



### **THE VISION OF THE UNIVERSITY OF JORDAN**

A university excelling in pedagogy, research, and innovation and advancing in global standing

### **THE MISSION OF THE UNIVERSITY OF JORDAN**

Providing students with fulfilling learning experiences, conducting knowledge-producing research, and building firm societal ties, within an environment conducive to creativity, innovation, and entrepreneurship: making efficient use of resources and forging fruitful partnerships.

### **THE VISION OF THE SCHOOL OF REHABILITATION SCIENCES**

Leadership in the creation and development of knowledge, and in the preparation of human resources aspiring for excellence regionally and internationally

### **THE MISSION OF THE SCHOOL OF REHABILITATION SCIENCES**

To excel in the preparation and training of model rehabilitation personnel, who participate in the health and community sector, and provide the local and regional community with appropriate rehabilitation services based on needs. Through educational curricula that facilitates the implementation of up to date rehabilitation services based on the best available evidence.

### **THE VISION OF THE DEPARTMENT OF PHYSIOTHERAPY**

To be recognized as an outstanding educational program with high quality faculty members, staff and students

### **THE MISSION OF THE DEPARTMENT OF PHYSIOTHERAPY**

To graduate professionals in the field of physical therapy who are to contribute to the health needs of society through education, scholarly activities, research, service and professional practice.

### **Course Syllabus**

<b>1</b>	<b>Course title</b>	Physiotherapy in Acute Care
<b>2</b>	<b>Course number</b>	1811471
<b>3</b>	<b>Credit hours</b>	Theory 3 hours



	<b>Contact hours (theory, practical)</b>	Theory 3 hours
<b>4</b>	<b>Prerequisites/corequisites</b>	(0508102) Internal Medicine For Rehabilitation Students (1801318) Musculoskeletal Physiotherapy II (1801325) Cardiopulmonary Physiotherapy II (1801334) Neuromuscular Physiotherapy II
<b>5</b>	<b>Program title</b>	B.Sc. in Physiotherapy
<b>6</b>	<b>Program code</b>	1801
<b>7</b>	<b>Awarding institution</b>	The University of Jordan
<b>8</b>	<b>School</b>	School of Rehabilitation Sciences
<b>9</b>	<b>Department</b>	Department of Physiotherapy
<b>10</b>	<b>Course level</b>	Undergraduate/ Fourth year
<b>11</b>	<b>Year of study and semester (s)</b>	2025/ 2026 First Term
<b>12</b>	<b>Other department (s) involved in teaching the course</b>	None
<b>13</b>	<b>Main teaching language</b>	English
<b>14</b>	<b>Delivery method</b>	Blended
<b>15</b>	<b>Online platforms(s)</b>	<input checked="" type="checkbox"/> Moodle <input checked="" type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....
<b>16</b>	<b>Issuing/Revision Date</b>	October 2025

**17 Course Coordinator:**

Name: Mayis Aldughmi PT, PhD	Contact hours: Monday and Wednesday 12-1 pm
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Email: <a href="mailto:m.aldughmi@ju.edu.jo">m.aldughmi@ju.edu.jo</a> / I can also be reached through Microsoft Teams	

**18 Other instructors:**

None

**19 Course Description:**

This course consists of a mixture of theoretical and case based learning experiences designed to fulfill the needs of the student in the critical evaluation and physiotherapy management of the patient with either acute or chronic cardiac, vascular, respiratory, neurological, and/or musculoskeletal dysfunction commonly treated in the acute care (hospital) setting

**20 Course aims and outcomes:**

**A- Aims:**

1. To guide the students in an active learning experience to meet the needs of physiotherapists in acute care settings
2. To provide an overview of different health conditions that can be treated in acute care settings
3. To equip the students with the minimum knowledge required for physiotherapists to provide effective services for patients in acute care settings

**B- Students Learning Outcomes (SLOs):**

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

SLOs SLOs of the course	SLO (1)	SLO (2)	SLO (3)	SLO (4)	SLO (5)	SLO (6)	SLO (7)	SLO (8)	SLO (9)	SLO (10)	SLO (11)
1 Understand and apply physiotherapy assessment and management relevant to acute care physiotherapy practice	×	×	×		×	×	×		×	×	
2 Demonstrate understanding and appreciation of the ICF model and use it to guide practice in acute care settings	×	×									
3 Acquire knowledge necessary to understand pathological conditions seen in acute care settings		×			×						
4 Understand professional behavior and communication appropriate to acute care physiotherapy practice		×		×			×	×			×
5 Collaborate effectively with peers to critically evaluate information and derive recommendations for the target client group, using the best available evidence		×	×								
6 Demonstrate and articulate sound clinical reasoning processes which explore, explain and analyze assessment findings	×	×	×			×				×	

