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	19

1.	Course Title	**Paediatric Physiotherapy 2**
2.	Course Number	**1801446**
3.	Credit Hours (Theory, Practical)	**3 (2 theory – 1 practical)**
	Contact Hours (Theory, Practical)	**6 (2 theory – 4 practical)**
4.	Prerequisites/Corequisites	**1801344 Paediatric Physiotherapy "1"**
5.	Program Title	**B.Sc. in Physiotherapy**
6.	Program Code	**1801**
7.	School/Center	**Rehabilitation Sciences**
8.	Academic Department	**Physiotherapy**
9.	Course Level	**Undergraduate/ Fourth year**
10.	Year of Study/Semester	**2025/2026 – first semester**
11.	Program Degree	**Bachelor**
12.	Other Departments involved in Teaching the course	**None**
13.	Main Teaching Instruction	**English**
14.	Learning Types	☒Face to Face ☐Blended ☐ Fully Online
15.	Online Platform(s)	**☒Moodle ☒Microsoft Teams**
16.	Issuing Date	**Oct – 2025**
17.	Revision Date	**Oct – 2025**

18. Course Coordinator

Name: Hana' Khraise	Contact hours: Monday & Wednesday 1:00-2:00
Office number: 318 (3rd floor)	Phone number: -----
Email: h_khraise@ju.edu.jo	

19. Other Instructors

Name: PT Aseel Nassar
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Name PT Shireen Abdallat

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20. Course Description

As stated in the approved study plan.

This course applied the motor control and systems approaches to understanding the basis for pediatric disabilities. This course considers the physical, cognitive, emotional, and social-cultural

aspects of human development and the changes that occur during childhood and adolescence. Examination and intervention planning are discussed both broadly and in terms of specific disabilities in the context of current evidence for client management models. This course provides an overview to disabilities related to musculoskeletal, cardiopulmonary and neurological systems using the ICF model. Clinical component provides opportunity to work with a child with a disability in acute care and school setting under direct supervision Guest speakers will be hosted to present. lectures related to their areas of expertise.

21. Program Learning Outcomes

Program Learning Outcomes Descriptors (PLOD)

PLO	National Qualification Framework Descriptors*		
	Knowledge (A)	Skills (B)	Competency (C)
PLO 1. Recognize, critically analyze, and apply the conceptual frameworks and theoretical models underpinning physiotherapy practice	☒	☐	☐
PLO 2. Demonstrate comprehension of background knowledge that informs sound physiotherapy practice	☒	☐	☐
PLO 3. Demonstrate the ability to use online resources and technologies in professional development	☐	☒	☐
PLO 4. Display a professional commitment to ethical practice by adhering to codes of conduct and moral frameworks that govern the practice of physiotherapy	☐	☒	☐
PLO 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	☐	☐	☒
PLO 6. Implement clinical reasoning, reflection, decision-making, and skillful application of physiotherapy techniques to deliver optimum physiotherapy management	☐	☐	☒
PLO 7. Adhere to the professional standards of physiotherapy practice in terms of assessment, management, outcome measurement, and documentation	☐	☐	☒
PLO 8. Display a willingness to promote healthy lifestyle and convey health messages to clients	☐	☐	☒
PLO 9. Value the willingness to exercise autonomy while appreciating the challenges associated with delivering physiotherapy services	☐	☐	☒
PLO 10. Display the ability to practice in a safe, effective, non-discriminatory, inter- and multi-disciplinary manner	☐	☐	☒

PLO 11. Demonstrate effective oral and written communication with clients, carers, and health professionals	☐	☐	☒

*Choose only on 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** Differentiate key pediatric conditions (e.g., genetic disorders, muscular dystrophies, orthopedic conditions, etc.) and their implications for physiotherapy treatment.
2. **CLO 2** Conduct comprehensive pediatric physical assessments using evidence-based tools and techniques
3. **CLO 3** Design and implement treatment planes for children with different health conditions based on the ICF/ HOAC (Hypothesis-oriented algorithm for clinicians) model
4. **CLO 4** Apply appropriate interventions for children with diverse abilities, considering variations in age, cognitive levels
5. **CLO 5** Document their evaluation, treatment plan, progress notes, and discharge plan using the SOAP
6. **CLO 6** Demonstrate family-centered behaviors during interaction with families and their children.

