**THE VISION OF THE UNIVERSITY OF JORDAN**

To manage society in order to make UJ one of globally ranked universities by 2018.

**The Mission of THE University OF JORDAN**

The mission of The University of Jordan is to apply and promote the concepts of quality assurance efficiently and effectively, to control performance and evolve administrative procedures in order to develop distinctive educational, administrative and research system through applying modern quality assurance methodologies that achieve the mission of The University of Jordan and its objectives.

**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 facilitate the implementation of up-to-date rehabilitation services based on the best available evidence.

**THE VISION OF THE DEPARTMENT OF PHYSIOTHERAPY**

Internationally-recognized in physiotherapy for interactive learning, advanced research, and community partnership

**THE MISSION OF THE DEPARTMENT OF PHYSIOTHERAPY**

To create a supportive environment that facilitates the development of students and staff by implementing interactive learning, innovative research, quality service and professional practice

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| **1** | **Course title** | Musculoskeletal Physiotherapy II |
| **2** | **Course number** | 1801318 |
| **3** | **Credit hours** | 2,2 |
| **Contact hours (theory, practical)** | 2,8 |
| **4** | **Prerequisites/corequisites** | 1801313 |
| **5** | **Program title** | B.Sc. in Physiotherapy |
| **6** | **Program code** | 1801 |
| **7** | **Awarding institution**  | The University of Jordan |
| **8** | **School** | School of Rehabilitation Sciences |
| **9** | **Department** | Department of Physiotherapy |
| **10** | **Level of course**  | 3rd year |
| **11** | **Year of study and semester (s)** | 2022-2023 2nd semester |
| **12** | **Final Qualification** | B.Sc. |
| **13** | **Other department (s) involved in teaching the course** | None |
| **14** | **Language of Instruction** | English |
| **15** | **Teaching methodology** | X **Blended**  ☐Online |
| **16** | **Electronic platform(s)** | X **e-learning** X **Microsoft Teams** ☐Skype ☐Zoom ☐Others………… |
| **17** | **Date of production/revision** | 2023 |

**18 Course Coordinator:**

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| --- |
| Name: Dr. Ibrahim Altubasi PhD, Assistant ProfessorOffice number: 454Phone number: 23240Email: i.tubasi@ju.edu.jo |

**19 Other instructors:**

|  |
| --- |
| Name:Office number:Phone number:Email: |

**20 Course Description:**

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| --- |
| This course focuses on evaluation and treatment of the lumbar-pelvic and cervical-thoracic regions of the spine, as well as the joints of the upper extremities. This course is designed to improve clinical decision-making rationale by analysing the latest evidence-based practice concepts and principles for the upper and lower quarter regions. Also it includes musculoskeletal evaluation and treatment of movement dysfunctions and pathologies/injuries related to the upper extremities. Classes will include lecture, laboratory, and clinical training |

**21 Course aims and outcomes:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| A- Aims:To prepare the students for clinical placement by providing them with the skills and knowledge on how to manage different medical conditions affecting the spine and upper limbs, which are commonly managed by physiotherapists, and their evidence-based management approachesB- Students Learning Outcomes (SLOs): Upon successful completion of this course, students will be able to:

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| SLOsSLOs of the course | SLO (1) | SLO (2) | SLO (3) | SLO (4) | SLO (5) | SLO (6) | SLO (7) | SLO (8) | SLO (9) | SLO (10) | SLO (11) |
| 1) Understand the classification system for evaluation and treatment of low back pain | x | x |  |  |  |  |  |  |  |  |  |
| 2) Comprehend the anatomy and biomechanics of the joints and muscles of the lumbar, thoracic and cervical spines, and the shoulder, elbow, wrist and hand regions |  | x |  |  |  |  |  |  |  |  |  |
| 3) Recognize the disorders affecting the cervical, thoracic, and lumbar spine and the joints of the upper limb |  | x |  |  |  |  |  |  |  |  |  |
| 4) Apply assessment and management approaches according to latest available evidence  |  | x | x |  | x | x | x |  |  |  |  |
| 5) Apply Handling procedures on patients in an ethical manner according to the code of conduct |  |  |  | x |  |  | x |  |  |  |  |
| 6) Develop clinical reasoning skills by linking history taking, observation, and assessment to determine and modify treatment plan accordingly |  |  |  |  | x | x | x |  |  |  |  |
| 7) Demonstrate autonomy in the evaluation and management process |  |  |  |  |  |  |  |  | x | x |  |
| 8) Demonstrate the ability to communicate effectively with patients and promote for a healthy lifestyle |  |  |  |  |  |  |  | x |  |  | x |
| 9) Communicate effectively with patients, family members, and other health care professionals for the best interest of the patients during clinical sessions. |  |  |  |  |  |  |  |  |  | x | x |
| 10) Professional and clear documentation of the patient’s history, assessment and management plan during their clinical sessions |  |  |  |  |  |  |  |  |  |  | x |

