



<b>Form:</b> <b>Course Syllabus</b>	<b>Form Number</b>	EXC-01-02-02A
	<b>Issue Number and Date</b>	2/3/24/2022/2963 05/12/2022
	<b>Number and Date of Revision or Modification</b>	
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	<b>The Date of the Deans Council Approval Decision</b>	23/01/2023
	<b>Number of Pages</b>	06

1.	Course Title	<b>Introduction to Physiotherapy</b>
2.	Course Number	<b>1801100</b>
3.	Credit Hours (Theory, Practical)	<b>1 (1 theory)</b>
	Contact Hours (Theory, Practical)	<b>1 (1 theory)</b>
4.	Prerequisites/Corequisites	<b>None</b>
5.	Program Title	<b>B.Sc. in Physiotherapy</b>
6.	Program Code	<b>1801</b>
7.	School/Center	<b>Rehabilitation Sciences</b>
8.	Academic Department	<b>Physiotherapy</b>
9.	Course Level	<b>Undergraduate/ First year</b>
10.	Year of Study/Semester	<b>2024/2025 – First semester</b>
11.	Program Degree	<b>Bachelor</b>
12.	Other Departments involved in Teaching the course	<b>None</b>
13.	Main Teaching Instruction	<b>English</b>
14.	Learning Types	<input checked="" type="checkbox"/> Face to Face <input type="checkbox"/> Blended <input type="checkbox"/> Fully Online
15.	Online Platform(s)	<input checked="" type="checkbox"/> Moodle <input checked="" type="checkbox"/> Microsoft Teams
16.	Issuing Date	<b>Oct - 2025</b>
17.	Revision Date	<b>Oct – 2025</b>

#### 18. Course Coordinator

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#### 19. Other Instructors

NA
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## 20. Course Description

This course provides a comprehensive introduction to the field of physiotherapy. Students will learn about the definition, history, and evolution of the profession, along with the role of physiotherapists, and the various practice settings. Key topics such as professional bodies, and legal and professional aspects will also be covered.

## 21. Program Learning Outcomes

**Program Learning Outcomes Descriptors (PLOD)**

PLO	National Qualification Framework Descriptors*		
	Knowledge (A)	Skills (B)	Competency (C)
PLO 1. Develop and integrate knowledge from foundational courses; including basic sciences, medical sciences, and research methods to reflect on rehabilitation sciences practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLO 2. Demonstrate knowledge of fundamentals of physiotherapy.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLO 3. Apply adequate physiotherapy techniques and skills according to professional standards of physiotherapy practice.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PLO 4. Promote healthy lifestyle and convey health messages to clients.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PLO 5. Compose effective oral and written communication for clinical and professional purposes including the use of information technology resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
PLO 6. Operate ethically within interprofessional teams of healthcare providers, clients, communities, and organizations in traditional and emerging practices and illustrate the qualities of a lifelong learner.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
PLO 7. Apply leadership and management skills to advance Jordan and the global community scientifically, socially, and technologically in rehabilitation sciences.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
PLO 8. Generate scientific research that advances rehabilitation practices locally and globally.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
PLO 9. Implement clinical reasoning, reflection and decision-making to deliver evidence-based physiotherapy practice, adhering to ethical principles to promote inclusion, participation, safety, and wellbeing for all clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
PLO 10. Exercise autonomy while appreciating the challenges associated with delivering physiotherapy services.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

\*Choose only one 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** Define physiotherapy according to international standards
2. **CLO 2** Discuss the historical evolution of physiotherapy in the region and internationally
3. **CLO 3** Describe the role, responsibilities and skills of physiotherapists as part of the healthcare team
4. **CLO 4** Compare the scope of physiotherapy practice in various settings
5. **CLO 5** Identify key professional bodies governing physiotherapy practice in the local and international context
6. **CLO 6** Discuss legal and professional aspects guiding physiotherapy practice

