



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

1.	<b>Course Title</b>	Physiotherapy for older adults
2.	<b>Course Number</b>	1811472
3.	<b>Credit Hours (Theory, Practical)</b>	2 (2 theory)
	<b>Contact Hours (Theory, Practical)</b>	2 (2 theory)
4.	<b>Prerequisites/ Corequisites</b>	Internal medicine for rehabilitation students 0508102
5.	<b>Program Title</b>	B.Sc. in Physiotherapy
6.	<b>Program Code</b>	1801
7.	<b>School/ Center</b>	Rehabilitation Sciences
8.	<b>Department</b>	Physiotherapy
9.	<b>Course Level</b>	Undergraduate/ Fourth year
10.	<b>Year of Study and Semester (s)</b>	2024/2025 – First semester
11.	<b>Other Department(s) Involved in Teaching the Course</b>	None
12.	<b>Main Learning Language</b>	English
13.	<b>Learning Types</b>	<input checked="" type="checkbox"/> Face to face learning <input type="checkbox"/> Blended <input type="checkbox"/> Fully online
14.	<b>Online Platforms(s)</b>	<input type="checkbox"/> Moodle <input type="checkbox"/> Microsoft Teams
15.	<b>Issuing Date</b>	6.10.2025
16.	<b>Revision Date</b>	6.10.2025

**17. 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	

**18. Other Instructors:**

None
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**19. Course Description:**

<p>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.</p>
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**20. Program Intended Learning Outcomes:** (To be used in designing the matrix linking the intended learning outcomes of the course with the intended learning outcomes of the program)

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 professional

**21. Course Intended Learning Outcomes:** (Upon completion of the course, the student will be able to achieve the following intended learning outcomes)

1. Discuss ageing-related theories and pathologies that inform physiotherapy practice with older people
2. Debate ethical considerations and dilemmas that are specific to working with older people
3. Critically appraise recent evidence and research findings that inform physiotherapy practice with older people
4. Implement critical thinking and clinical reasoning skills in analyzing case scenarios involving older people using the ICF
5. Convey health messages to older people based on their clinical and functional status
6. Reflect on challenges in delivering physiotherapy services to older people



Course ILOs	The learning levels to be achieved					
	Remembering	Understanding	Applying	Analysing	evaluating	Creating
CL1		✓				
CL2				✓		
CL3					✓	
CL4					✓	
CL5						✓
CL6					✓	

## 22. The matrix linking the intended learning outcomes of the course with the intended learning outcomes of the program:

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. Discuss ageing-related theories and pathologies that inform physiotherapy practice with older people		✓									
2. Debate ethical considerations and dilemmas that are specific to working with older people				✓							
3. Critically appraise recent evidence and research findings that inform physiotherapy practice with older people					✓						
4. Implement critical thinking and clinical reasoning skills in analyzing case scenarios involving older people using the ICF						✓					
5. Convey health messages to older people based on their clinical and functional status								✓			
6. Reflect on challenges in delivering physiotherapy services to older people									✓		



### 23. Topic Outline and Schedule:

Week	Lecture	Topic	ILO/s Linked to the Topic	Learning Types (Face to Face/ Blended/ Fully Online)	Platform Used	Synchronous / Asynchronous Lecturing	Evaluation Methods	Learning Resources
1	1.1	An introduction to ageing	1	Face to face	Ms teams, e-learning	Synchronous	Theory exams and project	O'Hanlon , Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)
	1.2	Healthy ageing	1,4	Face to face	Ms teams, e-learning	Synchronous	Theory exams and project	O'Hanlon , Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)
2	2.1	Age-related changes (physical)	1,4	Face to face	Ms teams, e-learning	Synchronous	Theory exams and project	O'Hanlon , Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)
	2.2	Age-related changes (cognitive and psychological)	1,4	Face to face	Ms teams, e-learning	Synchronous	Theory exams and project	O'Hanlon , Smith & Kauffman (2021)



								Avers & Wong (2020) Bottomley & Lewis (2020)
3	3.1	Communication , education and motivation	4-6	Face to face	Ms teams, e-learning	Synchronous	Theory exams and project	O'Hanlon , Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)
	3.2	Principles of rehabilitation for older adults	2,4,6	Face to face	Ms teams, e-learning	Synchronous	Theory exams and project	O'Hanlon , Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)
4	4.1	Cognitive conditions and ageing	1,2,4,6	Face to face	Ms teams, e-learning	Synchronous	Theory exams and project	O'Hanlon , Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)
	4.2	Cognitive conditions and ageing	1,2,4,6	Face to face	Ms teams, e-learning	Synchronous	Theory exams and project	O'Hanlon , Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)
5	5.1	Depression in older adults	1,2,4,6	Face to face	Ms teams,	Synchronous	Theory	O'Hanlon , Smith &