Matrix of Course Learning Outcomes according to National Qualification Framework Descriptors

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

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

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

*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	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	Genetic disorders	1, 3	Face to Face	MS teams/ e-learning	Synchronous	Quizzes and exams	Effgen 2, 20
	1.2	Genetic disorders	1, 3	Face to Face	MS teams/ e-learning	Synchronous	Quizzes and exams	Effgen 2, 20
	1.3	Clinical training	2,3,4,5,6	Face to Face	MS teams/ e-learning	Synchronous	Discussions, bedside asseement, assignment	
2	2.1	Down syndrome	1, 3	Face to Face	MS teams/ e-learning	Synchronous	Quizzes and exams	Effgen 7, 8, 21 Tecklin 24
	2.2	Down syndrome	1, 3	Face to Face	MS teams/ e-learning	Synchronous	Quizzes and exams	Effgen 7, 8, 21 Tecklin 24
	2.3	Clinical training	2,3,4,5,6	Face to Face	MS teams/ e-learning	Synchronous	Discussions, bedside asseement, assignment	
3	3.1	Spinal muscular atrophies/ Muscular dystrophies	1, 3	Face to Face	MS teams/ e-learning	Synchronous	Quizzes and exams	Effgen 6, 23 Tecklin 13
	3.2	Spinal muscular atrophies/ Muscular dystrophies	1, 3	Face to Face	MS teams/ e-learning	Synchronous	Quizzes and exams	Effgen 6, 23 Tecklin 13
	3.3	Clinical training	2,3,4,5,6	Face to Face	MS teams/ e-learning	Synchronous	Discussions, bedside asseement, assignment	
4	4.1	Orthopedic diseases and disorders (scoliosis, DDH, etc.) fractures	1, 3	Face to Face	MS teams/ e-learning	Synchronous	Quizzes and exams	Effgen 6 Tecklin 15
	4.2	Orthopedic diseases and disorders (scoliosis, DDH, etc.) fractures	1, 3	Face to Face	MS teams/ e-learning	Synchronous	Quizzes and exams	Effgen 6 Tecklin 15
	4.3	Clinical training	2,3,4,5,6	Face to Face	MS teams/ e-learning	Synchronous	Discussions, bedside asseement, assignment	

5	5.1	Orthopedic diseases and disorders (scoliosis, DDH, etc.) fractures	1, 3	Face to Face	MS teams/ e-learning	Synchronous	Quizzes and exams	Effgen 6 Tecklin 15
	5.2	Brachial Plexus Injury/ Developmental torticollis	1, 3	Face to Face	MS teams/ e-learning	Synchronous	Quizzes and exams	Effgen 6
	5.3	Clinical training	2,3,4,5,6	Face to Face	MS teams/ e-learning	Synchronous	Discussions, bedside asseement, assignment	
6	6.1	Brachial Plexus Injury/ Developmental torticollis	1, 3	Face to Face	MS teams/ e-learning	Synchronous	Quizzes and exams	Effgen 6
	6.2	Adaptive equipment/ orthotics	1, 3	Face to Face	MS teams/ e-learning	Synchronous	Quizzes and exams	Tecklin 7, 8
	6.3	Clinical training	2,3,4,5,6	Face to Face	MS teams/ e-learning	Synchronous	Discussions, bedside asseement, assignment	
7	7.1	Adaptive equipment/ orthotics	1, 3	Face to Face	MS teams/ e-learning	Synchronous	Quizzes and exams	Tecklin 7, 8
	7.2	Traumatic Brain Injury	1, 3	Face to Face	MS teams/ e-learning	Synchronous	Quizzes and exams	Effgen 7, 8 Tecklin 11
	7.3	Clinical training	2,3,4,5,6	Face to Face	MS teams/ e-learning	Synchronous	Discussions, bedside asseement, assignment	
8		Midterm exam						
9	9.1	Sensory integration	1, 3	Face to Face	MS teams/ e-learning	Synchronous	Quizzes and exams	Effgen 8
	9.2	Sensory integration	1, 3	Face to Face	MS teams/ e-learning	Synchronous	Quizzes and exams	Effgen 8

