



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.

Course Syllabus

1	Course title	Musculoskeletal Physiotherapy II	
2	Course number	1801318	
3	Credit hours	2,2	
	Contact hours (theory, practical)	10 (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	Course level	Undergraduate	
11	Year of study and semester (s)	2023/2024 - 2nd semester	
12	Other department (s) involved in teaching the course	None	
13	Main teaching language	English	
14	Delivery method	<input checked="" type="checkbox"/> Face to face learning <input type="checkbox"/> Blended <input type="checkbox"/> Fully online	
15	Online platforms(s)	<input checked="" type="checkbox"/> Moodle <input checked="" type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....	
16	Issuing/Revision Date	February 2024	

17 Course Coordinator:

Name: Dr. Lara Al-Khlaifat

Contact hours: Mon. & Wed. 11-12

Office number: 324

Phone number: Ext. 23217

Email: l.khlaifat@ju.edu.jo



18 Other instructors:

Name: Rua'a Hmad

Email: r.hmad@yahoo.com

Contact hours: upon request

Name: Maya Aqrabawi

Email: a.maya@ju.edu.jo

Contact hours: upon request

Name: Yanal Alsabah

Email: y_sabah@ju.edu.jo

Contact hours: upon request

19 Course Description:

This course focuses on standard safety precautions, new research and clinical experiences concerning evaluation and treatment of different orthopaedics disease. This course concentrates on the indications, contra indications and precautions of different physiotherapy techniques for treatment of surgical orthopaedics conditions. This course gives special attention to the evolution and treatment of rheumatic diseases including rheumatoid arthritis, poly myositis and a wide scale of other rheumatic conditions. This course also concentrates on different types of deformities and neonatal orthopaedics from both medical and rehabilitation point of view. This is achieved by close integration between theoretical and practical sessions.

20 Course aims and outcomes:

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 approaches

B- Students Learning Outcomes (SLOs):

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

SLOs	SLO (1)	SLO (2)	SLO (3)	SLO (4)	SLO (5)	SLO (6)	SLO (7)	SLO (8)	SLO (9)	SLO (10)	SLO (11)
SLOs of the course											
1) Recognize the anatomy, biomechanics, and pathomechanics of the most common disorders affecting the spine and joints of the upper limb	X	x									
2) Apply appropriate assessment and management techniques according to latest available evidence					x	x	X				
3) Develop clinical reasoning skills in the assessment and management of injuries/ pathologies covered in the course					x	x	X				
4) Use effective communication skills with patients, family members, and other health care professionals for the best interest of the patients during clinical sessions.											x

5) Implement professional and clear documentation of patients' records during their clinical sessions							X				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

21. Topic Outline and Schedule:

Week	Lecture	Topic	Student Learning Outcome	Learning Methods (Face to Face/Blended/ Fully Online)	Platform	Synchronous / Asynchronous Lecturing	Evaluation Methods	Resources
1	1.1	Introduction to MSK II	----- -	Face to face	Microsoft Teams	Synchronous lecturing	-----	-----

	1.2	Introduction to Shoulder injuries	1,2,3	Face to face	Microsoft Teams	Synchronous lecturing	Theoretical and practical exams	1-3
	Lab	-----	----	-----	-----	----	-----	-----
2	2.1	Shoulder: rotator cuff injuries I	1,2,3	Face to face	Microsoft Teams	Synchronous lecturing	Theoretical and practical exams	1-3
	2.2	Shoulder: rotator cuff injuries II	1,2,3	Face to face	Microsoft Teams	Synchronous lecturing	Theoretical and practical exams	1-3
	Lab	Upper quadrant screening	1,2,3	Face to face	Microsoft Teams	Synchronous lecturing	Theoretical and practical exams	1-3
3	3.1	Shoulder instability	1,2,3	Face to face	Microsoft Teams	Synchronous lecturing	Theoretical and practical exams	1-3
	3.2	Shoulder instability (cont.)	1,2,3	Face to face	Microsoft Teams	Synchronous lecturing	Theoretical and practical exams	1-3
	Lab	Shoulder joint assessment	1,2,3	Face to face	Microsoft Teams	Synchronous lecturing	Theoretical and practical exams	1-3
4	4.1	Frozen shoulder +Slap lesion	1,2,3	Face to face	Microsoft Teams	Synchronous lecturing	Theoretical and practical exams	1-3
	4.2	Elbow joint anatomy + Humeral epicondylitis and fractures	1,2,3	Face to face	Microsoft Teams	Synchronous lecturing	Theoretical and practical exams	1-3
	Lab	Shoulder joint assessment and management	1,2,3	Face to face	Microsoft Teams	Synchronous lecturing	Theoretical and	1-3

