL4 | Online | MS teams, E-learning | Asynchronous | Theoretical exam / Quiz | Fawcett & Cox (2021) |
| 12 | Christmas holiday | | | | | | |
| 13 | New Year holiday | | | | | | |
| 13 | The concept of validity | CL5 | Online | MS teams, E-learning | Asynchronous | Theoretical exam | Fawcett & Cox (2021) |
| 14 | The concept of reliability and responsiveness | CL5 | Online | MS teams, E-learning | Synchronous | Theoretical exam | Fawcett & Cox (2021) |
| 15 | Final theory exam | | | | | | |

25. Evaluation Methods:

| Course Evaluation Plan | | | | | | | |
|-------------------------------|--------------|---------------------------------|----------|----------|----------|----------|----------|
| Evaluation Activity | Mark* | Course Learning Outcomes | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 6 |



| | | | | | | | | added by the number of outcomes |
|-----------------------------|-------------------------------|----|---|---|---|---|---|---------------------------------|
| First Exam (mid exam) | 30 | ✓ | ✓ | | | | ✓ | |
| Second Exam | - | | | | | | | |
| Final Exam | 40 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Classwork | | | | | | | | |
| Evaluation of Semester work | Project (details in appendix) | 30 | | | | | ✓ | |
| Total Marks (100%) | | | | | | | | |

* According to the instructions for granting a bachelor's degree

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**According to the instructions of organizing semester work, tests, examinations, and grades for the bachelor's degree.

26. Course Requirements

For the theoretical part you will need access to a display device (computer, laptop, tablet or your mobile phone), internet connection and access to the e-learning system and Microsoft Teams.

Please ensure to check the e-learning website and the teams page regularly to prepare all lab material and download the reading materials uploaded for each session.

27. Course Policy

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. Online 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 face-to-face classes (which is equivalent to 3 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 course.
- If the excuse was rejected, the student will not be allowed to sit for the final exam 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 in the regulations of the University of Jordan (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 assignments 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:

- This course is offered using online **learning** method.

D- Honesty policy regarding cheating, plagiarism, and 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.
- All submitted work will be checked for the use of Artificial Intelligence resources. Usage of such resources should not exceed the percentage set in the homework guidelines.
- Students are expected to do work required for homework on their own. Asking other instructors at the University, staff, or other students to assist in or do any part of the assignment will negatively affect their grade on that assignment. The course instructor is the person the student needs to talk to if she/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.



28. References

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

- Fawcett and Cox, 2021. Principles of assessment and outcome measurement for allied health professionals: practice, research and development. Wiley Blackwell
- Articles posted by the course coordinator.
- <https://www.icf-elearning.com/>

B- Recommended books, materials, and media:

- Stokes, 2010. Rehabilitation outcome measures, 1st ed. Churchill Livingstone, Elsevier
- Trombly, C. A., Radomski, M. V., Trombly, C. A., & Radomski. (2002). Occupational therapy for physical dysfunction.
- Enderby, 2013. Therapy outcome measures for rehabilitation professionals: speech and language therapy, physiotherapy, occupational therapy, 2nd edition. John Wiley and sons

29. Additional Information

- This course builds upon knowledge students obtained in the **following courses**: principles and ethics of rehabilitation
- It is the student's responsibility to ensure access to the e-learning system and to the Microsoft Teams tests and measures group at the beginning of the course and inform the course coordinator of any issues related to that.

| | | |
|---|----------------------------|--------------------|
| Name of the Instructor or the Course Coordinator: Jennifer Muhaidat | Signature: JM | Date: 8.10.2025 |
| Name of the Head of Quality Assurance Committee/ Department ... Mayis Aldughmi | Signature: ...MA..... | Date: |
| Name of the Head of Department ... Mayis Aldughmi | Signature: ...MA..... | Date: |
| Name of the Head of Quality Assurance Committee/ School or Center Lara Al-Khlaifat | Signature:LK..... | Date: 2/11/2025 |
| Name of the Dean or the Director ... Lara Al-Khlaifat | Signature:LK..... | Date: 2/11/2025 |



Appendix 1

Project details

Project Title

“Evaluating a Physiotherapy Outcome Measure: Understanding Measurement Concepts and the ICF Framework”

Project Aim

To help students apply key principles of measurement — including attributes, validity, reliability, responsiveness, and levels of measurement — to a physiotherapy outcome measure, and to link it appropriately to the International Classification of Functioning, Disability and Health (ICF) model.

Group Structure

- **Group size:** 10 students
- **Submission:** Written summary report (2–3 pages)

Project Instructions

Step 1: Choose a Physiotherapy Outcome Measure

Each group selects one test or measurement tool commonly used in physiotherapy.

Examples:

- 6-Minute Walk Test
- Berg Balance Scale
- Visual Analogue Scale (VAS) for Pain
- Timed Up and Go (TUG) Test
- Oswestry Disability Index
- Goniometric Measurement of Joint Range

Step 2: Describe the Measure

Provide a short description including:

- The purpose of the test



- The population or condition it is used for
- The type of data collected (nominal, ordinal, interval, ratio)
- The ICF component(s) that it measures (body function, activity, participation)

Step 3: Analyze Measurement Properties

For your chosen test, explain briefly:

- **Validity:** How do we know it measures what it claims to measure?
- **Reliability:** How consistent are the results when the test is repeated?
- **Responsiveness:** Can it detect change over time or after intervention?
- **Level of Measurement:** Identify whether it is nominal, ordinal, interval, or ratio data.

Use at least research source to support your information and reference it in your report.

| Criteria | Excellent (4) | Good (3) | Satisfactory (2) | Poor (0 or 1) |
|--|--|--|--|---|
| Understanding of Measurement Concepts | Demonstrates thorough understanding of validity, reliability, and responsiveness; concepts clearly defined and accurately applied to the measure | Shows good understanding of key concepts; minor inaccuracies | Demonstrates partial understanding; some key concepts missing or unclear | Minimal understanding; major errors or missing discussion |
| Application to ICF Framework | Correctly identifies ICF component(s) and clearly explains relationship between the measure and ICF domains | Identifies appropriate ICF components with minor explanation gaps | Mentions ICF components but lacks clear linkage to the measure | Incorrect or no mention of ICF components |
| Accuracy of Level of Measurement | Accurately identifies and justifies the level(s) of measurement with clear reasoning | Identifies correct level(s) with brief explanation | Identifies level but lacks or gives incorrect justification | Incorrect or missing identification of level of measurement |
| Use of Evidence | Uses at least one high-quality research or textbook reference effectively to support discussion | Includes relevant reference(s) but limited integration | Reference included but poorly applied or not relevant | No reference or incorrect use of source material |
| Organization and Clarity | Information is concise, logical, and well-presented; clear headings and smooth flow | Generally clear and well-structured; minor issues with flow or clarity | Some organization but lacks coherence or has formatting issues | Disorganized, unclear, or incomplete report |