

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.

1	Course title	Clinical Practice II
	Course number/s	1801720
	Credit hours (theory, practical)	(0,2)
	Contact hours (theory, practical)	(0,6)
2	Duration and timing (days/week, hours/day)	2 days/week
	Full time/Part time training	Part time training
	Number of credit hours must be completed successfully before joining training	-----
3	Prerequisites/corequisites	-----
4	Current number of students	8
5	Level of course	Postgraduate/ First year
6	Year of study and semester (s)	2025-2026
7	Program title	MSc. in Athletic Therapy
8	Program code	1801
9	Awarding institution	The University of Jordan
10	School	Rehabilitation Sciences
11	Department	Physiotherapy
12	Final Qualification	M.Sc.
13	Other department (s) involved in teaching the course	-----
14	Language of Instruction	English
15	Date of production/revision	Oct/2025

16. Training Supervisor/s:

Name	Contact details	Workload details
Prof. Alia Alghwiri	alia.alghwiri@gmail.com	6 credit hours

17. Accredited Training Sites:

Football Federation Contact name: Al-Ahli Club of Jordan. Time: 3:30-6:30.

18. Site Supervisor/s (Preceptors):

Not applicable.

19. Training Description:

This course is a continuation of clinical practice I in which students are expected to advance the scope of their clinical practice skills. Students will practice all the skills they gained in immersive clinical and field placements in a variety of settings. Students will be assigned to federations and professional sport teams (football club for this semester). In this clinical course, students are expected to continue to improve the skills gained during clinical practice I courses and will develop clinical reasoning skills, apply the concepts of ethics and injury prevention, and will reflect on what they learned and practice under the supervision of their instructors.

20. Training aims and outcomes:

A- Aims:

1. Provide students with training opportunities at the chosen federation to work with athletes in a real environment (this will also include shadowing advanced level peers)
2. Provide students with a framework to practice synthesis of knowledge, integration of skills and decision making to develop and execute appropriate assessment and management plans for different injuries.
3. Familiarise students with the ethical, legal, and administrative aspects of athletic training related to the sport covered in this semester.

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

1. Discuss the theoretical aspects of athletic therapy and rehabilitation frameworks to apply them professionally.
2. Apply evidence-based practices and international athletic therapy standards.
3. Apply and evaluate the best practices for the care of athletic injuries across a spectrum of health conditions.
4. Analyze, evaluate, and develop a comprehensive plan to protect athletes against injuries.
5. Adhere to the ethical and professional considerations and best practices in athletic therapy.
6. Build the ability to work and communicate effectively within a multidisciplinary team.
7. Develop higher-order, critical, and creative thinking skills in analyzing problems and investigating issues related to athletic therapy.
8. Criticize and evaluate theoretical and applied research to utilize high-quality research findings in athletic therapy.
9. Adhere to the ethical and professional considerations in research and best practices in athletic therapy.

21. Achievement of Learning Outcomes:

Learning Outcome	Teaching/ learning methods	Assessment methods
Develop reflective practice based on analysis and clinical reasoning.	<ul style="list-style-type: none">- Observe current practices of the athletic training in Jordan at the football club.- Shadow athletic therapists and advanced level peers.- Engage in discussions related to the assessment and management of athletes.	Reflective practice
Apply key assessment protocols for athletes	<ul style="list-style-type: none">- Practice the application of key assessment for athletes on peers and models.- Observe advanced level peers during their application of key assessments on athletes at the football club.	Clinical exam
Develop autonomous practice	<ul style="list-style-type: none">- Observe current practices of the athletic training in Jordan at Al-Ahli club of Jordan.- Shadow athletic therapists and advanced level peers.- Engage in discussions related to the assessment and management of athletes	Needs assessment Learning outcomes

22. Grading Details:

Assessment Method **	Mark %
1- Professionalism and ethical practice	20 %
2- Assessment skills evaluation on-onsite	20 %
3- Clinical skills evaluation –onsite	20%
4- Final Project-Case Report	40 %
** See details at the end of the syllabus.	

23. Training Policies:

A- Attendance policies:

- Students should attend all the assigned training days. Every week, the students should attend a total of 6 hours. Ramadan Time: Mondays, Thursdays and Saturdays (8:00-10:00) at the al Amman FC/ and other days for competitions and championships. (please stay tuned for changes due to the federation schedule). In case a student did not meet their weekly goal or was absent for a week, they should notify the course coordinator. Remediation should be arranged accordingly.
- **Repeated absence for more than 20% of training hours will result in withdrawal from the course.**

B- Absences from exams and handing in assignments on time:

- Course assessments should be handed on time. Late submission will result in **2 grades deduction** per day of delay.
- Delays from submission should be discussed with the course coordinator in due time.