		(Shoulder mobilization)					practical exams	
5	5.1	Forearm, wrist and hand: Carpal tunnel syndrome	1,2,3	Face to face	Microsoft Teams	Synchronous lecturing	Theoretical and practical exams	1-3
	5.2	Spine: General structures+ Factors affecting movement and stability of the spine	1,2,3	Face to face	Microsoft Teams	Synchronous lecturing	Theoretical and practical exams	1-3
	Lab	Elbow joint assessment and management	1,2,3	Face to face	Microsoft Teams	Synchronous lecturing	Theoretical and practical exams	1-3
6	6.1	Spine: General structures+ Factors affecting movement and stability of the spine	1,2,3	Face to face	Microsoft Teams	Synchronous lecturing	Theoretical and practical exams	1-3
	6.2	Muscles of the Low back (self-study) + Introduction to LBP classification system	1,2,3	Face to face	Microsoft Teams	Synchronous lecturing	Theoretical and practical exams	1-3
	Lab	Wrist and hand assessment and management	1,2,3	Face to face	Microsoft Teams	Synchronous lecturing	Theoretical and practical exams	1-3
7	7.1	Flexion category (postural syndromes, stenosis)	1,2,3	Face to face	Microsoft Teams	Synchronous lecturing	Theoretical and practical exams	1-3

	7.2	Eid Alfiter						
	Lab	Lower quarter screening No clinical labs this week	1,2,3	Face to face	Microsoft Teams	Synchronous lecturing	Theoretical and practical exams	1-3
8	8.1	Extension and lateral shift categories (disc prolapse)	1,2,3	Face to face	Microsoft Teams	-----	-----	-----
	8.2	Mobilization classification	1,2,3	Face to face	Microsoft Teams	Synchronous lecturing	Theoretical and practical exams	1-3
	Lab	Midterm practical exam						
9	9.1	Mobilization classification (cont.) + Traction	1,2,3	Face to face	Microsoft Teams	Synchronous lecturing	Theoretical and practical exams	1-3
	9.2	Midterm theory	1,2,3	Face to face	Microsoft Teams	Synchronous lecturing	Theoretical and practical exams	1-3
	Lab	No labs this week						
10	10.1	Stabilization category and core stability	1,2,3	Face to face	Microsoft Teams	Synchronous lecturing	Theoretical and practical exams	1-3
	10.2	Labour day						
	Lab	Lumbar spine assessment	1,2,3	Face to face	Microsoft Teams	Synchronous lecturing	Theoretical and practical exams	1-3
Week	Lecture	Topic	Student Learning	Learning Methods (Face to	Platform	Synchronou s /	Evaluation Methods	Resources