Program SLOs:

1. Recognize, critically analyze and apply the conceptual frameworks and theoretical models underpinning physiotherapy practice
2. Demonstrate comprehension of background knowledge that informs sound physiotherapy practice
3. Demonstrate the ability to use online resources and technologies in professional development
4. Display a professional commitment to ethical practice by adhering to codes of conduct and moral frameworks that govern the practice of physiotherapy
5. Evaluate the importance of and critically appraise research findings to inform evidence-based practice such that these skills could be utilized in continuing self-development
6. Implement clinical reasoning, reflection, decision-making, and skillful application of physiotherapy techniques to deliver optimum physiotherapy management
7. Adhere to the professional standards of physiotherapy practice in terms of assessment, management, outcome measurement, and documentation
8. Display a willingness to promote healthy lifestyle and convey health messages to clients
9. Value the willingness to exercise autonomy while appreciating the challenges associated with delivering physiotherapy services
10. Display the ability to practice in a safe, effective, non-discriminatory, inter- and multi-disciplinary manner
11. Demonstrate effective oral and written communication with clients, carers, and health professionals

## 21. Topic Outline and Schedule:

Week	Lecture	Topic	Student Learning Outcome	Learning Methods (Face to Face/Blended / Fully Online)	Platform	Synchronous / Asynchronous Lecturing	Evaluation Methods	Resources
1	1.1+1.2	Introduction to course + Introduction to Acute Care Settings	-	Face to face	-	Synchronous	-----	Course syllabus + Chapter 1
2	2.1	Introduction to Acute Care Settings	1,3,4	Face to face	-	Synchronous	Discussion , Exams	Chapter 1
	2.2	Introduction to Acute Care Settings	1,3,4	Face to face	-	Synchronous	Discussion , Exams	Chapter 1
	2.3	Acute care research <u>Assignment 1</u>	1,3,4	Blended	Moodle	Asynchronous	Discussion , Exams	Posted on Moodle discussion forum
3	3.1	The Medical record	1,3,4	Face to face	-	Synchronous	Discussion, Exams	Chapter 2
	3.2	Acute pain management	1,3,4	Face to face	-	Synchronous	Discussion, Exams	Chapter 21
	3.3	Posting research article	1,2,3,4	Blended	Moodle	Asynchronous	Discussion, Exams	Posted on Moodle

		<b><u>Assignment 2</u></b>						discussion forum	
4	4.1	Fluids and electrolytes imbalances	1,3,4	Face to face	-	Synchronous	Discussion, Exams	Chapter 15	
	4.2	Fluids and electrolytes imbalances	1,3,4	Face to face	-	Synchronous	Discussion, Exams	Chapter 15	
	4.3	Article group Submission <b><u>Assignment 3</u></b>	1,2,3,4	Blended	Moodle	Asynchronous	Discussion, Exams	Posted on Moodle discussion forum	
5	5.1	Infectious disease	1,3,4	Face to face	-	Synchronous	Discussion, Exams	Chapter 13	
	5.2	Infectious disease	1,3,4	Face to face	-	Synchronous	Discussion, Exams	Chapter 13	
	5.3	Article Introduction <b><u>Assignment 4</u></b>	1,2,3,4	Blended	Moodle	Asynchronous	Discussion, Exams	Posted on Moodle discussion forum	
6	6.1	Cardiac system	1,3,4	Face to face	-	Synchronous	Discussion, Exams	Chapter 3	
	6.2	Cardiac system	1,3,4	Face to face	-	Synchronous	Discussion, Exams	Chapter 3	
	6.3	Article Methods <b><u>Assignment 5</u></b>	1,2,3,4	Blended	Moodle	Asynchronous	Discussion, Exams	Posted on Moodle discussion forum	
7	7.1	Pulmonary System	1,3,4	Face to face	-	Synchronous	Discussion, Exams	Chapter 4	
	7.2	Pulmonary System	1,3,4	Face to face	-	Synchronous	Discussion, Exams	Chapter 4	
	7.3	Article Discussion <b><u>Assignment 6</u></b>	1,2,3,4	Blended	Moodle	Asynchronous	Discussion, Exams	Posted on Moodle discussion forum	
8	8.1	Airway clearance	1,3,4	Face to face	-	Synchronous	Discussion, Exams	Chapter 22	
	8.2	Airway clearance	1,3,4	Face to face	-	Synchronous	Discussion, Exams	Chapter 22	
	8.3	Application to Jordanian practice <b><u>Assignment 7</u></b>	1,3,4,6	Blended	Moodle	Asynchronous	Discussion, Exams	Posted on Moodle discussion forum	
9	9.1	<b>Midterm Exam</b>							
	9.2	Outcome measures	1,3,4	Face to face	-	Synchronous	Discussion, Exams	Chapter 23	
	9.3	<b>No Blended Activity</b>							
10	10.1	Gastrointestinal System	1,3,4	Face to face	-	Synchronous	Discussion, Exams	Chapter 8	
	10.2	Gastrointestinal System	1,3,4	Face to face	-	Synchronous	Discussion, Exams	Chapter 8	

