

THE VISION OF THE UNIVERSITY OF JORDAN

A leading university in scientific, technological, economic, social, and cultural transformation, outstanding in performing its role in the development and modernization of the Jordanian state, and a pioneer in serving the local and global community.

جامعة فائدة للتحوّل العلمي والتكنولوجي والاقتصادي والاجتماعي والثقافي، متميّزة في أداء دورها في تطوير وتحديث الدولة الأردنية ورائدة في خدمة المجتمع المحلي والعالمي.

THE MISSION OF THE UNIVERSITY OF JORDAN

To create an outstanding educational, learning, and research environment that stimulates creativity, innovation, and entrepreneurship to prepare competent individuals capable of contributing to sustainable development locally and globally.

تهيئة بيئة تعليمية وتعلمية وبحثية متميزة تحفّز الإبداع والابتكار والريادة لإعداد كفاءات قادرة على الإسهام في التنمية المستدامة محلياً وعالمياً.

THE VALUES OF THE UNIVERSITY OF JORDAN

- | | |
|--|----------------------------------|
| - Excellence | - التميّز |
| - Creativity, innovation, and entrepreneurship | - الإبداع والابتكار والريادة |
| - Diversity | - التنوّع |
| - Civic engagement and social responsibility | - التشاركية والمسؤولية المجتمعية |
| - Good governance | - الحاكمية الرشيدة |

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.

Field Training

1	Course title	Clinical Physiotherapy I
	Course number/s	1801491
	Credit hours (theory, practical)	6 (0 theory, 6 practical)
	Contact hours (theory, practical)	18 (0 theory, 18 practical)
2	Duration and timing (days/week, hours/day)	3 days/week, 6 hours/day
	Full time/Part time training	Part time training
	Number of credit hours that must be completed successfully before joining the training	110
3	Prerequisites/corequisites	Neuromuscular Physiotherapy II (1801334) Musculoskeletal physiotherapy II (1801318) Cardiopulmonary physiotherapy II (1801325) Pediatric Physiotherapy I (1801344) Physical and electrical modalities (1801205)
4	Current number of students	100
5	Level of course	Undergraduate/ Fourth year
6	Year of study and semester (s)	2025/2026 – First semester
7	Program title	B.Sc. in Physiotherapy
8	Program code	1801
9	Awarding institution	The University of Jordan
10	School	School of Rehabilitation Sciences
11	Department	Department of Physiotherapy
12	Final Qualification	B.Sc. in Physiotherapy
13	Other department (s) involved in teaching the course	B.Sc.
14	Language of Instruction	English
15	Date of production/revision	October /2025

16. Training Supervisors:

Course Coordinator:
Maha Tayseer, PT, PhD
Office number: 320
Office hours: Sun and Tue 2:30 – 4:00
Email: maha.tayseer@gmail.com

Training Supervisors:

Name	Contact details	Workload details
Alia Alghwiri, PT, PhD	Office number: 555 Office hours: Wed & Thu 3 – 4 Email: a.ghwiri@ju.edu.jo	1 day/week for 16 weeks
Mohammad Darabseh, PT, PhD	Office number: 426 Office hours: Sun 1 – 2 & Wed 11 – 12 Email: m_darabseh@ju.edu.jo	1 day/week for 16 weeks