C- Health and safety procedures:

- Maintain high standards of hygiene at all times, bring your own sanitizer with you, make sure to use it frequently.
- Follow the safety guidelines during transfer or any other activities that might include lifting.

D- Honesty policy regarding cheating, plagiarism, misbehaviour:

- 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

E- Grading policy:

- Grading for this course will be determined based upon the accumulation of points from a variety of assessment methods. 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 School 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 (School 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.

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

The department will provide students with equipment required by athletic therapists during their work on the field, this includes (the bag and the spine stretcher).

It will be the students' responsibility to look after and maintain the provided equipment. Missing or broken items should be reported to the course coordinator immediately.

25. References:

- International and national guidelines relevant to the football sport, you can check the following links:
- Additional materials will be posted upon need

26. Additional information:

Name of Course Coordinator: Professor Alia Alghwiri

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

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

Head of curriculum committee/Faculty: - Dr. Lara Khlaifat, Signature: LK

Dean: - Dr. Lara Khlaifat, Signature: LK

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



Field Training-2 (1st semester- 2025-2026)

1- Professionalism and ethical practice- Onsite observation (Table 1) 20 marks

This is an accumulative ongoing assessment by the instructors throughout the semester. There are no specific days that will be assigned solely for this purpose.

2- Assessment skills on-site (across the weeks) (Table 2) 20 marks

Your performance will be marked on four different categories (instruction/ handling/ scoring and interpretation) while applying this live on athletes. Assessment skills include the FMS and Y-balance specifically and might also include other assessment tests.

3- Clinical skills evaluation on-site (accumulative ongoing assessments by the instructors)

(Table 3). 20 marks

4- Final Project writing (Instructions 4) 40 marks

You will produce a clinician-style case report describing the real-world management of an athlete you follow from the **acute injury phase through multiple rehabilitation sessions to return-to-sport**. The project trains clinical reasoning, evidence-based practice, accurate clinical documentation, literature searching, and critical reflection by asking you to (1) collect and present the case using accepted case-report standards, (2) search and summarize the best-available literature for similar injuries, and (3) compare your management to the evidence and reflect on gaps and lessons learned.

Table 1: professionalism & ethical practice (20 marks)

Professionalism and ethical practice (onsite-observation)- Ongoing assessment throughout the semester	
Criteria	Description
Attitude (5 Marks)	The student should adopt a positive and responsible attitude toward athletes, clinical instructors, colleagues, officials at training sites and other members of the team. The approach, actions and language of the student should reflect values of respect, self-control and accountability. In facilities with limited resources, the student should utilise problem solving skills.
Communication (5 Marks)	Verbal and written communications should be clear, concise and informative. Verbal communication includes correspondence and discussions with clinical instructors, colleagues in the course, athletes, team officials, and other members of the medical team. The student needs to pay attention to the clarity of voice, use of adequate tone and be confident in any type of communication. Written communication includes emails and any type of cyber communication. The student should be aware of professional boundaries. The student should refrain from using any offensive phrases or inadequate language.
Time management (3 Marks)	The student should be punctual in the appointments given for athletes or their clinical instructors. The student should pay attention to appropriate timeline structure for assessment sessions. This also includes showing up on time at field training venues and submissions of tasks even if they were not for summative assessment.
Dress code (2 Marks)	Full adherence to the dress code, which should be clean and tidy. The student should maintain a professional look. Colours should be basic. Avoid colourful and printed clothes. Wear sport shoes. High heels and sandals are not allowed. Long hair should be tied at the back. Hijab should be of white and off-white colours only and tucked in the top piece of clothes.
Appearance (3 Marks)	In addition to adherence to dress code, professional look and personal hygiene should be maintained. Jewellery is not allowed, except for the wedding ring. Long hair should be tied. Hijabs for females should be light, no or minimum use of pins and preferably tucked in the top piece.
Ethical practice (3 Marks)	The student should abide to universal ethical principles of autonomy, beneficence, non-maleficence and justice. The student is expected to preserve autonomy for athletes, respect confidentiality, act in a non-discriminatory manner and ensure that all decisions made fulfil the principles of beneficence and non-maleficence. This should be evident to clinical instructors during observation, discussions and communication held onsite.
Attendance (4 Marks)	Absences are not allowed. In severe circumstances, the student should inform the course instructors in advance. Students are expected to spend 6 hours per week at field training venues. This means going at least two days per week. Every student should keep a personal log for field training attendance; each visit should be documented with the date/ day/ time of arrival and departure and signed by the clinical instructor or contact person at the venue.