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

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| **Week** | **Lecture** | **Topic** | **Student Learning Outcome** | **Learning Methods\*****/platform** | **Evaluation Methods\*\*** | **Resources** |
| 1 | 1.1 |  **Spine**General structures | 1,2 | Synchronous meeting |  Theoretical exams |  Ref. no. 1-3 |
| 1.2 |  Factors affecting movement and stability of the spine | 1,2,3 |  Synchronous meeting |  Theoretical exams |  Ref no.1-3 |
| 2 | 2.1 | Muscles of the Low back  | 1,2 |  Synchronous meeting |  Theoretical exams |   |
| 2.2 | Introduction to LBP classification system | 1,3,4 |  Synchronous meeting | Theoretical exams |  3 |
| 3 | 3.1 | Flexion category (postural syndromes, stenosis)  | 1,3,4,5,6,7 |  Synchronous meeting | Theoretical, and practical exams |  Ref no. 1-3 |
| 3.2 | Extension and lateral shift categories (disc prolapse) | 1,3,4,5,6,7 |  Synchronous meeting | Theoretical, and practical exams | 3 |
| 4 | 4.1 | Mobilization classification | 1,3,4,5,6,7 |  Synchronous meeting | Theoretical, and practical exams |  3 |
| 4.2 |  Stabilization category and core stability | 1,3,5,6,7 |  Synchronous meeting |  Theoretical, and practical exams | 3 |
| 5 | 5.1 |  Cervical spine anatomy and biomechanics | 2.3 |  Synchronous meeting | Theoretical exams |  Ref no. 1 |
| 5.2 |  Cervical spine Assessment | 3,4,5,6 |  Synchronous meeting |  Theoretical, and practical exams |  Ref no. 1 |
| 6 | 6.1 |  Cervical spine disorders and their management:* Postural and Overuse Syndromes
* Arthritic and Degenerative Conditions
 | 3,4,5,6 |  Synchronous meeting |  Theoretical, and practical exams |  Ref no. 2&3 |
| 6.2 |  Cervical spine disorders and their management:* Mechanical Dysfunctions (minor sprains)
* Radiculopathy
* Trauma
* Instability
* Post-Operative Status
 | 3,4.5,6 |  Synchronous meeting |  Theoretical, and practical exams |  Ref no. 2&3 |
| 7 | 7.1 |  Cervico-thoracic spine: evaluation and management | 2,5,6 |  Synchronous meeting |  Theoretical and practical exams |  Ref no. 2&3&8 |
| 7.2 |  Thoracic spine anatomy, biomechanics, and common disorders:* Mechanical Dysfunction
* Thoracic Disc
* Thoracic outlet syndrome
* Fracture
* Rib Dysfunction
* Sprain/ Strain (Soft Tissue)
* Scoliosis
* Cervical referral
 | 2,3,4.5,6 |  Synchronous meeting |  Theoretical and practical exams |  Ref no. 2&3 |
| 8 | 8.1 |  Thoracic spine: assessment and management | 2,3,4,5,6 |  Synchronous meeting |  Theoretical and practical exams |  Ref no. 2&3 |
| 8.2 |  Introduction to Shoulder injuries:* Anatomy and biomechanics
* General principles of shoulder rehabilitation
 | 2 |  Synchronous meeting | Theoretical exams |  Ref no. 1 |
| 9 | 9.1 | Shoulder: rotator cuff injuries:* Anatomy & biomechanics
* Impingement syndrome
 | 2.3,4,5,6 |  Synchronous meeting |  Theoretical and practical exams |  Ref no. 1&2& 3 |
| 9.2 |  Shoulder: rotator cuff injuries:Rotator cuff repair (Classifications, treatment goals, factors affecting outcome, post-operative rehabilitation management ) | 2,3,4,5,6,7 |  Synchronous meeting |  Theoretical and practical exams |  Ref no. 1&2& 3 |
| 10 | 10.1 |  Shoulder instability:* Anatomical consideration
* Background & terminology
 | 2,3,4,5,6,7 |  Synchronous meeting | Theoretical exams |  Ref no. 1&2& 3 |
| 10.2 |  Shoulder instability:* Evaluation
* Non operative approach for anterior dislocation