Field Training

Mayis Aldughmi, PT, PhD	Office number: 305 Office hours: Mon & Wed 12 – 1 Email: m.aldughmi@ju.edu.jo	1 day/week for 5 weeks
Jennifer Muhaidat, PT, PhD	Office number: 326 Office hours: Sun & Wed 11:30 – 12:30 Email: j.muhaidat@ju.edu.jo	1 day/week for 5 weeks
Sumayah Abu Jaber, PT, PhD	Office number: 333 Office hours: Sun & Mon 12 – 1 Email: s.abujaber@ju.edu.jo	1 day/week for 5 weeks
Hana' Khraise, PT, MSc	Office Number: 318 Office hours: Mon & Wed 12:30 – 1:30 Email: h_khraise@ju.edu.jo	3 days/week for 16 weeks
Abdulrazzaq Alhadidi, PT, MSc	Office Number: 318 Office hours: Mon & Wed 12 – 1 Email: a_alHadidi@ju.edu.jo	2 days/week for 16 weeks
Ms. Nagham Alnajjar, PT, BSc	Office Number: 301 Office hours: Sun & Tue 2 – 4 Email: n.alnajjar@ju.edu.jo	2 days/week for 16 weeks
Ms. Aya Sufian, PT, BSc	Office Number: 301 Office hours: Sun & Thu 2:30 – 4 Email: a.almuhaisen@ju.edu.jo	2 days/week for 16 weeks

17. Accredited Training Sites:

Training during this term will be in the following venues:

1- Name: Jordan university Hospital (JUH)

Address: Queen Rania Street, Amman.

Phone number: (06)5353444, 55353666. Email: juhosp@ju.edu.jo

2- Name: Al-Basheer Hospital

Address: Ossamah Ben Zeid Street 216, Amman.

Phone number: (06)4791000.

3- Name: Royal Medical Services (RMS)

Address: King Hussein Medical Center, King Abdullah the Second Street 230, Amman.

Phone number: (06)5813837. Email: ios@jrms.gov.jo

4- Queen Alia Military Hospital (QAH)

Address: Al-Urdon St, Amman

Phone number: (06) 563 1111, 60920. Email: Queen_Alia_Hospital@roshiita.com

5- Name: Al Hussein New Salt Hospital

Address: Alquds Arabiya Street, Salt.

Phone number: (05) 353 1316.

6- Community-Based Rehabilitation Center in Albaqaa Refugee Camp

Address: Alnadi Street, Baqaa

Phone number: (078) 8712444. Email: cbrbaqaa@yahoo.com

18. Site Supervisors (Preceptors):

Name	Contact details	Workload details
Hazim Elshebli Otoom	Office no.: 23206	3 days/ week
Aseel Nassar	Office no.: 23221	3 days/ week
Shereen Alabdallat	Office no.: 23220	3 days/ week
Lubna Alnajjar	Office no.: 23221	3 days/ week

19. Training Description:

This course involves physiotherapist - supervised application of physiotherapy theory, examination, evaluation, and intervention. This course involves hands-on training on musculoskeletal, burn, cardiopulmonary, and internal medicine in hospitals.

20. training aims and outcomes:

A- Aims:

- Provide the students with supervised, intensive clinical training in different settings in Jordan in the areas of neuromuscular, musculoskeletal, and cardiopulmonary physiotherapy in addition to physiotherapy for burns and amputees.
- Allow students to independently evaluate, treat, and set long- and short-term goals for their patients.
- Provide students with opportunities to apply skills of evidence-based practice and clinical reasoning

B- Intended Learning Outcomes (ILOs): Upon successful completion of this training students should be able to:

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 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

Course ILOs:

Course ILOs	ILO1	ILO2	ILO3	ILO4	ILO5	ILO6	ILO7	ILO8	ILO9	ILO10	ILO11
1. Evaluate clients using evidence-based outcome measures from the perspective of optimal functioning as described by the international classification of functioning disability and health (ICF).	X										
2. Demonstrate sound clinical reasoning and decision-making abilities in developing and modifying physiotherapy management plans for clients with a variety of health conditions.						X					
3. Practice the profession with autonomy while working collaboratively with the clients and the health team.									X		
4. Demonstrate accuracy and efficiency in keeping records of each physiotherapy session they perform.							X				

21. Achievement of Learning Outcomes:

Learning Outcome	Teaching/ Learning Methods	Assessment Methods
ILOs 1 – 4	Hands-on sessions with patients	Bedside assessment
ILOs 1 – 4	Documentation using standardized assessments	Patient assessment and treatment sheets
ILOs 1 – 4	Clinical reasoning	Written exams

The semester will be divided into two rotations; each rotation will last for 6 weeks.