**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	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	Introduction to course	N A	Face to face	MS tea ms/ e- lear nin g	Sync hrono us	Theory exams/ presentations	Articles and policy statements posted by instructor
2	Physiotherapy definition	1	Face to face	MS tea ms/ e- lear nin g	Sync hrono us	Theory exams/ presentations	Articles and policy statements posted by instructor
3	Physiotherapy history	2	Face to face	MS tea ms/ e- lear nin g	Sync hrono us	Theory exams/ presentations	Articles and policy statements posted by instructor
4	Physiotherapist as a student	3	Face to face	MS tea ms/ e- lear nin g	Sync hrono us	Theory exams/ presentations	Articles and policy statements posted by instructor
5	Physiotherapists roles and responsibilities	3	Face to face	MS tea ms/ e- lear nin g	Sync hrono us	Theory exams/ presentations	Articles and policy statements posted by instructor

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6	Key skills required by physiotherapists	3	Face to face	MS teams/ e-learni ng	Sync hronous	Theory exams/ presentations	Articles and policy statements posted by instructor
7	Physiotherapy settings	4	Face to face	MS teams/ e-learni ng	Sync hronous	Theory exams/ presentations	Articles and policy statements posted by instructor
8	<b>Midterm Exam</b>						
9	Physiotherapy scope of practice in different settings	4		Face to fac e	MS teams / e-learni ng	Synchronous	Articles and policy statements posted by instructor
10	Professional bodies	5		Face to fac e	MS teams / e-learni ng	Synchronous	Articles and policy statements posted by instructor
11	Legal aspects guiding physiotherapy profession	6		Face to fac e	MS teams / e-learni ng	Synchronous	Articles and policy statements posted by instructor
12	Professional aspects guiding physiotherapy profession	6		Face to fac e	MS teams / e-learni ng	Synchronous	Articles and policy statements posted by instructor
13	<b>Presentations</b>						
14	<b>Presentations</b>						

**25. Evaluation Methods:**

Course Evaluation Plan		
Evaluation Activity	Mark*	Course Learning Outcomes



		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	50	x	x	x	x	x	x	
Evaluation of Semester work	Presentations (details in appendix 1)	20	x	x	x	x	x	
<b>Total Marks (100%)</b>								

\* According to the instructions for granting a bachelor's degree

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## 26. Course Requirements

Students should have a computer, internet connection, webcam, and an account on a Microsoft teams. They should regularly check e-learning portal 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 3 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 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 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:

- 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.

## 28. References

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

- Slides and videos shared on e-learning
- World Physiotherapy. Policy statement: Description of physiotherapy. London, UK: World Physiotherapy; 2023. Available from: <https://world.physio/policy/ps-descriptionPT>



- World Physiotherapy. Policy statement: Standards of physiotherapist practice. London, UK: World Physiotherapy; 2023. Available from: <https://world.physio/policy/ps-standards>
- World Physiotherapy. Policy statement: Patients'/clients' rights in physiotherapy. London, UK: World Physiotherapy; 2023. Available from: <https://world.physio/policy/ps-patients-rights>
- World Physiotherapy. Policy statement: Physiotherapist practice specialisation. London, UK: World Physiotherapy; 2023. Available from: <https://world.physio/policy/ps-specialisation>
- World Physiotherapy. Policy statement: Physiotherapists as exercise and physical activity experts across the life span. London, UK: World Physiotherapy; 2023. Available from: <https://world.physio/policy/ps-exercise-experts>
- World Physiotherapy. Policy statement: Private practice. London, UK: World Physiotherapy; 2023. Available from: <https://world.physio/policy/ps-private-practice>
- World Physiotherapy. Policy statement: Protection of title. London, UK: World Physiotherapy; 2023. Available from: <https://world.physio/policy/ps-protection-title>
- World Physiotherapy. Policy statement: Regulation of the physiotherapy profession. London, UK: World Physiotherapy; 2023. Available from: <https://world.physio/policy/ps-regulation>
- World Physiotherapy. Policy statement: Relationship with other health professionals. London, UK: World Physiotherapy; 2023. Available from: <https://world.physio/policy/ps-otherprofessionals>
- Other articles and guidelines posted by course coordinator
- The History of Physiotherapy presented by Daphne Xuan for Physiopedia. Available from [https://youtu.be/zU5\\_4kc0GjY](https://youtu.be/zU5_4kc0GjY) [last accessed 216 Oct 2024]

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

- McMillan (2020). The mother of physical therapy. Independently published

### 29. Additional Information

- If you require any further information, make sure to e-mail the instructors and arrange for a meeting during the announced office hours.

