



### **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.

## Course Syllabus

1	Course title	<i>Advanced treatment processes for lower extremity prosthetics and orthotics clinical practice</i>
2	Course number	<i>1803471</i>
3	Credit hours	<i>2</i>
	Contact hours (theory, practical)	<i>48 theoretical</i>
4	Prerequisites/corequisites	<i>1833470</i>
5	Program title	<i>BSc in prosthetics and orthotics</i>
6	Program code	<i>3</i>
7	Awarding institution	<i>The University of Jordan</i>
8	School	<i>School of Rehabilitation sciences</i>
9	Department	<i>Department of prosthetics and orthotics</i>
10	Course level	<i>Undergraduate</i>
11	Year of study and semester (s)	<i>4<sup>th</sup> year/Second semester</i>
12	Other department (s) involved in teaching the course	<i>NA</i>
13	Main teaching language	<i>English</i>
14	Delivery method	<input type="checkbox"/> Face to face learning <input checked="" type="checkbox"/> Blended <input type="checkbox"/> Fully online
15	Online platforms(s)	<input checked="" type="checkbox"/> Moodle <input type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others..... <i>N/A</i> .....
16	Issuing/Revision Date	<i>Oct 2025</i>

### 17 Course Coordinator:

Name: *Dr. Amneh Alshawabka*

Contact hours: *Thursday 8.30-10*

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**18 Other instructors:**

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**19 Course Description:**

This subject supports students to consider the overall treatment processes in a holistic patient centered manner. The interaction of different elements of prosthetics and orthotics care will be considered as well as the interaction of prosthetics and orthotics care with other health interventions and patient specific elements will be explored. Building of holistic treatment plans will be undertaken with examples of relevant and realistic case studies that explore challenges to effective care and highlight problem solving, problem anticipation and robust treatment plans. Students will integrate knowledge gained in previous studies in a patient focused manner and will be asked to provide information relevant to various audiences such as the multidisciplinary team and the patients and their careers.

**20 Course aims and outcomes:**

#### A- Aims:

The main aim of this course is to provide prosthetics and orthotics students with advanced knowledge and skills to enhance their clinical practice in the area of lower extremity prosthetics and orthotics. Additionally, it aims to prepare healthcare professionals and to provide holistic and patient-centered care by understanding how prosthetic and orthotic interventions interact with other health interventions and cater to individual patient-specific requirements. The course typically covers a range of objectives and topics, including:

1. **Interdisciplinary Collaboration:** Emphasizing the importance of collaboration and communication with other healthcare professionals, such as physicians, physical therapists, occupational therapists, and surgeons. This includes understanding their roles and integrating prosthetic and orthotic care with other medical interventions.
2. **Patient-Centered Care:** Focusing on the unique needs and preferences of each patient. This involves assessing patient-specific goals, lifestyle, and functional requirements to design prosthetic and orthotic solutions tailored to their individual needs.
3. **Comprehensive Assessment:** Teaching students how to conduct comprehensive assessments that consider the patient's overall health, medical history, and existing medical conditions. This is essential for understanding the potential interactions between prosthetic and orthotic care and other health interventions.
4. **Care Coordination:** Providing knowledge and skills for coordinating care across different healthcare providers and specialties to ensure that prosthetic and orthotic interventions align with the patient's broader healthcare plan.
5. **Rehabilitation Integration:** Understanding how to integrate prosthetic and orthotic care with rehabilitation programs. This may involve working closely with physical and occupational therapists to facilitate a patient's recovery and functional improvement.
6. **Chronic Conditions and Comorbidities:** Addressing the challenges and considerations when dealing with patients who have chronic medical conditions or comorbidities, and how prosthetic and orthotic care may need to adapt accordingly.
7. **Outcome Assessment:** Teaching professionals how to assess and measure the outcomes of prosthetic and orthotic interventions and their impact on a patient's overall health and quality of life.
8. **Legal and Regulatory Compliance:** Ensuring that healthcare professionals are aware of and comply with relevant legal and regulatory requirements related to prosthetic and orthotic care.

By the end of the course, participants should be well-prepared to provide patient-specific, integrated care that considers the interaction of prosthetics and orthotics with other health interventions. They will be equipped to collaborate with a range of healthcare providers, assess and address the unique needs of each patient, and navigate the ethical and legal aspects of their practice while improving the overall quality of care provided.