During each rotation, students will be allocated to one of the accredited training sites. Students will be assigned to a variety of cases, based on availability. These cases range between neurological, musculoskeletal, and cardiopulmonary cases in addition to burns and amputation if available.

Clinical training in both rotations will be on three days of the week: Sunday, Tuesday, and Thursday from 8:00 am till 2:00 pm.

At the start of the term, an induction week will take place during which lectures on a variety of clinical-related topics will be held. Between the two rotations, an in-house week will provide the opportunity to hold the written exam and lectures on clinical-related topics.

Important Dates:

Week	Date	Event
1	5 – 9/10	Induction week
2 – 7	12/10 – 20/11	Rotation I
4 – 7	26/10 – 20/11	Rotation I bedside assessment
8	23 – 27/11	In-house week + midterm written exam
9 – 14	30/11/2025 – 8/1/2026	Rotation II
10 – 14	7/12/2025 – 8/1/2026	Rotation II bedside assessment
15 – 16	TBA	Final written exam

Induction Week Schedule:

Date	Time	Topic	Speaker	Room
Sunday 5/10	11:00 – 11:30	Welcome and introduction to course	Maha	103
	11:30 – 12:30	Documentation	Lara	103
	12:30 – 1:30	Adapting clinical skills across practice settings	Mayis	104
Tue 7/10	10:30 – 11:30	Physiotherapy in perspective	Alia	103
	11:30 – 12:30	Professionalism	Darabseh	104
	12:30 – 1:30	Artificial intelligence	Hana	104
Thu 9/10	9:30 – 10:30	Clinical reasoning	Jenny	103
	11:30 – 12:30	Introduction to course	All team	104

22. Grading Details:

Exams		
Assessment Method	Date	Grade
Documentation	End of rotations I and II	10% per rotation
Rotation I bedside assessment	Weeks 4 – 7	15%
Midterm written exam	Week 8	25%
Rotation II bedside assessment	Weeks 10 – 14	15%
Final written exam	TBA	25%

23. Assessment Method details:**Documentation (20%)****Assessment and treatment sheets:**

Students will be asked to document cases they see on daily basis on a logbook (Appendix 1). The logbook will be reviewed and signed at the end of each clinical day by the clinical instructor in the training site. In addition, students must document assessment and treatment done with each patient. On the first session with the patient, the student is expected to fill in the first session assessment and

treatment sheet (Appendix 2). For patients seen more than once, the detailed physiotherapy assessment and treatment sheet (Appendix 3) must be provided. At the end of each rotation, students must submit the logbook, first session assessment and treatment sheets, and the physiotherapy assessment and treatment sheets. The sheets will be examined for completeness. Physiotherapy assessment and treatment sheets will be graded according to the criteria provided in Appendix 4.

EBP and detailed treatment plan:

For one patient of the students' choice, each student should provide a 2-page detailed management plan that is developed using recent evidence and artificial intelligence. The goal is to show clinical reasoning skills and abilities as therapist in devising a patient-tailored plan based on the patient needs, the students' knowledge, recent evidence, and use of external resources.

For this report students are asked to refer to the following sources:

- A recent article published in a peer-reviewed journal.
- Artificial intelligence.

Students will use their clinical reasoning skills to create ideas for the treatment program for their patient. The final submission should be a 2-page report, font Times New Roman, size 11, single space. In this report, the student will summarize the case and show the tailored management program they created from the multiple resources. Grading criteria for this report are provided in Appendix 4.

At the end of each rotation, students must submit this report along with the other documentation requested above.

Bedside assessment (30%)

Starting at the third week of rotation I, the clinical instructors will evaluate the students' performance at the bedside. Grading criteria are shown in Appendix 5.

Professionalism (5%)

Each student will be assessed on their professional behavior throughout clinical training. Grading criteria are shown in Appendix 6.