					e-learnin g		exams and project	Kauffman (2021)  Avers & Wong (2020)  Bottomle y & Lewis (2020)
	5.2	Health promotion for older adults – physical activity	3-6	Face to face	Ms teams, e-learnin g	Synchronou s	Theor y exams and project	O’Hanlon , Smith & Kauffman (2021)  Avers & Wong (2020)  Bottomle y & Lewis (2020) Chodzko- Zaijko W.J. (2014)
6	6.1	Health promotion for older adults – exercise prescription	3-6	Face to face	Ms teams, e-learnin g	Synchronou s	Theor y exams and project	O’Hanlon , Smith & Kauffman (2021)  Avers & Wong (2020)  Bottomle y & Lewis (2020) Chodzko- Zaijko W.J. (2014)
	6.2	Health promotion for older adults – exercise prescription	3-6	Face to face	Ms teams, e-learnin g	Synchronou s	Theor y exams and project	O’Hanlon , Smith & Kauffman (2021)  Avers & Wong (2020)  Bottomle y & Lewis (2020) Chodzko- Zaijko W.J. (2014)



7	7.1	Frailty	1,3,4,5	Face to face	Ms teams, e-learning	Synchronous	Theory exams and project	O'Hanlon, Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)
	7.2	Sarcopenia	1,3,4,5	Face to face	Ms teams, e-learning	Synchronous	Theory exams and project	O'Hanlon, Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)
8	8.1	Osteoporosis	1,3,4,5	Face to face	Ms teams, e-learning	Synchronous	Theory exams and project	O'Hanlon, Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)
	8.2	<b>Midterm theory</b>						
9	9.1	Falls in older adults	1,3,4,5	Face to face	Ms teams, e-learning	Synchronous	Theory exams and project	O'Hanlon, Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)
	9.2	Falls in older adults	1,3,4,5	Face to face	Ms teams, e-learning	Synchronous	Theory exams and project	O'Hanlon, Smith & Kauffman (2021) Avers & Wong (2020)



								Bottomley & Lewis (2020)
10	10.1	Incontinence	1,3,4,5	Face to face	Ms teams, e-learning	Synchronous	Theory exams and project	O'Hanlon, Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)
	10.2	Incontinence	1,3,4,5	Face to face	Ms teams, e-learning	Synchronous	Theory exams and project	O'Hanlon, Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)
11	11.1	Sensory impairments in older adults – special focus on visual rehabilitation	1,3,4,5,6	Face to face	Ms teams, e-learning	Synchronous	Theory exams and project	O'Hanlon, Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)
	11.2	Sensory impairments in older adults – special focus on visual rehabilitation	1,3,4,5,6	Face to face	Ms teams, e-learning	Synchronous	Theory exams and project	O'Hanlon, Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)
12	12.1	Physiotherapy in nursing homes	1,3,4,5,6	Face to face	Ms teams, e-learning	Synchronous	Theory exams and project	O'Hanlon, Smith & Kauffman (2021)





								Avers & Wong (2020) Bottomley & Lewis (2020)
	12.2	Tele-rehabilitation for older adults	2-6	Face to face	Ms teams, e-learning	Synchronous	Theory exams and project	O'Hanlon, Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)
13	13.1	Older adults and medication use	1,2,4,6	Face to face	Ms teams, e-learning	Synchronous	Theory exams and project	O'Hanlon, Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)
	13.2	Interdisciplinary geriatric rehabilitation	1,3,4,5,6	Face to face	Ms teams, e-learning	Synchronous	Theory exams and project	O'Hanlon, Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)
14	14.1	Robotics and exoskeletons in rehabilitation of older adults	3-6	Face to face	Ms teams, e-learning	Synchronous	Theory exams and project	O'Hanlon, Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)



14.2	The future of physiotherapy in an ageing society	3-6	Face to face	Ms teams, e-learning	Synchronous	Theory exams and project	O'Hanlon, Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)
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**24. Evaluation Methods:**

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

Evaluation Activity	Mark	Topic(s)	ILO/s Linked to the Evaluation activity	Period (Week)	Platform
Midterm theory	30	Week 1-7		Week 8	Face to face
Project (see appendix I)	20	Extracurricular		Week 12	E-learning
Final theory	50	Week 1-14		As announced by the registrar	Face to face

**25. Course Requirements:**

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

**26. 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. 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 classes (which is equivalent to 4 lectures) 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:

- Make sure to have sanitization measures ready for each lab.
- Use proper body mechanics to avoid any work-related strains or stress.
- Students will not be in direct contact with patients during this course.

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.

## 27. References:

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

- O'Hanlon and Smith (2021). A comprehensive guide to rehabilitation of the older patient, 4<sup>th</sup> edition. Elsevier.
- Bottomley & Lewis (2020). A clinical approach to Geriatric Rehabilitation. 4<sup>th</sup> 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:

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

## 28. 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 copyrights:

- 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 the Instructor or the Course Coordinator:	Signature:	Date:
Jennifer Muhaidat	JM	6.10.2025
Name of the Head of Quality Assurance Committee/ Department	Signature:	Date:
Mayis Al-Doghmi	MA	.....
Name of the Head of Department	Signature:	Date:
Mayis Al-Doghmi	MA	.....
Name of the Head of Quality Assurance Committee/ School or Center	Signature:	Date:
..... Dr. Lara Al-Khlaifat .....	LK	2/11/2025
Name of the Dean or the Director	Signature:	Date:
Dr. Lara Al-Khlaifat	LK	2/11/2025



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## Appendix I Project details

### Move for Life: Promoting Physical Activity and Healthy Ageing in Community-Dwelling Older Adults

#### Project Goals

Students will:

1. Understand the importance of physical activity for healthy ageing.
2. Develop evidence-based knowledge on exercise and wellness for older adults.
3. Create engaging educational materials that promote active living.
4. Communicate effectively with community-dwelling older adults.
5. Reflect on the role of physiotherapy in health promotion and community engagement.