			ng Outco me	Face/Blend ed/ Fully Online)		Asynchrono us Lecturing		
11	11.1	Stabilization category and core stability (cont.)	1,2,3	Face to face	Microsoft Teams	Synchronous lecturing	Theoretical and practical exams	1-3
	11.2	Cervical spine anatomy and biomechanics	1,2,3	Face to face	Microsoft Teams	Synchronous lecturing	Theoretical and practical exams	1-3
	Lab	Management of LBP	1,2,3	Face to face	Microsoft Teams	Synchronous lecturing	Theoretical and practical exams	1-3
12	12.1	Cervical spine Assessment	1,2,3	Face to face	Microsoft Teams	Synchronous lecturing	Theoretical and practical exams	1-3
	12.2	Cervical spine assessment (cont.)	1,2,3	Face to face	Microsoft Teams	Synchronous lecturing	Theoretical and practical exams	1-3
	Lab	Cervical spine assessment and management	1,2,3	Face to face	Microsoft Teams	Synchronous lecturing	Theoretical and practical exams	1-3
13	13.1	Cervical spine disorders	1,2,3	Face to face	Microsoft Teams	Synchronous lecturing	Theoretical and practical exams	1-3
	13.2	Cervical spine disorders (cont.) + Cervico-thoracic spine	1,2,3	Face to face	Microsoft Teams	Synchronous lecturing	Theoretical and practical exams	1-3
	Lab	Thoracic spine assessment and management	1,2,3	Face to face	Microsoft Teams	Synchronous lecturing	Theoretical and practical exams	1-3

14	14.1	Thoracic spine I	1,2,3	Face to face	Microsoft Teams	Synchronous lecturing	Theoretical and practical exams	1-3
	14.2	Thoracic spine II	1,2,3	Face to face	Microsoft Teams	Synchronous lecturing	Theoretical and practical exams	1-3
	Lab	Final practical exam						

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	Period (Week)	Platform
Midterm theory exam	25%	Weeks 1-8	1,2,3	Week 9	On site
Midterm practical exam Appendix 1: Practical assessment criteria	15%	Weeks 1-8	1,2,3	Week 8	On site
Midterm clinical exam/ documentation Appendix 2: Evaluation sheet Appendix 3: Documentation assessment criteria	10%	-----	1,2,3,4,5	Throughout the course	On site
Final clinical exam Appendix 4: Clinical assessment criteria	10%	-----	1,2,3,4,5	Throughout the course	On site
Final theory exam	25%	All topics	1,2,3	TBC	On site
Final practical exam Appendix 1: Practical assessment criteria	15%	All topics	1,2,3	Week 14	On site



23 Course Requirements

(e.g: students should have a computer, internet connection, webcam, account on a specific software/platform...etc):

You will need access to a display device (computer, laptop, tablet or your mobile phone), internet connection and access to the e-learning system and Microsoft Teams. Please ensure to check the e-learning website regularly.

As a reference for lab materials, videos of the instructor (Lara Al-Khlaifat) have been uploaded on a Youtube channel (**Lara Al-Khlaifat**). You will be instructed every week which videos to watch and study so lab time is used to apply the different techniques and for discussions.

You would need the following in the practical and clinical sessions:

- **Name tag**
- Scrubs/ lab coat
- Goniometers
- Reflex hammer
- Tape measures

24 Course Policies:

A- Attendance will be taken periodically throughout the semester.

- Students are expected to attend and actively participate in all classes.
- Students are expected to be on time.
- When the student is unable to attend class, it is a courtesy to notify the instructor in advance using either e-mail or phone.
- 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 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).
- 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 suggested by the laws and regulations of the University of Jordan. Please refer to pages 133, 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 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 a zero 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 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.
- 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 Faculty 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 (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. Magee D. (2014) Orthopaedic physical assessment. 6th edition, Saunders Elsevier
2. Giangarra C.E., Manske R.C. (2018) Clinical Orthopaedic Rehabilitation. A Team Approach. 4th edition
3. Articles provided by lecturer.