Midterm written exam (20%)

A midterm written exam will be held during the in-house week. Questions will be MCQs based on clinical case scenarios in a variety of specialties (Neurological, musculoskeletal, cardiopulmonary, geriatrics, physical and electrical modalities...etc.).

Final written exam (25%)

A final written exam will be held during the final examination period (exact date TBA). Questions will be MCQs based on clinical case scenarios in a variety of specialties (Neurological, musculoskeletal, cardiopulmonary, geriatrics, physical and electrical modalities...etc.).

24. Training Policies:

A. Attendance policies:

- Attendance will be taken on every clinical day throughout the semester.
- Students are expected to attend and adhere to their clinical load during each clinical practice day.
- Students are expected to arrive on-time.
- When the student is unable to attend clinical training on any given day, it is a courtesy to notify the clinical supervisor in advance. Also, the student is expected to arrange with their colleagues to cover their patients' sessions.

- Repeated tardiness or leaving early will not be accepted. Each 3 incidents of tardiness will be counted as one day absence. Tardiness is determined by arriving at the clinical placement site within 15 minutes after the arrival of their colleagues to the training site. Arriving after 15 minutes will count as absence.
- An absence of more than 15% of all the number of clinical days, which is equivalent to 6 days of clinical practice, 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 as stated in the laws and regulations of the University of Jordan.
- Students are not allowed to be absent more than 3 days per rotation or 2 days per week. If the student's absence exceeds this number, 2 marks from the professionalism score will be deducted for each additional day. For those purposes, the induction week is counted as part of the first rotation and the in-house of the second rotation.

B. Absences from exams and handing in 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 in the regulations of The University of Jordan (e.g., documented medical, personal, or family emergency).
- Except for the final exams, make-up exams will be arranged if justifications for missing the exam satisfy the above. It is the student's responsibility to provide an excuse for the absence within three days to schedule a make-up session. Otherwise, the recorded score in that exam for the student will be zero.

C. Health and safety procedures:

- Students will be in direct contact with patients during this course.
- Students are not expected to use any heavy tools that might impose health and safety issues during this course. Safety guidelines will be applied when operating different therapeutic modalities.
- Students should work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation.
- Students should understand the importance of and be able to maintain confidentiality of clients' information.
- Students should understand the importance of and be able to obtain informed consent of clients when necessary.
- Ethical behavior necessitates obtaining patients' written consent before recording any videos of their performance for the purposes of assessment and/ or treatment. Patient consent form is provided in Appendix 7.
- Students should know the limits of their practice and when to seek advice or refer to their supervisors or therapists at the clinical training site.
- The department arranges for the students to get vaccinated for Hepatitis B prior to the start of clinical training. However, vaccination is optional and is a student's personal decision.

Infection control procedures:

- Students should wear face masks and gloves, especially when dealing with vulnerable patients. Also, students should sanitize and wash their hands frequently. Each student is expected to bring their own personal equipment, face masks, gloves, sanitizers, tissues, etc.
- Students should clean and disinfect surfaces and equipment at the clinical placement before and after use with their patients.

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, clinic forms, or another student work) will be considered plagiarism and the student/group will get a zero grade for that work if part of an assignment. 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 zero grade for the assignment.
- Students are expected to do work required for assignments on their own. Asking other instructors at the JU clinic or the 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 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.
- Professional behavior is expected during clinical training. Any misbehaviors will be dealt with according to the student discipline system clarified in the University of Jordan regulations.
- Smoking is not allowed during clinical training.
- Breaks are not allowed during clinical training.
- The clinical supervisor and the course coordinator should be informed immediately of any incidents encountered by students during their training.
- Use of cell phones is not allowed during clinical training.
- Students must wear a white, clean, ironed lab coat every day during clinical training.
- Students are expected to dress professionally; jeans, shorts, training suits, tight leggings, sandals, slippers, makeup, etc. are not permitted.
- Scrubs are allowed except for students at training the Royal Medical Services and Queen Alia Military Hospital.
- Self-hygiene is of utmost importance and observation of infection control measures is a constant must.
- Each student must wear a badge that includes their name, in addition to their specialty (Physiotherapy) and (The University of Jordan). The badge must be in Arabic.
- During training at the Royal Medical Services and Queen Alia Military Hospital, students are expected to always wear their security clearances with them. Failure to show the clearance upon request will result in student being asked to leave the training premises and the student will be considered absent on that day.
- Students will not be allowed to attend the clinical training if their dress is deemed inappropriate, and that day will be regarded as absence.