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

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

SLOs SLOs of the course	1	2	3	4	5	6	7	8	9	10	11	12
<b>1 Interdisciplinary Collaboration</b>	X		X									
<b>2. Patient-Centered Care</b>	X	X										
<b>3. Comprehensive Assessment</b>	X				X							
<b>4. Care Coordination</b>		X			X					X		
<b>5. Rehabilitation Integration</b>	X			X			X	X	X			
<b>6. Medical Ethics and Informed Consent:</b>	X									X		
<b>7. Chronic Conditions and Comorbidities</b>				X								X
<b>8. Outcome Assessment</b>									X	X	X	X
<b>9. Keeping updated with the latest advancements in prosthetic and orthotic technologies.</b>			X									
<b>10. Legal and Regulatory Compliance.</b>				X							X	X
<b>11. Developing effective communication skills to engage patients in shared decision-making</b>		X			X		X		X			

<b>12. Be able to communicate professionally with patients and his/her team member</b>	X		X	X	X								
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**Program SLOs:**

1. Application of the knowledge in physical sciences, social sciences, health sciences, culture and natural sciences to prosthetics and orthotics professional-practice. [application of knowledge]
2. Demonstrate proficiency in communication skills with patients and other healthcare staff. [communication skills]
3. Apply the skills of managing health practice (i.e. prosthetics and orthotics) in different environments and for different patients. [managing professional practices]
4. Effective use of work-skills in a collaborative /professional environment. [group work]
5. Preference and demonstration of social/professional responsibility as well as ethical behaviors in different environments and scenarios. [ethical behaviors]
6. The ability to conduct appropriate examinations and evaluations of patients of all ages. [patient evaluation]
7. Creating constructive ways to use the appropriate equipment, materials, components and technologies in the building of prosthetics and orthotics devices. [efficiency in the use of materials].
8. Planning, developing and implementing treatment-plans appropriate for each patient according to the age and needs of the patient within a broad and continuous series of necessary health-care treatment-plans. [planning]
9. Demonstrate, in a systematic and effective manner, the ability to transfer knowledge when providing education to users, care-givers, other health professionals and the public. (knowledge transfer)
10. Demonstrate appropriate competencies in research and evidence-based practice. [evidence-based practice]
11. Demonstrate basic research skills [conduct a research]
12. Actively engage in lifelong learning activities. [continuous learning]



## 21. Topic Outline and Schedule:

Week	Lecture	Topic	Student Learning Outcome	Learning Methods	Platform	Synchronous / Asynchronous Lecturing	Evaluation Methods	Resources
1	1.1	<i>Introduction &amp; course syllabus</i>	-	<i>Face to face</i>	NA	<i>Synchronous</i>	<i>Assignment</i>	-
	1.2	<i>Online assignments.</i>	<i>All</i>	<i>Online</i>	<i>Moodle</i>	<i>Asynchronous</i>	<i>Assignment</i>	All
2,3,4	2.1	<i>Initial assessment of students' knowledge and goals.</i>	<i>All</i>	<i>Face to face</i>	NA	<i>Synchronous</i>	<i>Assignment</i>	All
	3.1,4.1	<i>Online assignments/ case study 1</i>	<i>All</i>	<i>Online</i>	<i>Moodle</i>	<i>Asynchronous</i>	<i>Assignment</i>	All
	4 (3 hours)	<i>Group discussions and presentations on assigned case study 1</i>	<i>All</i>	<i>Face to face</i>	NA	<i>Synchronous</i>	<i>Presentation</i>	All
5,6,7	5.1,6.1,7.1	<i>Online assignments/ case study 2</i>	<i>All</i>	<i>Online</i>	<i>Moodle</i>	<i>Asynchronous</i>	<i>Assignment</i>	All
	7 (3 hours)	<i>Group discussions and presentations on assigned case study 2</i>	<i>All</i>	<i>Face to face</i>	NA	<i>Synchronous</i>	<i>Presentation</i>	All