	10.3	Upload Draft slides <b>Assignment 8</b>	1,2,3,4	Blended	Moodle	Asynchronous	Discussion, Exams	Posted on Moodle discussion forum	
11	11.1	Integumentary system	1,3,4	Face to face	-	Synchronous	Discussion, Exams	Chapter 12	
	11.2	Integumentary system	1,3,4	Face to face	-	Synchronous	Discussion, Exams	Chapter 12	
	11.3	Upload Final slides with group task form <b>Assignment 9</b>	1,2,3,4	Blended	Moodle	Asynchronous	Discussion, Exams	Posted on Moodle discussion forum	
12	12.1	Oncology	1,3,4	Face to face	-	Synchronous	Discussion, Exams	Chapter 11	
	12.2	Oncology	1,3,4	Face to face	-	Synchronous	Discussion, Exams	Chapter 11	
		Upload reflection on assignment <b>Assignment 10</b>	1,2,3,4	Blended	Moodle	Asynchronous	Discussion, Exams	Posted on Moodle discussion forum	
13	13.1	In-class presentations	1,3,4	Face to face	-	Synchronous	Discussion, Exams	Moodle discussion forum	
	13.2	In-class presentations	1,3,4	Face to face	-	Synchronous	Discussion, Exams	Moodle discussion forum	
	13.3	Reading material-Burns PT guidelines	1,2,3,4	Blended	Moodle	Asynchronous	Project, Exams	Posted on Moodle	
14	14.1	In-class presentations	1,3,4	Face to face	-	Synchronous	Discussion, Exams	Moodle discussion forum	
	14.2	In-class presentations	1,3,4	Face to face	-	Synchronous	Discussion, Exams	Moodle discussion forum	
	14.3	<b>No Blended Activity</b>							
15	-	<b>Final Exam</b>							

## 22 Evaluation Methods:

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

Evaluation Activity	Mark	Topic(s)	SLOs	Period (Week)	Platform
Midterm	<b>30%</b>	All topics covered before the Midterm	1,2,3,4	Week 9	Based on regulations
Course work: In-class presentation Discussion forum on Moodle	<b>30%:</b> 10% on participation in all assignments	Research articles chosen at the beginning of the semester and assignments as	1,2,3,4 ,5,6	Discussion forum assigmnets on Thursdays	Discussion forum on Moodle In-class presentations

<u>(Description below)</u>	20% presentation at the end of the semester	described in the discussion forum		assigned in topic schedule in <b>red</b>	
Final examination	<b>40%</b>	Comprehensive exam of all topics covered	1,2,3,4	End of course- Date TBD	Based on regulations

### Blended Activities Overview (10%):

1. The discussions will take place on Moodle (E-learning) through the “Discussion Forum” feature.
2. On specific Thursdays throughout the semester (As indicated in **red** in the topic schedule above), you should log in to e-learning to access the discussion forum and participate in the assignments.
3. Discussion forums will open on Thursday morning and will be closed on Sunday evening.
4. In this course, students will work in groups to select and analyze a research article. Throughout the semester, students will complete weekly assignments related to their chosen article. Detailed instructions for each task will be posted on Microsoft Teams and in the discussion forum. All students are expected to actively participate in discussions, especially following group assignments, and participation will be monitored and graded.
5. By the end of the semester, each group will complete a **Task and Agreement Form**, confirming that all members contributed equally. This form will be distributed in the week assigned according to the syllabus schedule.
6. Most blended activities are designed as a **step-by-step build-up** to the final project: an in-class presentation of the selected research article. The weekly tasks and blended-day activities are intended to guide students in preparing a comprehensive, well-structured presentation and in developing a deep understanding of their article.
7. Your participation should be of value to be assigned a grade. Comments such as “hi, hello, salam, ....., I am here....etc.” are not considered of added value and will not be graded
8. **Funny, silly, out of topic and disrespectful comments are not allowed** and as a result you will be immediately blocked from participation and given a “Zero” grade.
9. The blended learning mark (10%) reflects consistent participation and contribution to group tasks. While all group submissions are graded collectively, **individual marks may be adjusted if there is clear evidence of unequal contribution.**