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 staff of Services for Student with Disabilities (Deanship of Students Affairs) as soon as possible.
- Please also contact the instructor as soon as possible (email is acceptable) so the appropriate accommodations for this course can be made.

25. Required equipment: (Facilities, Tools, Labs,)

Each student is expected to bring with him/her to the clinic their assessment sheets and any relevant PT tools they might need for their assessment and treatment such as: reflex hammer, tape measure, goniometer, stethoscope...etc.

26. References:

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

1. O'Sullivan, S.B., Schmitz, T.J., Fulk, G.D. (2014). Physical Rehabilitation (6th ed.). Philadelphia, Pennsylvania: FA Davis
2. O'Sullivan, S. & Schmitz, T. (2017). Improving Functional Outcomes in Physical Rehabilitation (2nd ed.). Philadelphia, Pennsylvania: FA Davis.
3. Brotzman SB and Manske RC (2011) Clinical orthopedic rehabilitation. An evidence-based approach. 3rd edition, Mosby Inc., Philadelphia
4. Kinser C. and Colby LA. (2012) Therapeutic Exercises Foundations and Techniques. 6th edition, F.A. Davis Company

Recommended books, materials, and media:

Any books and references from courses studied previously in this program.

27. Additional information:

Clinical related guidelines:

This course is regarded as the final training period before students' graduation. As it prepares them to practice as physiotherapists it builds upon all the previous knowledge gained in different courses in the program, in particular the courses of musculoskeletal physiotherapy, neuromuscular physiotherapy, cardiorespiratory physiotherapy, and physical and electrical modalities.

Name of Course Coordinator: --- maha tayseer -----Signature: ---mm----- Date: ---10/2025----

Head of curriculum committee/Department: Dr. Mayis Aldughmi Signature: MD

Head of Department: Dr. Mayis Aldughmi----- Signature: --- MD-----

Head of curriculum committee/Faculty: ----- Signature: -----

Dean: --- Lara Alkhlaifat----- Signature: --- LK-----

Head of curriculum committee/University: --- Lara Alkhlaifat----- Signature: --- LK-----

Student Logbook

Student Name _____

Setting _____

[illegible]

First Session Assessment and Treatment Sheet

Student Name _____ **Date** _____ **Clinical placement** _____

Patient initials _____ **DOB** _____ **Diagnosis** _____

Chief Complaint
History
Assessment
Treatment

Physiotherapy Assessment and Treatment Sheet

Student Name _____ Clinical Placement _____ Date _____
Patient Initials _____ DOB _____ Diagnosis _____

History and Assessment

Chief Complaint

History

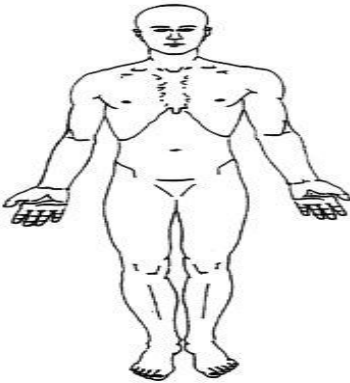

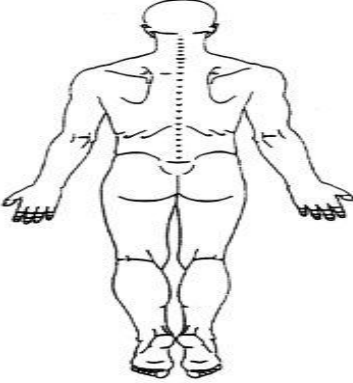
Assessment

*Insert objective assessments on separate sheets using standardized tools.