	9.3	Clinical training	2,3,4,5,6	Face to Face	MS teams/ e-learning	Synchronous	Discussions, bedside asseement, assignment	
10	10.1	Traumatic Brain Injury	1, 3	Face to Face	MS teams/ e-learning	Synchronous	Quizzes and exams	Effgen 7, 8 Tecklin 11
	10.2	Cardiopulmonary conditions	1, 3	Face to Face	MS teams/ e-learning	Synchronous	Quizzes and exams	Tecklin 18, 19
	10.3	Clinical training	2,3,4,5,6	Face to Face	MS teams/ e-learning	Synchronous	Discussions, bedside asseement, assignment	
11	11.1	Cardiopulmonary conditions	1, 3	Face to Face	MS teams/ e-learning	Synchronous	Quizzes and exams	Tecklin 18, 19
	11.2	Cardiopulmonary conditions	1, 3	Face to Face	MS teams/ e-learning	Synchronous	Quizzes and exams	Tecklin 18, 19
	11.3	Clinical training	2,3,4,5,6	Face to Face	MS teams/ e-learning	Synchronous	Discussions, bedside asseement, assignment	
12	12.1	Developmental coordination disorder	1, 3	Face to Face	MS teams/ e-learning	Synchronous	Quizzes and exams	Effgen 7, 24
	12.2	Developmental coordination disorder	1, 3	Face to Face	MS teams/ e-learning	Synchronous	Quizzes and exams	Effgen 7, 24
	12.3	Clinical training	2,3,4,5,6	Face to Face	MS teams/ e-learning	Synchronous	Discussions, bedside asseement, assignment	
13	13.1	Developmental coordination disorder	1, 3	Face to Face	MS teams/ e-learning	Synchronous	Quizzes and exams	Effgen 7, 24
	13.2	Pediatric oncology	1, 3	Face to Face	MS teams/ e-learning	Synchronous	Quizzes and exams	Effgen 22 Tecklin 21

14	13.3	Clinical training	2,3,4,5,6		Face to Face	MS teams/ e-learning	Sync hron ous	Discussions, bedside asseement, assignment	
	14.1	Pediatric oncology	1, 3		Face to Face	MS teams/ e-learning	Sync hron ous	Quizzes and exams	Effgen 22 Tecklin 21
	14.2	Pediatric oncology	1, 3		Face to Face	MS teams/ e-learning	Sync hron ous	Quizzes and exams	Effgen 22 Tecklin 21
	14.3	Clinical training	2,3,4,5,6		Face to Face	MS teams/ e-learning	Sync hron ous	Discussions, bedside asseement, assignment	

25. Evaluation Methods:

Course Evaluation Plan									
Evaluation Activity			**Course Learning Outcomes**						
		Mark*	1	2	3	4	5	6	**Columns can be added by the number of outcomes**
First Exam (mid exam)		30	X		X	X		X	
Final Exam		30	X		X	X		X	
Evaluation of Semester work	Clinical and practical performance	10		X	X	X	X	X	
	Clinical assessment sheet	5			X		X		
	Case presentation	15			X		X		
	Quiz	10	X						
Total Marks (100%)		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.

