



Course Syllabus

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 MISSION OF THE DEPARTMENT OF PHYSIOTHERAPY

The mission of the department of Physiotherapy is 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.

THE VISION OF THE DEPARTMENT OF PHYSIOTHERAPY

The vision of the Department of Physical Therapy is to be recognized as an outstanding educational program with high quality faculty members, staff and students



1	Course title	Physiotherapy in Pediatrics I	
2	Course number	1801344	
3	Credit hours	(2, 1)	
	Contact hours (theory, practical)	(2, 4)	
4	Prerequisites/corequisites	1801313 Musculoskeletal Physiotherapy I and Neuroscience 1801231	
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- third year	
11	Year of study and semester (s)	3rd year- 2nd semester	
12	Other department (s) involved in teaching the course	B.Sc.	
13	Main teaching language	English	
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 checked="" type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....	
16	Issuing/Revision Date	13.2.2024	

17 Course Coordinator:

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18 Other instructor:

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19 Course Description:

The course will introduce the principles and process of typical development, fine and gross motor development, and atypical development. The family centered care and the ICF models will be used to introduce assessment and evaluation measures to plan therapeutic intervention strategies for the pediatric population. The course will cover selected medical conditions specific to the certain pediatric population such as cerebral palsy. Current procedural interventions will be introduced, and applications will be discussed. The course will have both theoretical and practical components.

20 Course aims and outcomes:

A- Aims:

1. To describe typical child development and milestones
2. To introduce students to theoretical and practical elements of body system assessment and evaluation for children
3. To discuss pathology underlying certain pediatric health conditions
4. To explore standardized assessment tools used in the pediatric population
5. To introduce students to different models and frameworks used in pediatric physiotherapy
6. To explore patient and family centered care
7. To implement evidence-based physiotherapy practice in designing management plans

Program ILOs:

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 skilful 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

<p>11. Demonstrate effective oral and written communication with clients, carers, and health professionals</p> <p>B- Intended Learning Outcomes (ILOs):</p> <p>On successful completion of this program a student should demonstrate understanding of and knowledge in:</p>												
Specific course ILOs	ILO 1	ILO 2	ILO 3	ILO 4	ILO 5	ILO 6	ILO 7	ILO 8	ILO 9	ILO 10	ILO 11	
1. Recognize different models and frameworks used in pediatric physiotherapy	X						x					
2. Discuss typical child musculoskeletal and neuromuscular development		x				x						
3. Understand pathology underlying cerebral palsy and myelodysplasia		X										
4. Perform comprehensive body system assessment and evaluation for pediatric clients			x		x	x			x			
5. Demonstrate appropriate and safe handling and				x		x	x			x		

positioning skills for pediatric clients											
6. Implement evidence based practice in assessment and management of pediatric clients			x		x	x					
7. Implement family centred approach when working with pediatric clients	x			x		x					x

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	Course introduction	1, 2	Blended	MS Teams	Synchronous	Exams and discussions	Effgen & Fiss (2021) Palisano, Orlin and Schreiber (2023)
	1.2	Child development 1	1, 2	Blended	MS Teams	Asynchronous	Exams and discussions	Effgen & Fiss (2021) Palisano, Orlin and

								Schreiber (2023)
2	2.1	Child development 2	1, 2	Blended	MS Teams	Synchronou s	Exams and discussion s	Effgen & Fiss (2021) Palisano, Orlin and Schreiber (2023)
	2.2	Child development 2	1, 2	Blended	MS Teams	Asynchronou s	Exams and discussion s	Effgen & Fiss (2021) Palisano, Orlin and Schreiber (2023)
3	3.1	Paediatric Examination and Evaluation	1, 2, 4	Blended	MS Teams	Synchronou s	Exams and discussion s	Effgen & Fiss (2021) Palisano, Orlin and Schreiber (2023)
	3.2	Paediatric Examination and Evaluation	1, 2, 4	Blended	MS Teams	Asynchronou s	Exams and discussion s	Effgen & Fiss (2021) Palisano, Orlin and Schreiber (2023)
4	4.1	Musculoskel etal system: Structure, Function and Evaluation	1, 2, 4	Blended	MS Teams	Synchronou s	Exams and discussion s	Effgen & Fiss (2021) Palisano, Orlin and Schreiber (2023)
	4.2	Musculoskel etal system: Structure, Function	1, 2, 4	Blended	MS Teams	Asynchronou s	Exams and discussion s	Effgen & Fiss (2021)