#### Group Setup

- Groups of 8-9 students
- Each group chooses one topic from the list below.

#### Project Topics (Choose One)

1. Staying Active Every Day: The Key to Healthy Ageing
2. Strength and Balance Exercises to Stay Independent
3. Preventing Falls Through Movement and Awareness
4. Reducing Sitting Time: Moving More in Daily Life
5. Walking for Health: A Simple Way to Stay Fit
6. Stretching and Flexibility for Better Mobility
7. Breathing and Relaxation Exercises for Wellbeing
8. Staying Motivated: Overcoming Barriers to Exercise
9. The Social Side of Exercise: Group and Family Activities
10. Physical Activity for Heart and Bone Health
11. Exercise for Managing Joint Pain and Stiffness
12. Active Mind, Active Body: Movement for Mental Wellbeing

#### What Each Group Does

##### 1. Evidence-Based Essay (1,000–1,500 words)

- Research your topic using at least 5 credible sources (peer-reviewed journals, WHO, ACSM, or national health guidelines).
- Explain why physical activity matters for older adults and how physiotherapists can promote it.
- Include practical, community-level strategies that encourage participation and safety.

##### 2. Educational Video (3–5 minutes)

- Create a short, engaging video aimed at older adults living independently.
- The video should:
  - ✓ Be clear, positive, and motivating
  - ✓ Include simple, safe activity ideas or demonstrations
  - ✓ Use friendly and inclusive language
  - ✓ Use Arabic language

##### 3. Testimonials from Older Adults (5 people)



- Show your video to five older adults (e.g., family, community members, neighbors).
- Collect short feedback statements about:
  - ✓ What they learned
  - ✓ What they liked
  - ✓ Whether they feel motivated to be more active
- Summarize these comments (about 1–2 paragraphs total) in your final report.

#### 4. Group Reflection (1–2 pages)

- Reflect on what you learned as a team about:
  - ✓ Promoting physical activity
  - ✓ Working with and learning from older adults
  - ✓ The importance of communication and teamwork in physiotherapy practice

Criteria	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1 or 0)
<b>Evidence-Based Essay</b>	Comprehensive, well-structured, and highly relevant essay using strong, up-to-date evidence. Demonstrates deep understanding of healthy ageing and physiotherapy roles. All sources are correctly cited and referenced using an accepted format (APA)	Clear and organized essay with relevant evidence; good understanding of the topic. Minor errors in referencing or citation format.	Adequate essay with some relevant evidence but limited depth or analysis. Several referencing inconsistencies.	Basic content with minimal use of evidence or weak structure. Limited or incorrect referencing.	Incomplete or poorly written essay; lacks credible evidence or references. Referencing mostly missing or inaccurate.
<b>Application of Evidence to Practice</b>	Excellent connection between research and practical physiotherapy strategies; clearly tailored to community-dwelling older adults.	Strong application of evidence with relevant practical ideas.	Some attempt to apply evidence; not always practical or specific.	Limited relevance or unclear link between research and practice.	No meaningful connection between evidence and physiotherapy practice.
<b>Educational Video Quality and Content</b>	Highly engaging, accurate, and easy to follow; appropriate for older adults with clear health messages and strong safety focus.	Informative and well-structured; minor issues with clarity or engagement.	Some useful content but lacks flow, focus, or engagement.	Basic effort; unclear communication or unsuitable pacing for audience.	Poor quality or incomplete video; unclear or inaccurate content.
<b>Creativity and Communication</b>	Very creative and motivating; clear visuals, strong voice, and professional presentation suited to older adults.	Good design and clear communication; some engaging features.	Adequate communication with limited creativity or impact.	Plain or inconsistent presentation; limited audience connection.	Weak or confusing communication; difficult to follow or unengaging.
<b>Testimonials and Community Engagement</b>	Excellent feedback summary from 5 older adults; thoughtful analysis of responses and community impact.	Clear and complete feedback summary with some analysis.	Feedback presented but lacks analysis or connection to outcomes.	Limited or unclear feedback; minimal community interaction.	Missing, incomplete, or irrelevant feedback.
<b>Group Reflection and Teamwork</b>	Insightful, cohesive reflection showing strong collaboration, shared learning, and problem-solving.	Clear reflection with good evidence of teamwork and learning.	Some reflection on group process; limited depth or self-analysis.	Minimal or superficial reflection; unclear group contribution.	No reflection or evidence of teamwork.