Important Dates and Deadlines for Clinical Part

Item	Deadline/Start Date	Notes
Submission of Assessment Sheets	7/12/2025 at 3:00 PM	Two assessment sheets must be submitted. They must be typed and printed; no handwritten forms will be accepted.
Clinical (Bedside Assessment)	Starts 15/12/2025	This period is 3 weeks long and no absence is permitted.

Submission of Search Question	28/12/2025 at 3:00 PM	Submit your search question, strategy, and chosen papers. They must be typed and printed. The chosen paper also should be attached.
Submission of Final Case Presentation	4/1/2026 at 6:00 PM	Submit the final version of your case presentation on E-learning.
Case Presentation	5/1/2026 & 7/1/2026	The specific date depends on your assigned section.

26. Course Requirements

Students should have a computer, internet connection, webcam, and an account on Microsoft teams. They should regularly check e-learning portals for any announcements, tasks, and learning materials.

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 4 classes or 2 clinical sessions) 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 1 point for each day of delay. After five days, the assignment will no longer be accepted and will receive a mark of zero.
- 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 face to face 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.

G- Generative AI tools policy:

- In this course, you are permitted to use generative AI tools to assist with certain tasks, as outlined below. Any use of an AI tool must be clearly and transparently documented.
- Permitted Uses: you may use AI for brainstorming topics, generating search terms, generating diagrams or figures, or checking grammar and style (e.g., with tools like Grammarly).
- Submission of work taken directly from generative AI tools (like ChatGPT, Gemini, etc.) will be considered plagiarism and the student/group will get a zero grade on that homework
- For all other assignments, AI tools are not permitted. Simply copying and pasting AI-generated text without critical review and proper attribution is a violation of university rules and regulations.

- If you use an AI tool for a permitted task, you must cite AI tool that you used, following the APA guidelines for AI citations.

28. References

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

- Effgen S. Editor. Meeting the Physical Therapy Needs of Children. 2nd edition. FA Davis Company, Philadelphia, 2013.

- Tecklin JS. Editors. Pediatric Physical Therapy. 6th ed. Lippincott Williams & Wilkins, Philadelphia, 2008.

B- Recommended books, materials, and media:

- Danto AH and Pruzansky M. 1001 Pediatric Treatment Activities: Creative Ideas for Therapy Sessions. Slack Incorporated; 2011

- Campbell S, Vander Linden D and Palisano R. Editors. Physical therapy for children 4th ed. Saunders, Philadelphia, 2012.

- Umphred D. Editor. Neurological rehabilitation. 4th ed. Mosby, 2001.

- Peds Rehab Notes by Robin L. Dole & Ross Chafetz

- References provided by your instructors on the e-learning Moodle

29. Additional Information

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 content.

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

1801344 Pediatric Physiotherapy "1"

	Signature:	Date:
Name of the Instructor or the Course Coordinator: **Hana' Khraise**	HK	4/10/2025
Name of the Head of Quality Assurance Committee/ Department Dr. Mayis Aldughmi.	Signature:	Date:
	……..… ………	……..… ………
Name of the Head of Department	Signature:	Date:

Dr.Mayis Aldughmi   MD   ……..…
                                                                          ………

Name of the Head of Quality Assurance Committee/ School or Center	Signature:	Date:
Dr. Lara Khlaifat……………………	…………LK……	2/11/2025
Name of the Dean or the Director	Signature:	Date:
Dr. Lara Khlaifat……………………	…………LK……	2/11/2025

Appendix 1

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

Appendix 2

Paediatric Physiotherapy Evaluation Report

Student name: Click or tap here to enter text.   **Date:** Click or tap here to enter text.

Setting: Click or tap here to enter text.

Patient Information

- **Age:** Click or tap here to enter text.

- **Medical Diagnosis:** Click or tap here to enter text.

- **Reason for Referral / Chief Complaint (Parent/Caregiver):** Click or tap here to enter text.

Subjective Examination:

Birth & Early History

- **Type of Delivery:** ☐ **Natural** ☐ **C-Section**

- **Gestational Age:** Click or tap here to enter text. **weeks**

- **Birth Weight:** Click or tap here to enter text.