		and Evaluation						Palisano, Orlin and Schreiber (2023)
5	5.1	Musculoskeletal system: Structure, Function and Evaluation	1, 2, 4	Blended	MS Teams	Synchronous	Exams and discussions	Effgen & Fiss (2021) Palisano, Orlin and Schreiber (2023)
	5.2	Musculoskeletal system: Structure, Function and Evaluation	1, 2, 4	Blended	MS Teams	Asynchronous	Exams and discussions	Effgen & Fiss (2021) Palisano, Orlin and Schreiber (2023)
6	6.1	Neuromuscular System: Examination, Evaluation, and Diagnoses	1, 2, 4	Blended	MS Teams	Synchronous	Exams and discussions	Effgen & Fiss (2021) Palisano, Orlin and Schreiber (2023)
	6.2	Neuromuscular System: Examination, Evaluation, and Diagnoses	1, 2, 4	Blended	MS Teams	Asynchronous	Exams and discussions	Effgen & Fiss (2021) Palisano, Orlin and Schreiber (2023)
7	7.1	Cardiovascular and Pulmonary Systems development and assessment	1, 2, 4	Blended	MS Teams	Synchronous	Exams and discussions	Effgen & Fiss (2021) Palisano, Orlin and Schreiber (2023)

	7.2	Cardiovascular and Pulmonary Systems development and assessment	1, 2, 4	Blended	MS Teams	Asynchronous	Exams and discussions	Effgen & Fiss (2021) Palisano, Orlin and Schreiber (2023)
8	Midterm theory exam week							
9	9.1	Eid Al Fitr Holiday						
	9.2	Cerebral palsy	2-4, 6-7	Blended	MS Teams	Synchronous	Exams and discussions	Effgen & Fiss (2021) Palisano, Orlin and Schreiber (2023)
10	10.1	Cerebral palsy	2-4, 6-7	Blended	MS Teams	Asynchronous	Exams and discussions	Effgen & Fiss (2021) Palisano, Orlin and Schreiber (2023)
	10.2	Cerebral palsy	2-4, 6-7	Blended	MS Teams	Asynchronous	Exams and discussions	Effgen & Fiss (2021) Palisano, Orlin and Schreiber (2023)
11	11.1	Cerebral palsy	2-4, 6-7	Blended	MS Teams	Synchronous	Exams and discussions	Effgen & Fiss (2021) Palisano, Orlin and Schreiber (2023)
	11.2	Myelodysplasia	2-4, 6-7	Blended	MS Teams	Asynchronous	Exams and	Effgen & Fiss (2021)

							discussion s	Palisano, Orlin and Schreiber (2023)
12	12.1	Myelodysplasia	2-4, 6-7	Blended	MS Teams	Synchronou s	Exams and discussion s	Effgen & Fiss (2021) Palisano, Orlin and Schreiber (2023)
	12.2	Myelodysplasia	2-4, 6-7	Blended	MS Teams	Asynchrono us	Exams and discussion s	Effgen & Fiss (2021) Palisano, Orlin and Schreiber (2023)
13	13.1	Myelodysplasia	2-4, 6-7	Blended	MS Teams	Synchronou s	Exams and discussion s	Effgen & Fiss (2021) Palisano, Orlin and Schreiber (2023)
	13.2	Discussion and revision (synchronous)						
14	Final practical exam week							

Practical session schedule – All sessions will be face to face.

Lab	Topic	ILOs	Chapter
Week 1	Introduction		-----
Week 2	Motor development in the normal child	2	Chapter 1- Spearing et al. (2022)
Week 3	Motor development in the normal child	2	Chapter 1- Spearing et al. (2022)
Week 4	Motor development in the normal child, History & systems review	2, 4	Peds Notes
Week 5	Musculoskeletal system evaluation 1	4-6	Peds Notes

Week 6	Musculoskeletal system evaluation 2	4-6	Peds Notes
Week 7	Neuromuscular System evaluation 1	4-6	Peds Notes
Week 8	Neuromuscular System evaluation 1	4-6	Peds Notes
Week 9	Midterm practical exam		
Week 10	Functional muscle testing, Cardiovascular System evaluation	4-6	Chapter will be provided
Week 11	PT Interventions-handling	4-6	Peds Notes
Week 12	PT Interventions-handling	4-7	Chapter will be provided
Week 13	Revision		
Week 14	Practical examination		

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 exam	30%	Week 1-7	1-6	Week 9	Face to face
Video quiz	10%	Week 1-7	1-6	Week 8	Face to face
Practical project (appendix 2)	10%	All topics	All	Ongoing	Face to face
Final practical exam (appendix 3)	10%	All topics	All	Week 14	Face to face
Final exam	40%	All topics	All	To be announced by university registrar	Face to face

23 Course Requirements

All students should have access to Microsoft Teams and the e-learning portal. All students should ensure adequate internet access for the online lectures.

Students should purchase the required reference books for the course.



Students should attend practical sessions in comfortable loose clothing. All students should have access to goniometers and tape measures and any other tools required by lab instructors.