8,9,10	8.1,9.1,10.1	<i>Online assignments/ case study 3</i>	<i>All</i>	<i>Online</i>	<i>Moodle</i>	<i>Asynchronous</i>	<i>Assignment</i>	All
	10 (3 hours)	<i>Group discussions and presentations on assigned case study 3</i>	<i>All</i>	<i>Face to face</i>	<i>NA</i>	<i>Synchronous</i>	<i>Presentation</i>	All
11,12,13	11.1	<i>Final case study exam</i>	<i>All</i>	<i>Face to face</i>	<i>NA</i>	<i>Synchronous</i>	<i>Assignment Exam</i>	All
	11.1,12.1,13.1	<i>Preparing for Final case study presentations</i>	<i>All</i>	<i>Online</i>	<i>Moodle</i>	<i>Asynchronous</i>	<i>Assignment</i>	All
14,15		<i>Presentations on assigned Final case study</i>	<i>All</i>	<i>Face to face</i>	<i>NA</i>	<i>Synchronous</i>	<i>Presentation</i>	All

### References:

1. AAOS Atlas of Orthoses and Assistive Devices. Bertram Goldberg, John D. Hsu. 4<sup>th</sup> edition.
2. Lower Limb Orthotics; Orthotist supplement. New York University.
3. Lower Limb Orthotics; New York University.
4. Clinical anatomy for medical students, (7th Ed.), Snell Richard S.
5. Biomechanics: Principles and Application, Furey, Michael J. "Joint lubrication." (2000).
6. Biomechanics in Clinic and Research. Jim Richards.
7. Orthotics: A comprehensive Clinical Approach. Joan E. Edelstein, 1<sup>st</sup> edition, SLACK 2002.
8. Gait analysis: normal and pathological function. New Jersey: SLACK. Jacquelin Perry, M., 2010.



## 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	Due date	Platform
<i>Case study 1</i>	<i>Assignment report.</i>	<i>10</i>	<i>Lower limb orthoses</i>	<i>All</i>	<i>Week:29/10/2023</i>	<i>Moodle</i>
	<i>Presentation</i>	<i>10</i>			<i>Week: 5/11/2023</i>	<i>Face to face</i>
<i>Case study 2</i>	<i>Assignment report.</i>	<i>10</i>	<i>Lower limb prostheses</i>	<i>All</i>	<i>Week:19/11/2023</i>	<i>Moodle</i>
	<i>Presentation</i>	<i>10</i>			<i>Week:26/11/2023</i>	<i>Face to face</i>
<i>Case study 3</i>	<i>Assignment report.</i>	<i>10</i>	<i>Special cases: Spinal orthoses, Ortho-prostheses, Upper limb prostheses</i>	<i>All</i>	<i>Week:10/12/2023</i>	<i>Moodle</i>
	<i>Presentation</i>	<i>10</i>			<i>Week:17/12/2023</i>	<i>Face to face</i>
<i>Final case study</i>	<i>Assignment report.</i>	<i>20</i>	<i>All</i>	<i>All</i>	<i>Week:24/12/2023</i>	<i>Face to face</i>
	<i>Presentation</i>	<i>20</i>			<i>Week: 7/1/2024</i>	<i>Face to face</i>

## 23 Course Requirements

Students should have internet connection, a computer and access to e-learning system. All theory lectures are face to face.



## 24 Course Policies:

### A. Attendance policies:

- 1- Attendance will be taken periodically throughout the semester.
- 2- Students are expected to attend and actively participate in all classes.
- 3- Students are expected to be on time.
- 4- When the student is unable to attend class, it is a courtesy to notify the instructor in advance using either e-mail.
- 5- Repeated tardiness or leaving early will not be accepted.
- 6- Students who miss class (or any portion of class) are responsible for the content. Any student who misses a class has the responsibility for obtaining copies of notes, handouts, assignments, etc. from class members who were present. If additional assistance is still necessary, an appointment should be scheduled with the instructor. Class time is not to be used to go over material with students who missed class(es).
- 7- An absence of more than 15% of all the number of classes, which is equivalent of 3 lectures, requires that the student provides an official excuse to the instructor and the dean.
- 8- An absence during presentation lectures or failure to submit the assignment report on the due date will result in a score of zero for the student.
- 9- If the excuse was accepted the student is required to withdraw from the module.
- 10- If the excuse was rejected the student will fail, and mark of zero will be assigned as suggested by the laws and regulations of the University of Jordan.