### Oral In-class presentation overview (20%):

Each group will deliver a 10-minute in-class presentation based on the research article they selected at the beginning of the semester. The presentation should cover the **background and rationale, research aim, methodology, key findings and discussion, and conclusion**. In addition, each group **should briefly reflect on how the topic or findings can be applied or are relevant to the Jordanian acute care context**.

Presentations must use **PowerPoint slides**, and all group members are required to present equally during the allotted time. Although the task is completed as a group, each student will receive an individual grade based on both group quality and individual performance.

#### **Grading Criteria (20 marks total):**

- Content and organization (5 marks): Logical flow, clarity of ideas, and accurate summary of the article.
- Critical understanding and application (5 marks): Demonstration of insight, analysis, and relevance to the Jordanian acute care context.
- Presentation skills (5 marks): Clarity, confidence, time management, and effective use of PowerPoint.
- Individual contribution (5 marks): Equal participation, engagement during the presentation, and ability to respond to questions.

### **23 Course Requirements**

Instructor should have access to Classroom with projector

Students should have access to a computer, good internet connect, account on Moodle and Microsoft teams, PDF and Microsoft Office programs.

### **24 Course Policies:**

#### **A- Attendance policies:**

- Students are expected to be on time.
- Repeated tardiness or leaving early will not be accepted.
- Students who miss class (or any portion of class) are responsible for the content. All classes will be recorded and uploaded on Microsoft Stream. It is the student's responsibility to review the material of classes they missed.
- Attendance will be taken on every class throughout the semester.
- Absence of more than three classes requires that the student provides an official excuse to the instructor and the dean.
- If the excuse was accepted the student is required to withdraw from the module.
- If the excuse was rejected the student will fail the module and mark of zero will be assigned according to the regulations of The University of Jordan.

#### **B- Absences from exams and submitting assignments on time:**

- The instructor will not do any make-up exams.
- Exceptions for make-up exams and late submission of class assignments will be made on a case-by-case basis for true personal emergencies that are described as accepted by the regulations of UJ (e.g., documented medical, personal, or family emergency).
- It is the student's responsibility to contact the instructor within 24 hours of the original exam time to schedule a make-up exam

- Late submission of project assignment 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:**

- Because of the nature of the course project, 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:

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

**Acute Care Handbook For Physical Therapists, Fifth edition, Jaime C. Paz, PT, DPT, MS and Michele P. West, MS, PT**

B- Recommended books, materials, and media:

Physical Therapy in Acute Care: A clinician's guide. Daniel Malone & Kathy Lindsay. SLACK Incorporated 2006

## 26 Additional information:

Students with disabilities:

- If you are a student with disability, please contact the course coordinator at the beginning of the term to inform them of any needs or adjustments you might have.
- According to University regulations, some students with disabilities can be allowed additional time during exams. This extra time is granted by an official letter from the University administration. Please discuss with the course coordinator your need for such extra time at the start of the term.
- All information you provide to the course coordinator will be dealt with confidentially.

Course material and copy rights:

- All material prepared by the course coordinator for the purposes of this course are the intellectual property of the course coordinator. It is only intended for the personal use of students for their individual learning.
- Sharing of course content with other people or via different platforms other than those used by the course coordinator is prohibited. The permission of the course coordinator must be sought before sharing of content.
- Video and audio recording of lectures without the consent of the instructor is strictly prohibited. Recording incidents will be formally reported as a violation of the privacy and code of conduct for this course.

This course builds upon knowledge students obtained in the following courses:

Students will use the knowledge and skills from musculoskeletal, neuromuscular, and cardiorespiratory courses, and clinical training to facilitate in-class discussions and to inform their practice and clinical decision-making with patients in acute care settings.

Name of Course Coordinator: ---Mayis Aldughmi-----	Signature: --MD-----	Date: ---October 2025----
Head of Curriculum Committee/Department: -----	-----	Signature: -----
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Head of Department: -----Mayis Aldughmi-----	-----	Signature: -----MD-----
Head of Curriculum Committee/Faculty: -----Dr. Lara Khliafat-----	-----	Signature: -----LK-----
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Dean: -----Dr. Lara Khliafat-----	-----	Signature: -----LK-----