B- Recommended books, materials, and media:

4. Hertlin D and Kessler R (2006) Management of common musculoskeletal disorders. Physical therapy principles and methods. Fourth edition, Lippincott Williams and Wilkins, Philadelphia, Pennsylvania
5. Kinser C., Borstad J. and Colby LA. (2022) Therapeutic Exercises Foundations and Techniques. 8th edition, F.A. Davis Company
6. Wineski LE (2018) Snell's Clinical anatomy by regions. 10th Edition, Lippincott Williams and Wilkins, Philadelphia, Pennsylvania

26 Additional information:

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

Name of Course Coordinator: --Lara Al-Khlaifat-----	Signature: ---LK-----	Date: ---27-2-2022-----
Head of Curriculum Committee/Department: Dr. Ibrahim AlTobasi	Signature: Ibrahim AlTobasi	
Head of Department: Dr. Ibrahim AlTobasi	Signature: Ibrahim AlTobasi	
Head of Curriculum Committee/Faculty: -----	Signature: -----	
-		
Dean: -----	Signature: -----	

Appendix 1: Practical assessment criteria

Student name:

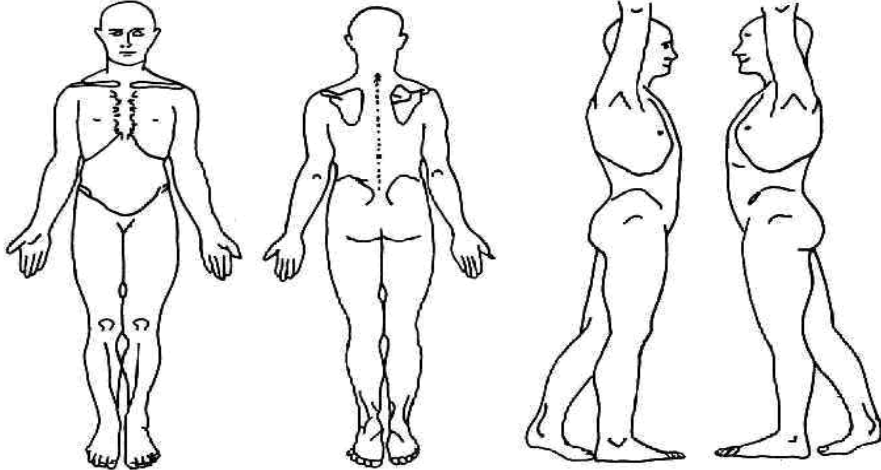
	Marks
Q1: Correct Hypothesis - Without guidance 1 mark - With Guidance 0.5 mark	
Q1: Correct special test - Without guidance 1 mark - With Guidance 0.5 mark	
Q1: Correct performance - Without guidance 2 mark - With limited guidance 1 mark - With extensive guidance 0.5 mark	
Q1: Correct results - Without guidance 1 mark - With Guidance 0.5 mark	
Q2: Correct application of the requested assessment - Correct application without guidance 4 marks - Suboptimal performance without guidance 3 marks - Suboptimal performance with limited guidance 2 mark - Suboptimal performance with extensive guidance 1 mark - Limited performance and extensive guidance 0.5 - Wrong application 0 marks	
Q3: Correct application of mobilization technique - Correct application without guidance 4 marks - Suboptimal performance without guidance 3 marks - Suboptimal performance with limited guidance 2 mark - Suboptimal performance with extensive guidance 1 mark - Limited performance and extensive guidance 0.5 - Wrong application 0 marks	
Q 4 - Correct performance and reasoning without feedback 2 marks - Correct answer with minor mistakes in performance and reasoning with/without limited feedback 1 marks - Many mistakes in performance and reasoning with feedback 0.5 marks - Does not know 0 marks	
Total	/15

Appendix 2: Evaluation sheet

Student's name:

Setting:

Date:

Body Chart 		Patient's initials: DOB: Medical diagnosis: Chief Complaint: Pain Assessment: Location: Nature: Severity (VAS): Now: 0 1 2 3 4 5 6 7 8 9 10 Worse: 0 1 2 3 4 5 6 7 8 9 10 Best: 0 1 2 3 4 5 6 7 8 9 10	
Aggravating and easing factors	History of present condition (onset, course, duration):	Past Medical History (PMH)	Drug History (DH)
Special Questions	Family History (FH)	Social History (SH)	Level of Function / Activity level and participation restriction