### B. Absences from exams and submitting assignments on time:

- 1- The instructor will not do any make-up exams.
- 2- 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).



- 3- Make-up exams will be arranged if justifications for missing the exam satisfy the above. It is the student's responsibility to contact the instructor within 24 hours of the original exam to schedule a make-up session. A make-up exam should be taken within a week from the original exam date, unless the student can provide documentation that makes meeting that deadline impossible; otherwise, the recorded score for that exam for the student will be a zero.
- 4- Late assignments will not be accepted and submission of assignments (due to unjustified absence from class) by other students will not be accepted regardless of how much work the student put into its preparation.

**C- Health and safety procedures:**

- 1- Students will not be in direct contact with patients during this course.
- 2- Students are not expected to use any heavy tools or equipment that might impose health and safety issues during this course.
- 3- 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.
- 4- Students should understand the importance of and be able to maintain confidentiality.
- 5- Students should understand the importance of and be able to obtain informed consent.
- 6- Students should know the limits of their practice and when to seek advice or refer to another professional

**D- Honesty policy regarding cheating, plagiarism, misbehavior:**

- 1- Students are expected to observe all University guidelines pertaining to academic misconduct.
- 2- 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 a zero for the assignment.

- 3- 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 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.
- 4- 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.
- 5- Any forms of academic misconduct will be handled according to the University of Jordan guidelines.

**E- Grading policy:**

1. Grading for this course will be determined based upon the accumulation of points for variety of assignments and exams.
2. 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:**

1. 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 Faculty of Students Affairs to learn more about those services.
2. If you are a student with a disability for which you may request accommodations, please notify the staff of Services for Student with Disabilities (Faculty 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 References:

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

1. AAOS Atlas of Orthoses and Assistive Devices. Bertram Goldberg, John D. Hsu. 4th edition.
2. Lower Limb Orthotics; Orthotist supplement. New York University.
3. Lower Limb Orthotics; New York University.
4. Clinical anatomy for medical students, (7th Ed.), Snell Richard S.
5. Biomechanics: Principles and Application, Furey, Michael J. "Joint lubrication." (2000).
6. Biomechanics in Clinic and Research. Jim Richards.
7. Orthotics: A comprehensive Clinical Approach. Joan E. Edelstein, 1st edition, SLACK 2002.

### B- Recommended books, materials, and media:

- Students should have internet connection, a computer and access to Microsoft Teams and the e-learning system. All theory lectures will be given face to face and will be provided at the dashboard of the e-learning system.
- Articles and teaching materials provided by lecturer through the e-learning website
- Videos of practical content uploaded on Microsoft Stream, E-learning and YouTube

## 26 Additional information:

- This course builds on the knowledge that you have obtained in the Physics, anatomy, Orthopedics, Gait analysis and biomechanics so make sure that you prepare and revise the necessary information.



- This course is highly dependent on the e-learning website so make sure you have access to this platform and you can download the materials and access the lectures.
- If you require any further information, make sure to e-mail the instructor and arrange for a meeting during the announced office hours.

Name of Course Coordinator: <b><i>Dr. Amneh Al-shawbka</i></b> -----Signature: <b><i>Amneh</i></b> -----
Date : -----
Head of Curriculum Committee/Department Dr. Mahmoud Fataftah Signature: MF
Head of Department: Dr. Mahmoud Fataftah Signature: MF-
Head of Curriculum Committee/Faculty: --Lara Khlaifat----- Signature: -----KL-----
Dean: --Lara Khlaifat----- Signature: -----KL-----



### Important Notes:

1. Plagiarism is not accepted, and the penalty for doing so will result in a score of zero.
2. Identical assignments among students from any classes will receive a zero mark.
3. An absence during presentation lectures or failure to submit the assignment report on the due date will result in a score of zero for the student

Evaluation Activity		Mark	Due date	Platform
<i>Case study 1</i>	<i>Assignment report.</i>	<i>15</i>	<i>Week:11/11/2023</i>	<i>Moodle</i>
	<i>Presentation</i>	<i>15</i>	<i>Week: 11/11/2023</i>	<i>Face to face</i>
<i>Case study 2</i>	<i>Assignment report.</i>	<i>15</i>	<i>Week:10/12/2023</i>	<i>Moodle</i>
	<i>Presentation</i>	<i>15</i>	<i>Week:17/12/2023</i>	<i>Face to face</i>
<i>Final case study</i>	<i>Assignment report.</i>	<i>20</i>	<i>Week:24/12/2023</i>	<i>Face to face</i>
	<i>Presentation</i>	<i>20</i>	<i>Week: 7/1/2024</i>	<i>Face to face</i>