Condition Analysis According to ICF

Body Structure and Function Impairment	Activity Limitation	Participation Restriction

Symptom Assessment

Symptom type	Consistency
Onset	Level 0 1 2 3 4 5 6 7 8 9 10
Increasing Factors	Decreasing Factors
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Site</p>  </div> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div>	

Proposed Treatment

Patient Goal from Therapy

Treatment Goals

Treatment Plan

Home Exercise Program

Health Promotion and Patient Education

Progress Notes

Date _____

S

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Date _____

S

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P

Date _____

S

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A

P

Documentation Grading Criteria

At the end of each rotation, students must submit the following documents:

- Signed logbook.
- All first session assessment and treatment sheets.
- All physiotherapy assessment and treatment sheets.
- EBP and detailed treatment plan report for one patient.
- Research article used for the patient report.
- Printout of conversation with AI used for the patient report.

The assessment and treatment sheets will be examined for completeness (part of the professionalism grade – see Appendix 6 below).

Physiotherapy assessment and treatment sheets will be graded according to the following criteria:

Criteria for Physiotherapy Assessment and Treatment Sheets

Criterion	2 Complete and fully accurate	1 Not complete and has minor mistakes	0 Major mistakes or missing
History reflecting full and relevant details			
Physical examination and results reflecting good clinical reasoning			
Functional SMART goals			
Treatment plan reflecting good clinical reasoning			
Logic and flow of SOAP notes			
Total score			

The EBP and detailed treatment plan report will be graded according to the following criteria:

Criteria for Detailed Patient Report

Criteria	Performance Description	Score
Case summary and patient context	Provides a clear, concise summary of the patient's condition, history, and needs. Demonstrates understanding of the patient's context and key clinical information.	0 – 3
Use of evidence-based practice	Integrates at least one recent peer-reviewed article effectively. Demonstrates understanding of the evidence and applies it appropriately to the patient's management.	0 – 3
Use of AI	Uses AI tools appropriately to support clinical reasoning. Shows ability to provide appropriate prompt and synthesize information from this source.	0 – 2
Clinical reasoning and tailored management plan	Develops a clear, individualized, patient-centered management plan. Demonstrates logical reasoning in selecting interventions, justifying choices, and aligning them with patient needs and evidence.	0 – 5
Presentation and clarity	Report is well-organized, concise, follows required format (Times New Roman, 11 pt, single spaced). Ideas are clearly expressed, with proper grammar and formatting.	0 – 2
Total score		