Functional problem	Hypothesis	Physical examination Insert objective assessments (use standardized tools)	Results

Goals	Proposed treatment plan (including home exercise program and patient education/ health promotion)

Treatment offered in the first session:

Signed:

Progress notes

Student's name:

Setting:

Pt. initials:	Date:
S	
O	
A	
P	
Pt. initials	Date:
S	
O	
A	
P	
Pt. initials	Date:
S	
O	
A	
P	

Appendix 3: Documentation assessment criteria

This is a group project based on your experience in the clinical sessions at Jordan University Hospital, you are required to complete an evaluation sheet based on the feedback that you have received during your training (excluding the progress notes). Your sheet should include appropriate recording of all patient's information including history, physical examination, goal setting and proposed plan of care. **The submission of the sheet is required on the same day you saw the client.**

Grading criteria:

History	0: Incomplete and unorganised	1: Incomplete and organised	2: Complete and organised
Functional problems and hypothesis	0: Functional problems mostly unidentified + Most generated hypothesis are not logical.	1: Functional problems are mostly identified correctly + Most generated hypothesis are logical	2: Functional problems are correctly identified + all generated hypothesis are logical
Assessment and results	0: Most assessments are incorrect	1: Most are correctly identified and results are logical	2: All are correctly identified and results are logical
Management	0: Most are not logical and are not based on SMART goals	1: Most are logical and comprehensive (details are mentioned) based on SMART goals	2: All are logical and comprehensive (details are mentioned) based on SMART goals
Clinical reasoning	0: the student does not show logical flow of thoughts and reasoning	1: the student shows logical flow of thought and reasoning in some aspects of the evaluation process	2: the students shows logical flow of thought and reasoning in all aspects of the evaluation process

Appendix 4: Clinical assessment criteria

Student name:

History taking Perform satisfactory history taking and obtains full patient history details	0: Incomplete and unorganised	1: Incomplete and organised	2: Complete and organised
Communication skills Communicate effectively using verbal, non-verbal and listening skills.	0: Limited ability to communicate effectively using verbal, non-verbal and listening skills.	1: Good ability to communicate effectively using verbal, non-verbal and listening skills.	2: Excellent ability to communicate effectively using verbal, non-verbal and listening skills.
Functional problems and hypothesis Determine the patient's chief complaint and functional problems and generate possible hypothesis	0: Functional problems mostly unidentified + Most generated hypothesis are not logical.	1: Functional problems are mostly identified correctly + Most generated hypothesis are logical	2: Functional problems are correctly identified + all generated hypothesis are logical
Physical examination Adequate application of the assessment technique including handling skills and body mechanics. Accurate determination of the test result.	0: Inadequate application of assessment techniques and results are vaguely determined.	1: Good application of most assessment techniques and results are mostly correctly determined.	2: Excellent application of all assessment techniques and results are correctly determined.
Management Adequate application of the treatment technique including handling skills and body mechanics. Determination of proper intensity and frequency.	0: Inadequate application of management techniques (details are lacking) and not based on SMART goals	1: Good application of most management techniques (some details are mentioned) based on SMART goals	2: Excellent application of all management techniques (details are mentioned) based on SMART goals

Clinical reasoning Sound, logical basis, accurate, recognition of clinical patterns, diagnosis, classification, stage.	0: The student does not show logical flow of thoughts and reasoning	1: The student shows logical flow of thought and reasoning in some aspects of the evaluation process	2: The students shows logical flow of thought and reasoning in all aspects of the evaluation process
Professionalism Dress code, consideration of social, environmental, safety and cultural issues, respect, patient modesty, punctuality, rapport, attitude (able to accept criticism)	0: Inadequate commitment to the ethical and professional code of conduct	1: Good commitment to the ethical and professional code of conduct	2: Excellent commitment to the ethical and professional code of conduct
Total			/14 /10