#### Students with disabilities:

- If you are a student with a 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.

Name of the Instructor or the Course Coordinator:	Signature:	Date:
...Sumayeh Abujaber.....	.....S.A.....	.....
Name of the Head of Quality Assurance Committee/ Department	Signature:	Date:
Dr. Mayis Aldughmi	...MD.....	.....
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

### Project details

#### Overview

This group project involves shadowing a physiotherapist in a clinical setting to gain firsthand experience of the profession. Each group member (group 5-6 students) will have the opportunity to observe the day-to-day operations of physiotherapy, and understand various therapeutic techniques used in practice. After the shadowing experience, groups will collaborate to reflect on their observations and insights, culminating in a PowerPoint presentation.

#### Objectives

- To observe and understand the roles and responsibilities of a physiotherapist.
- To gain insight into patient care, treatment planning, and therapeutic interventions.
- To reflect critically on the experience, connecting observations to theoretical knowledge.
- To develop presentation skills and collaborative teamwork.

#### Project Components

##### 1. Shadowing Experience:

Each group will spend 3-4 hours shadowing a qualified physiotherapist in a clinical setting. During this time, members should take notes on various aspects such as:

- Patient interactions
- Treatment methods
- Professional communication
- Challenges faced in practice

##### 2. Group Reflection:

After the shadowing, the group will meet to discuss and reflect on the experience. Consider the following prompts:

- What were the most impactful observations?
- How did the experience align with or differ from your prior knowledge of physiotherapy?
- What insights did you gain regarding patient care and the role of a physiotherapist?
- What challenges does physiotherapy face in practice?

##### 3. Presentation Development:

Using the reflections and observations gathered, the group will create a PowerPoint presentation to share their findings. The presentation should include:

- An overview of the shadowing experience
- Key learnings and insights
- Reflections on how the experience relates to theoretical concepts
- Visual aids and examples to enhance understanding

#### Evaluation

The project will be assessed based on content, organization, visual design, delivery, knowledge and insight, reflection on experience, and handling of questions during the presentation.

The following rubric will be used to grade the project.



Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs improvement (1)
Content	Thorough and relevant observations; detailed understanding of physiotherapy concepts and practices.	Good coverage of key observations; mostly relevant content with minor gaps.	Basic observations; lacks depth and some relevance to physiotherapy.	Incomplete or unclear observations; fails to address key concepts.
Reflection on experience	In-depth, thoughtful reflection; connects observations to theoretical knowledge effectively.	Good reflection with some connections made; lacks a bit of depth.	Basic reflection; minimal connections to theory or practice.	Little to no reflection on the experience; unclear understanding of significance.
Organization	Clear and logical structure; strong introduction, body, and conclusion.	Mostly organized; some minor issues in flow or structure.	Some organization present; lacks clear structure.	Disorganized; hard to follow; unclear transitions.
Visual design	Visually appealing; effective use of images, charts, and text that enhances understanding.	Generally good design; some visuals are effective but could be improved.	Basic design; visuals present but not very engaging or helpful.	Poor design; distracting visuals or too much text; does not aid understanding.
Delivery	Confident and engaging presentation style; excellent eye contact and body language from all group members.	Generally clear delivery; some engagement but may lack confidence from one or more members.	Adequate delivery; monotone or minimal engagement from group members.	Poor delivery; unclear speech, little engagement, or distracting mannerisms from one or more members.