**The University of Jordan**  
**Faculty of Rehabilitation Sciences**  
**Prosthetics and Orthotics Department**  
**Advanced treatment processes for lower extremity prosthetics and orthotics clinical practice**

Student's name: \_\_\_\_\_ Student's roll no.: \_\_\_\_\_ Case study.: \_\_\_\_\_ Total score: \_\_\_\_/ 15

	<b>Below Standard (mark 0)</b>	<b>Approaching Standard (2 marks)</b>	<b>At Standard (4 marks)</b>	<b>Score</b>
<b>Explanation of Ideas &amp; Information (knowledge)</b>	<ul style="list-style-type: none"> <li>Does not present information, arguments, ideas, or findings clearly, concisely, and logically; argument lacks supporting evidence; audience cannot follow the line of reasoning</li> <li>Selects information, develops ideas and uses a style inappropriate to the purpose, task, and audience (may be too much or too little information, or the wrong approach)</li> <li>Does not address alternative or opposing perspectives</li> </ul>	<ul style="list-style-type: none"> <li>Presents information, findings, arguments and supporting evidence in a way that is not always clear, concise, and logical; line of reasoning is sometimes hard to follow</li> <li>Attempts to select information, develop ideas and use a style appropriate to the purpose, task, and audience but does not fully succeed</li> <li>Attempts to address alternative or opposing perspectives, but not clearly or completely</li> </ul>	<ul style="list-style-type: none"> <li>Presents information, findings, arguments and supporting evidence clearly, concisely, and logically; audience can easily follow the line of reasoning</li> <li>Selects information, develops ideas and uses a style appropriate to the purpose, task, and audience</li> <li>Clearly and completely addresses alternative or opposing perspectives</li> </ul>	
	<b>Below Standard (mark 0)</b>	<b>Approaching Standard (1 marks)</b>	<b>At Standard (2 marks)</b>	
<b>Questions (individually)</b>	<ul style="list-style-type: none"> <li>Wrong answer</li> </ul>	<ul style="list-style-type: none"> <li>Incomplete answer</li> </ul>	<ul style="list-style-type: none"> <li>Fully correct answer</li> </ul>	

	<b>Below Standard</b> (mark 0)	<b>Approaching Standard</b> (1.5 marks)	<b>At Standard</b> (3 marks)	
<b>Participation in Team Presentations</b>	<ul style="list-style-type: none"> <li>• Not all team members participate; only one or two speak</li> </ul>	<ul style="list-style-type: none"> <li>• All team members participate, but not equally</li> </ul>	<ul style="list-style-type: none"> <li>• All team members participate for about the same length of time</li> </ul>	
<b>Self-confidences and presentation</b>	<ul style="list-style-type: none"> <li>• Does not look at audience; reads note or slides</li> <li>• Does not use gestures or movements</li> <li>• Lacks poise and confidence (fidgets, slouches, appears nervous)</li> <li>• Wears clothing inappropriate for the occasion</li> <li>• Mumbles or speaks too quickly or slowly</li> <li>• Speaks too softly to be understood</li> <li>• Frequently uses "filler" words ("uh, um, so, and, like, etc.")</li> <li>• Does not adapt speech for the context and task</li> </ul>	<ul style="list-style-type: none"> <li>• Makes infrequent eye contact; reads note or slides most of the time</li> <li>• Uses a few gestures or movements but they do not look natural</li> <li>• Shows some poise and confidence, (only a little fidgeting or nervous movement)</li> <li>• Makes some attempt to wear clothing appropriate for the occasion</li> <li>• Speaks clearly most of the time</li> <li>• Speaks loudly enough for the audience to hear most of the time, but may speak in a monotone</li> <li>• Occasionally uses filler words</li> <li>• Attempts to adapt speech for the context and task but is unsuccessful or inconsistent</li> </ul>	<ul style="list-style-type: none"> <li>• Keeps eye contact with audience most of the time, only glances at notes or slides</li> <li>• Uses natural gestures and movements</li> <li>• Looks poised and confident</li> <li>• wears clothing appropriate for the occasion</li> <li>• Speaks clearly; not too quickly or slowly</li> <li>• Speaks loudly enough for everyone to hear; changes tone and pace to maintain interest</li> <li>• Rarely uses filler words</li> <li>• Adapts speech for the context and task, Demonstrating command of formal English when appropriate</li> </ul>	
<b>Organization &amp; layout</b>	<ul style="list-style-type: none"> <li>• Does not meet requirements for what should be included in the presentation</li> <li>• Does not have an introduction and/or conclusion</li> <li>• Uses time poorly; the whole presentation, or a part of it, is too short or too long</li> </ul>	<ul style="list-style-type: none"> <li>• Meets most requirements for what should be included in the presentation</li> <li>• Has an introduction and conclusion, but they are not clear or interesting</li> <li>• Generally, times presentation well, but may spend too much or too little time on a topic, a/v aid, or idea</li> </ul>	<ul style="list-style-type: none"> <li>• Meets all requirements for what should be included in the presentation</li> <li>• Has a clear and interesting introduction and conclusion</li> <li>• Organizes time well; no part of the presentation is too short or too long</li> </ul>	