Post-operative management | 2,3,4,5,6,7,8 |  Synchronous meeting |  Theoretical and practical exams |  Ref no. 1&2& 3 |
| 11 | 11.1 |  Frozen shoulder:* Introduction
* Classification
 | 2,3,4,5,6,7,8 |  Synchronous meeting |  Theoretical exams |  Ref no. 1&2& 3 |
| 11.2 |  Frozen shoulder:PresentationManagement |  |  Synchronous meeting |  Theoretical and practical exams |  Ref no. 1&2& 3 |
| 12 | 12.1 |  Superior Labral Anterior-Posterior Lesions (SLAP):* Classification
* Diagnosis
* Treatment

Post-operative management | 2,3,4,5,6,7 |   Synchronous meeting |  Theoretical and practical exams |  Ref no. 1&2& 3 |
| 12.2 |  Elbow joint:* Revision of anatomy and biomechanics
 | 2.3,4,5,6, |  Synchronous meeting |  Theoretical exams |  Ref no. 1&2& 3 |
| 13 | 13.1 |  Elbow joint:* Humeral epicondylitis: lateral and medial (evaluation and management)
 | 2,3,4,5,6 |  Synchronous meeting |  Theoretical and practical exams |  Ref no. 1&2& 3 |
| 13.2 |  Elbow joint:Fractures (evaluation and management) | 2,3,4,5,6 |  Synchronous meeting |  Theoretical and practical exams |  Ref no. 1&2& 3 |
| 14 | 14.1 |  Forearm, wrist and hand:* Revision of anatomy and biomechanics
 | 2,3,4,5,6 |  Synchronous meeting |  Theoretical exams |  Ref no. 1&2& 3 |
| 14.2 |  Forearm, wrist and hand:Carpal tunnel syndrome (evaluation and management) | 2.3,4,5,6 |  Synchronous meeting |  Theoretical and practical exams |  Ref no. 1&2& 3 |
| 15 | 15.1 |  Common Hand deformities  | 2.3,4,5,6 |  Synchronous meeting |  Theoretical exams |  Ref no. 1&2& 3 |
| 15.2 |  Revision  |  |  Synchronous meeting |   |   |

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* Teaching methods include: Synchronous lecturing/meeting; Asynchronous lecturing/meeting
* Evaluation methods include: Homework, Quiz, Exam, pre-lab quiz…etc

**23 Evaluation Methods:**

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

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| --- | --- | --- | --- | --- | --- |
| **Evaluation Activity** | **Mark** | **Topic(s)** | **Intended Learning Outcome** | **Period (Week)** | **Platform** |
|  Midterm |  30% | Low back pain, cervical and thoracic spine  | 1,2,3,4,5,6 |  Based on the midterm exams timetable |  To Be determined later |
| Practical midterm (Appendix 2)  |  15% |  Low back pain, cervical and thoracic spine | 1,2,3,4,5,6 |  Based on the midterm exams timetable |  On site  |
|  Clinical midterm Assessment(Appendix 1) |  5% |   Clinical Part | 7,8,9,10 |  Based on the midterm exams timetable |  On site |
| Final Theory | 30% | Comprehensive with emphasis on the Upper extremity  | 1,2,3,4,5,6,7 | Based on the final exams timetable | To be determined later |
| Final Practical (Appendix 2) |  15% |  Upper Extremity | 1,2,3,4,5,6,7 |  During the last week of Teaching |  On site  |
| Final Clinical Assessment (appendix 1) |  5% |  Clinical Part | 7,8,9,10 |  During the Last week of Teaching |  On Site  |
|   |   |   |  |   |   |

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**24 Course Requirements**

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| **students should have a computer, internet connection, webcam, account on a specific software/platform*** Plinths during practical sessions
* Goniometers
* Reflex hammer
* Towels, belts, pillows, tape measures
* Thera bands, and free weights
* Projector
* White board/flip chart and markers
* Skeletons for demonstration purposes
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**25 Course Policies:**

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| **A- Attendance policies:*** Attendance will be taken on every class throughout the semester.
* Students are expected to attend and actively participate in all classes.
* Students are expected to arrive to classes on-time.
* When the student is unable to attend class, it is a courtesy to notify the instructor in advance using e-mail.
* Repeated tardiness or leaving early will not be accepted.
* 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 classmates 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).
* An absence of more than 15% of all the number of classes, which is equivalent of (9) classes, requires that the student provides an official excuse to the instructor and the dean.
* If the excuse was accepted the student is required to withdraw from the module.
* If the excuse was rejected the student will fail the module and mark of zero will be assigned as stated in the laws and regulations of the University of Jordan. Please refer to pages 133 and 134 of the student handbook.