24 Course Policies:

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. All classes will be recorded and uploaded on Microsoft Stream. It is the student's responsibility to review the material for classes they missed.
- Attendance will be taken in every class throughout the semester.
- Absence of more than 15% of all the number of classes (which is equivalent to 3 lectures and 3 labs) 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 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 by the regulations of UJ (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
- Makeup for the final exam may be arranged according to the regulations of The University of Jordan.

C- Health and safety procedures:

- Students will not be in direct contact with patients during this course.

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, 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.
- Students are expected to do work required for homework on their own. Asking other instructors at JU, 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 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.
- The University of Jordan provides internet access for students who request such services. Please contact the Assistant Dean for Student Affairs for such requests.

25 References:

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

- Effgen and Fiss (2021). Meeting the physical therapy needs of children, 3rd ed. F.A. Davis
- Palisano, Orlin and Schreiber (2022). Campell's physical therapy for children, 6th ed. Elsevier
- McKeogh Spearing, Pelletier and Drnach (2022). Tecklin's pediatric physical therapy, 6th ed. Wolter's Kluwer
- Doll and Chafetz (2010). Peds rehab notes: Evaluation and intervention pocket guide. F.A. Davis
- Articles and chapters provided by course coordinator.

B- Recommended books, materials, and media:

- Kessler (2021). Neurologic interventions for physical therapy, 4th ed. Elsevier

26 Additional information:

This course builds on knowledge and skills acquired in the following courses: anatomy and physiology, therapeutic exercises, neuroscience and tests and measures. In addition, student shall be competent in the following fields before entering this course: PT in the musculoskeletal, neurologic and cardiorespiratory fields.

Online resources and announcements will be posted via MS Teams and e-learning.

Name of Course Coordinator: Hana' Khraise	Signature: HK	Date: 13.2.2024
Head of Curriculum Committee/Department: Dr. Ibrahim Altubasi	Signature: Ibrahim Altubasi	---
Head of Department: Dr. Ibrahim Altubasi	Signature: Ibrahim Altubasi	
Head of Curriculum Committee/Faculty:.....	Signature:	
-		
Dean:.....	Signature:	



Appendix 1 – Video Quiz

The video-based quiz will be conducted during week 9 of the course and it will be graded out of 5. Students will be required to watch a designated video, which aligns with the topics covered in class. The video quiz will be timed, and it is essential to manage your time effectively during the exam.

Appendix 2 – Project description

Project title: physiotherapy assessment for a child with delayed development

Project aim: to improve the student's examination skills used in regular physical therapy assessment in pediatric population.

Project type: group project. Each group consists of 3-4 students. Each group is required to provide a face-to-face session with one child with delayed development (age <5 years). In this session the group should obtain data about history and system review. In addition, each student in the group should plan and apply appropriate physiotherapy assessment using standardized assessment tool or examination covered during practical sessions and interpret the result to define a functional problem present with this child.

Project structure:

1. Obtaining data including full history and systems review for the child.
2. Planning and applying appropriate assessment using skills and knowledge learned during practical sessions in this semester.
3. All information collected from previous points should be documented and submitted to the instructor with a video file for the whole examination session.

Criteria	Good; all requirements met.	Satisfactory; most requirements met.	Poor; most requirements are not met.
1. The group demonstrates the ability to obtain a comprehensive history and systems review for the child			
2. The student performs assessment appropriate to child age and condition			
3. The student interprets the results of the assessment and use it to define a functional problem			
4. The documentation is organized using subheadings. The students adhere to guidelines on font (times new roman) size (12) and line spacing (1.5)			

Appendix 3- Final practical exam

This practical exam will be performed during week 14. This exam will be graded out of 15. Students will enter the exam in pairs and each student will be provided with 1 case scenario of a child with cerebral palsy or myelodysplasia. The student will be asked to demonstrate one assessment and one management option for the case.

Grading rubric

Criteria	Excellent (100%)	Good (75%)	Fair (50-25%)	Poor (0%)
Choice of assessment	Assessment suitable for case and based on sound clinical reasoning	Assessment is suitable but the justification for use is not clear	Assessment choice demonstrates major defects in clinical reasoning	No assessment is provided or no justification
Application of assessment	Applies assessment without mistakes	Applies assessment with minor mistakes	Applies assessment with major mistakes	Does not apply assessment
Choice of management	Management suitable for case and based on sound clinical reasoning	Management is suitable but the justification for use is not clear	Management choice demonstrates major defects in clinical reasoning	No management is provided or no justification
Positioning and handling	Applies positioning and handling without mistakes	Applies positioning and handling with minor mistakes	Applies positioning and handling with major mistakes	Does not apply positioning and handling
Application of management option	Applies management without mistakes	Applies management with minor mistakes	Applies management with major mistakes	Does not apply management