Table 2: Assessment skills on-site (20 marks) to be held across the weeks

CRITERIA				
Test	Instruction	Handling	Scoring	Interpretation
FMS -Squat				
FMS -Inline lunge				
FMS -Shoulder mobility				
FMS -Hurdle				
FMS -Rotary				
FMS -Push up				
FMS -Straight leg raise				
Y-balance lower quarter				
Y-balance upper quarter				
Notes				

CRITERIA	
Instruction	Clear verbal instructions that serve the purpose of the test without jargon. Avoid misleading statements. Attention to the voice volume and tone.
Handling	Appropriate execution of the test and the use of the efficient body mechanics and postures. Attention to starting and end positions. The ultimate use of tools if required.
Scoring	Appropriate scoring that is justified by performance. Attention to the application of clearing test if required.
Interpretation	Valid clinical reasoning of the scores and what do they mean, in addition to their impact on the athletic performance.

Table 3: Clinical skills evaluation- ongoing onsite evaluation**Clinical skills evaluation- Onsite observation 20 marks**

clinical skills evaluation- ongoing onsite evaluation	
Criteria	Description
Being proactive in dealing with cases that have higher risk of injury. (This includes pre-participation screening, general and specific assessment, and injury prevention programs)	<ul style="list-style-type: none">• Show genuine interest in assisting the athletes to enhance their performance and minimise their risk of injury.• Practice critical analysis of posture, movement patterns of athletes while training or playing.• Apply adequate assessments to identify the risk of injury (pay attention to the selection of appropriate measures and their application)• Interpret the findings correctly within the context of the sport, normative data or baselines (this includes proper scoring and providing meaningful outcomes)• Recommend necessary measures to lower the risk of injury and enhance performance.
React effectively and in a timely manner in emergency cases	<ul style="list-style-type: none">• Be always attentive to what is happening in the field.• Respond to emergency incidents whenever appropriate (this must be agreed with the instructors prior to any training).• Provide effective emergency procedures upon need.• Communicate effectively with all the parties involved in an emergency.• Reflect on every emergency case with your peers and instructors.
Provide evidence-based rehabilitation programs	<ul style="list-style-type: none">• Design rehabilitation programs that are backed up with evidence for athletes who sustained an injury during training or for athletes who had previous injuries that were not managed effectively before.• Discuss the rehabilitation program with the athlete and the coach.• Upon feasibility, apply the rehabilitation program or refer.• Re-evaluate the effectiveness of the proposed rehabilitation program and modify accordingly.

(accumulative ongoing assessments by the instructors)

Final Project: Instructions 40 marks

1. **Case Report Document (main file, max 10 pages)** — follow the CARE checklist structure (title, abstract, introduction, patient information, clinical findings, timeline, diagnostic assessment, interventions, follow-up & outcomes, discussion, patient perspective if available). Include a clear timeline (table or figure) of at least **3 distinct treatment sessions** across the acute → rehabilitation course.

Minimum content requirements:

- Title that includes “case report” and the injury (e.g., “Case report: Grade II ankle lateral ligament sprain in a collegiate soccer player”).
- De-identified patient data and written informed consent for educational use (attach a signed consent form; store original consent with instructor).
- At least **three** therapy sessions documented (dates, objective measures, interventions, progression criteria).
- Objective outcome measures used (e.g., ROM, strength, hop test, pain scale) and how they changed over time.

2. **Literature Review & Article Summaries (separate section or file)**

- Perform a targeted search and select ≥ 3 peer-reviewed articles (systematic reviews, clinical practice/consensus statements, RCTs or high-quality case series) that address diagnosis and management strategies for the same or highly similar injury.
- For each article provide: citation, 2-3 sentence study design summary, key management recommendations/findings, strengths/limitations, and one sentence on applicability to your case. (One page/article, maximum.)

3. **Critical Comparison & Reflection (500–800 words)**

- State where your clinical management **aligned** with the evidence and where it **diverged**. For each divergence, explain the clinical reasoning (athlete preference, contextual constraints, risk/benefit, resources) and whether you would change your approach. Cite the specific articles used in the literature review inline.

4. **References** — full reference list for every source cited (use APA 7 or Vancouver — be consistent). Include DOI or stable link for each reference. Because this is an academic exercise, cite primary literature and high-quality reviews or consensus statements where possible.

5. **Appendices**

- Data collection forms, outcome-measure raw scores, any imaging reports, and the signed informed consent form (redacted to remove identifying details in the submitted copy if privacy rules require).