**B- Absences from exams and handing in assignments on time:*** The instructor will not do any make-up exams.
* Exceptions for make-up exams and late submission of class assignments will be made on a case-by-case basis for true personal emergencies that are described as accepted by the regulations of UJ (e.g., documented medical, personal, or family emergency).
* 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.
* 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:*** Students should apply all heath related considerations and procedures during COVID-19 Pandemic
* Students will be in direct contact with patients during this course.
* Students are not expected to use any heavy tools or equipment that might impose health and safety issues during this course.
* 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.
* Students should understand the importance of and be able to maintain confidentiality.
* Students should understand the importance of and be able to obtain informed consent.
* 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:*** 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 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 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. |

**26 References:**

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| A- Required book (s), assigned reading and audio-visuals:1. Magee D. (2008) Orthopaedic physical assessment. 5th edition, Saunders Elsevier
2. Giangarra C.E., Manske R.C. (2018) Clinical Orthopaedic Rehabilitation. A Team Approach. 4th edition
3. Articles provided by lecturer.
4. Recommended books, materials, and media:

1. Kinser C. and Colby LA. (2012) Therapeutic Exercises Foundations and Techniques. 6th edition, F.A. Davis Company 2. Snell RS (2011) Clinical anatomy by regions. Ninth, North American Edition Edition, Lippincott  Williams and Wilkins, Philadeplphia, PennsylvaniaHertlin D and Kessler R (2006) Management of common musculoskeletal disorders. Physical therapy principles and methods. Fourth edition, Lippincott Williams and Wilkins, Philadelphia, Pennsylvania  |

**27 Additional information:**

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| --- |
| This course builds on knowledge gained in previous courses including: Anatomy, Biomechanics, Kinesiology, Therapeutic exercises I and II, Test and Measures, Musculoskeletal Physiotherapy I  |

Name of Course Coordinator: ---Dr. Ibrahim Altubasi------Signature: ----------IMA----- Date: 21/2/2023-

Head of Curriculum Committee/Department: ----- Dr. Ibrahim Altubasi ---- Signature: --IMA-----

Head of Department: ----Lara Al-Khlaifat------------- Signature: --------LK---------------

Head of Curriculum Committee/Faculty: **Prof. Kamal Hadidi** Signature: KAH

Dean: **Prof. Kamal Hadidi** Signature: KAH

 Reviewed by Sumayeh Abu Jaber

**Appendix 1**

**Clinical assessment checklist (5%)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Aspect** | **0** | **1** | **2** | **3** | **4** |
| PROFESSIONALISM Dress, consideration of social, environmental, safety & cultural issues, respect, patient modesty, punctuality, rapport |  |  |  |  |  |
| HISTORY TAKINGThe student is able to perform satisfactory history taking and obtains full patient history details, and is able to communicate effectively using verbal, non-verbal and listening skills.  |  |  |  |  |  |
| PHYSICAL EXAMINATION Appropriate choice of the examination method.Adequate application of the test including communication, handling skills and body mechanics.Accurate determination of the test result.  |  |  |  |  |  |
| TREATMENT MANAGEMENT Appropriate choice of the treatment technique.Adequate application of the treatment technique including communication, handling skills and body mechanics.Determination of proper intensity and frequency. |  |  |  |  |  |
| CLINICAL REASONING Sound, logical basis, accurate, recognition of clinical patterns, diagnosis, classification, stage. |  |  |  |  |  |

**Key:**

**0: Very poor/ Bad**

**1: Poor**

**2: Fair/ Satisfactory**

**3: Good**

**4: Excellent**

**Appendix 2**

**Practical Exam Grading criteria**

5: answer question correctly on time without any guidance

4: answer questions correctly but needed more time without guidance

3: answer question but needed guidance

2: answer questions but needed extended time and more guidance

0: does not know the answer