- **NICU Stay:** ☐ **Yes (Number of days and reason:** Click or tap here to enter text.**)** ☐ **No**

Family & Social History

- **Consanguinity:** ☐ **Yes** ☐ **No**

- **Similar Cases in Family:** ☐ **Yes** ☐ **No**

- **Number of Siblings:** Click or tap here to enter text.

- **Home Environment & Social Factors:** Click or tap here to enter text.

Medical & Surgical History

- **Past Medical Conditions/Diseases:** Click or tap here to enter text.

- **Surgeries/Fractures:** Click or tap here to enter text.

- **Current Medications:** Click or tap here to enter text.

- **Assistive Devices Used:** Click or tap here to enter text.

- **Precautions/Contraindications:** Click or tap here to enter text.

Developmental History (Milestones)

- **Age of Head Control:** Click or tap here to enter text.

- **Age of Rolling:** Click or tap here to enter text.

- **Age of Independent Sitting:** Click or tap here to enter text.

- **Age of Crawling:** Click or tap here to enter text.

- **Age of Independent Walking:** Click or tap here to enter text.

- **Current Gross Motor Functional Level:** Click or tap here to enter text.

- **Developmental age:** Click or tap here to enter text.

Objective Examination:

General Systems Review

Cardiopulmonary Click or tap here to enter text.

Integumentary Click or tap here to enter text.

Cognitive/Behavioral Click or tap here to enter text.

Musculoskeletal System:

ROM		☐ FMT / ☐ MMT	
RT	**LT**	**RT**	**LT**

Neuromuscular system:

DTR	Primitive reflexes	Muscle tone	Sensation	Myotome

Special tests (LLD / Scoliosis / Hip): Click or tap here to enter text.

Functional Assessment

- **Functional Mobility:**

    o **Rolling:** Click or tap here to enter text.

    o **Sitting:** Click or tap here to enter text.

    o **Transitions:** Click or tap here to enter text.

    o **Walking / Ambulation:** Click or tap here to enter text.

Reaction	Position	Forward	Backward	Sideways
Equilibrium				
Static	sitting			
	Standing			
Dynamic on the ball				
	Prone			
	Supine			
	Sitting			
Protective				
Static	sitting			
	Standing			
Dynamic on the ball				
	Prone			
	Supine			

	Sitting			

Paediatrics assessment and measurement tools:

Name of measure	Results/ scores

Problem List (Based on ICF Framework):

Body Structure/Function	Activity Limitations	Participation Restrictions	Environmental/Personal Factors

Plan of care:

- **Long-Term Goals (SMART):**
  Click or tap here to enter text.
- **Short-Term Goals (SMART):**
  Click or tap here to enter text.
- **Interventions:**
  Click or tap here to enter text.

- **Parent/Caregiver Education:**
  Click or tap here to enter text.

- **Follow-Up & Progress Notes:**
  Click or tap here to enter text.

Appendix 3

Practical Exam Grading Criteria

Student Name: _____ Setting:
_____

Date: _____ Examiner:
_____

#	Criteria	Completed (2 pts)	Incomplete/ Errors (1 pt)	Notes
1	History and medical condition: demonstrates knowledge about the child's medical condition and history.	☐	☐	
2	Problem identification: mentions a list of functional problems and a clear hypothesis.	☐	☐	
3	Assessment: correctly chosen assessments to confirm or disconfirm the hypothesis.	☐	☐	
4	Interpretation and planning understand assessment results and use them to plan a treatment.	☐	☐	
5	Interventions: provides appropriate interventions based on the assessment.	☐	☐	
6	Education: provides clear instructions and a written home program to parents/child.	☐	☐	
7	Professionalism: demonstrates safe handling, body mechanics, and professionalism.	☐	☐	
	Total mark out of 14 (Total mark will be converted to 10)			