Bonus			
<b>Presentation Aids</b>	<ul style="list-style-type: none"> <li>• Does not use audio/visual aids or media</li> <li>• Attempts to use one or a few audio/visual aids or media, but they do not add to or may distract from the presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Uses audio/visual aids or media, but they may sometimes distract from or not add to the presentation</li> <li>• Sometimes has trouble bringing audio/visual aids or media smoothly into the presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Uses well-produced audio/visual aids or media to enhance understanding of findings, reasoning, and evidence, and to add interest</li> <li>• Smoothly brings audio/visual aids or media into the presentation</li> </ul>



**The University of Jordan**  
**Faculty of Rehabilitation Sciences**  
**Prosthetics and Orthotics Department**

**Advanced treatment processes for lower extremity prosthetics and orthotics clinical practice**

Student's name: \_\_\_\_\_ Student's roll no.: \_\_\_\_\_ Case study.: \_\_\_\_\_ Total score: \_\_\_\_ / 15

Criteria	Excellent 5	Good 4	Satisfactory 2	Needs Improvement 1	Poor 0	Score
<b>Content</b>						
Relevance	The content is highly relevant, clear, and well-organized, making it easy for the audience to understand the topic.	The content is relevant, and mostly well-organized, facilitating understanding.	The content is mostly relevant and clear but may lack some organization, making it somewhat challenging for the audience to follow.	The content is somewhat relevant and clear, but there is a lack of organization, leading to confusion.	The content is not relevant and clear, making it extremely difficult for the audience to understand.	
Depth of Knowledge	The assignment demonstrates a deep understanding of the topic, providing in-depth insights, evidence, and examples.	The assignment shows a good understanding of the topic, offering appropriate evidence and examples.	The assignment possesses an acceptable level of knowledge but lacks depth, providing limited evidence and examples.	The assignment's knowledge is superficial, with minimal evidence and examples.	The assignment lacks knowledge of the topic and provides no evidence or examples.	
<b>Organization, writing quality &amp; Overall Impression</b>						
Criteria	Excellent 5	Good 4	Satisfactory 2	Needs Improvement 1	Poor 0	Score



مركز الاعتماد  
وضمان الجودة  
ACCREDITATION & QUALITY ASSURANCE CENTER

Structure, F  
English

<p>The presentation has a c effective structure with s transitions between secti maintaining audience engagement. Few to no grammatical or mechani</p>	<p>The presentation has a structure with decent tr ensuring the audience c follow the flow. Minor that do not impede comprehension.</p>	<p>The presentation has a acceptable structure bu benefit from smoother transitions.  Noticeable errors that occasionally impede comprehension.</p>	<p>The presentation's structure somewhat unclear, with dis transitions that hinder the fi Frequent errors that hinder comprehension</p>	<p>The presentation lacks st and has abrupt transitions to confusion. Extensive e make the text difficult to understand</p>	
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