Bedside Assessment Criteria

Criteria	Grading Rubric				
Choosing and applying appropriate assessment/ outcome measures	<p>5 – Excellent.</p> <p>Demonstrates strong clinical reasoning in selecting outcome measures directly aligned with the patient's condition, functional goals, and care setting. Provides clear justification for choice. Applies and interprets the measure accurately, following standardized procedures.</p>	<p>4 – Good.</p> <p>Demonstrates sound reasoning in measure selection, showing understanding of patient goals and context. May overlook one relevant alternative measure or make minor procedural lapses that do not affect validity.</p>	<p>3 – Satisfactory.</p> <p>Selects a generally relevant measure but justification is limited or partially linked to patient goals. Shows partial understanding of how results inform clinical decisions. Minor interpretation errors present.</p>	<p>2 – Needs improvement.</p> <p>Selection shows limited reasoning; measure chosen has weak relevance to the patient's goals or condition. Application or interpretation errors reduce clinical usefulness of results.</p>	<p>1 or 0 – Unsatisfactory.</p> <p>Demonstrates poor or absent reasoning in measure selection. Chosen measure is inappropriate for the case or applied incorrectly. Unable to relate findings to clinical decision-making.</p>
Choosing and applying appropriate treatment strategies effectively	<p>5 – Excellent.</p> <p>Demonstrates strong clinical reasoning in selecting treatment strategies clearly aligned with assessment findings, patient goals, and evidence-based practice. Applies interventions skillfully and adapts them appropriately to patient response and safety considerations.</p>	<p>4 – Good.</p> <p>Selects generally appropriate and evidence-informed treatments consistent with patient goals. Minor gaps in justification or technique, but overall demonstrates effective reasoning and safe application.</p>	<p>3 – Satisfactory.</p> <p>Chooses treatments that are partially relevant to findings or goals. Demonstrates some understanding of rationale but limited ability to adapt interventions to patient response or context.</p>	<p>2 – Needs improvement.</p> <p>Treatment selection shows limited linkage to assessment findings or patient goals. Technique or progression errors affect efficiency or therapeutic outcome.</p>	<p>1 or 0 – Unsatisfactory.</p> <p>Demonstrates poor or absent reasoning in treatment selection or application. Chosen interventions are inappropriate or unrelated to patient needs. Unable to justify treatment choices.</p>

Giving suitable education and home treatment	2 – Excellent. Provides clear, accurate, and patient-centered education about the patient’s condition and the importance of physical activity in recovery and long-term health. Offers a safe, evidence-based, and individualized home exercise or activity program that reinforces in-clinic treatment and promotes adherence.	1 – Satisfactory. Provides basic education about the condition or physical activity but with limited depth or individualization. Home program is generally suitable but lacks clarity, progression, or full alignment with treatment goals.	0 – Unsatisfactory. Provides minimal or inaccurate education, omits discussion of physical activity benefits, or gives an inappropriate/unsafe home program. Shows poor linkage between education, patient condition, and treatment goals.
Adhering to principles of patient and therapist safety	1 – Meets expectations. Demonstrates awareness and application of safety principles for patient and therapist, including safe environment setup, proper handling techniques, and body mechanics. Anticipates and prevents potential risks during assessment or treatment.		0 – Does not meet expectations. Fails to maintain patient or therapist safety. Unsafe handling, poor positioning, or disregard for hazards is observed.
Professional communication skills	1 – Meets expectations. Communicates clearly, empathetically, and appropriately with the patient and team members. Ensures patient understanding and comfort throughout the session.		0 – Does not meet expectations. Communication is unclear, incomplete, or inappropriate. Fails to ensure patient understanding or comfort.
Professional behavior and appearance	1 – Meets expectations. Demonstrates professional and respectful behavior toward the patient, maintains appropriate appearance, and consistently follows infection control and hygiene principles (e.g., hand hygiene, use of protective equipment when needed, cleaning of equipment).		0 – Does not meet expectations. Displays unprofessional conduct, inappropriate appearance, or neglects essential infection control measures.
Total score			

Appendix 6

Professional Behavior Grading Criteria

Criterion	Excellent	Poor
Completeness of documentation and logbook		
Tools for patient assessment and documentation		
Communication and attitude		
Work initiatively		
Dress code		
Total score		

Patient Consent for Video Recording

موافقة خطية على تصوير فيديو/ صور

أنا الموقع أدناه _____ لا مانع لدي من أن يقوم الطالب _____ من طلبة السنة الرابعة في قسم

العلاج الطبيعي في الجامعة الأردنية بتصوير فيديو/ صور لي كجزء من تقييمي وعلاجي.

علمًا بأن الهدف من هذه المادة التصويرية هو توثيق حالتي لتسهيل متابعتها، ولن يتم نشرها أو مشاركتها مع أي كان. وسيتم إتلاف هذه المادة بمجرد انتهاء جلساتي العلاجية أو بناءً على رغبتي.

وعليه أوقع،

الاسم _____ التاريخ _____ التوقيع _____

اسم الطالب _____ التوقيع _____