



## **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	Therapeutic Exercise I	
2	Course number	1801203	
3	Credit hours	3 (2.1)	
	Contact hours (theory, practical)	6 (2, 4)	
4	Prerequisites/corequisites	Principles and ethics	
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/ Second year	
11	Year of study and semester (s)	2024/2025 – First semester	
12	Other department (s) involved in teaching the course	None	
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 checked="" type="checkbox"/> Others... YouTube	
16	Issuing/Revision Date	6/10/2024	

### 17 Course Coordinator:

Name: Dr. Dania Qutishat	Contact hours: Thursday 8-10
Office number: 337 (3 <sup>rd</sup> floor)	Phone number: 06 5355000- 23227
Email: d.qutishat@ju.edu.jo	

### 18 Other instructors:

Name: Lubna Al-Najjar	Name: Nagham Al-Najjar
Email: lubna.alnajjar95@gmail.com	Email: naghambalnajjar@hotmail.com
Contact hours: upon request	Contact hours: upon request

### 19 Course Description:

This course is composed of theoretical and practical elements. The theoretical lectures cover an introduction of the concept of therapeutic exercise, flexibility exercises which include range of motion exercise, stretching exercise and mobilization. Lectures include case studies and discussion of the latest evidence. The practical element covers the flexibility exercises of range of motion, stretching and mobilization. Practical sessions are mainly based on peer modeling to master the skills and techniques learned through the semester.



## 20 Course aims and outcomes:

### A- Aims:

- To provide students with the basic concept of therapeutic exercise and how it is related to the physical function of flexibility.
- To give the students the skills and confidence to apply what they have learned about therapeutic exercise into real case scenarios.
- To offer an interactive and stimulating approach of learning about the evidence based flexibility exercises.

### 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)
<b>SLOs of the course</b>											
1 Analyze the latest evidence regarding the design and prescription of ROM, stretching exercise and peripheral mobilization	x										
2 Define the theoretical aspect of ROM, Stretching exercises and Peripheral mobilization; definition, types, indications, precautions, contraindications and limitations.		x									
3 Design a flexibility physiotherapy program for healthy individuals and patients with different conditions								x			
4 Apply different types of ROM exercises, Stretching exercises and Peripheral mobilization in different starting positions							x				

### Program SLOs:

- Recognize, critically analyze and apply the conceptual frameworks and theoretical models underpinning physiotherapy practice
- Demonstrate comprehension of background knowledge that informs sound physiotherapy practice
- Demonstrate the ability to use online resources and technologies in professional development
- Display a professional commitment to ethical practice by adhering to codes of conduct and moral frameworks that govern the practice of physiotherapy
- 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
- Implement clinical reasoning, reflection, decision-making, and skillful application of physiotherapy techniques to deliver optimum physiotherapy management
- Adhere to the professional standards of physiotherapy practice in terms of assessment, management, outcome measurement, and documentation
- Display a willingness to promote healthy lifestyle and convey health messages to clients
- Value the willingness to exercise autonomy while appreciating the challenges associated with delivering physiotherapy services
- Display the ability to practice in a safe, effective, non-discriminatory, inter- and multi-disciplinary manner
- Demonstrate effective oral and written communication with clients, carers, and health professionals

## 21. Topic Outline and Schedule:

Week	Lec	Topic	Learning Methods (Blended)	Evaluation Methods	Resources
1 6-10/10	1.1	Introduction	Online		Therapeutic exercise Kisner & Kolby 2023 0r 2017
	1.2	ROM- overview			
	Lab-1	Positioning & posture	Face to Face	Practical exam	
2 13-17/10	2.1	ROM -types	Online		
	2.2	ROM- indications			
	Lab-2	ROM up-L	Face to Face	Practical exam	
3 20-24/10	3.1	ROM-precautions	Online		
	3.2	ROM case studies			
	Lab-3	ROM LL+ neck + trunk	Face to Face	Practical exam	
4 27-31/10	4.1	Stretching overview	Online		
	4.2	Stretching types			
	Lab-4	Self ROM	Face to Face	Practical exam	
5 3-7/11	5.1	Stretching determinants	Online		
	5.2	Stretching biomechanics			
	Lab-5	Stretching up-L	Face to Face	Practical exam	
6 10-14/11	6.1	Stretching indications	Online		
	6.2	Stretching precautions			
	Lab-6	Stretching LL	Face to Face	Practical exam	
7 17-21/11	7.1	Stretching methods	Online		
	7.2	Stretching mass market			
	Lab-7	Stretching neck + trunk	Face to Face	Practical exam	
8 24-28/11	8.1	Mobilization overview	Online		
	8.2	Mobilization types			
	Lab-8	Self-Stretching	Face to Face	Practical exam	
9 1-5/12	9.1	Mobilization grading	Online		
	9.2	Mobilization grading			
	Lab-9	Mobilization up-L	Face to Face	Practical exam	

10	10.1	Mobilization progression	Online			
	10.2	Mobilization program				
8-12/12	Lab-10	<b>Practical skills check point</b>	<b>Face to Face</b>	<b>Practical exam</b>		
11	11.1	Mobilization precautions	Online			
	11.2	Mobilization case studies				
15-19/12	Lab-11	Mobilization up-L	<b>Face to Face</b>	<b>Practical exam</b>		
12	12.1	Mixed case studies	Online			
	12.2	Mixed case studies				
22-26/12	Lab-12	Mobilization LL	<b>Face to Face</b>	<b>Practical exam</b>		
13	13.1	EBP discussion	Online			
	13.2	EBP discussion				
29/12-2/1	Lab-13	Mobilization LL	<b>Face to Face</b>	<b>Practical exam</b>		
14	14.1	Revision (Q & A)	Online			
	14.2	Revision				
5-9/1	Lab-14	<b>Final exam practical</b>	<b>Face to Face</b>	<b>Practical exam</b>		
15 +16	15.1	Final practical exam theory TBC				
	15.2					
	15.3					



## 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
<b>Mid Exam</b> The exam includes only MCQs.	<b>30%</b>	ROM + stretching	All	Week 8	Campus
<b>Practical skills check point.</b>	<b>20%</b>	ROM + stretching	1,2,9,10,11	Week 8-9	Campus
Ongoing lab evaluation (preparation and participation)++	<b>10%</b>	All	1,2,9,10,11	Ongoing	Campus
<b>Final Exam</b> 20% Theory exam (MCQs). 20% Practical exam***	<b>40%</b>	All topics	All	<b>Final Theory</b> to be announced by registration.  <b>Final Practical</b> Week 14	Campus

++ Ongoing lab evaluation will be given for the preparation before the lab and participation during the lab. You need to make sure that you are being consistent in showing your active involvement in the lab throughout the semester.

\*\*\* See the details of assessment criteria and rubric at the end of this document.

### Important Dates:

- Mid exam 24/11/2024- 5/12/2024
- Last date for withdrawal 14/1/2025

## 23 Course Requirements

**Online lectures:** Computer, tablet or smart phone, internet connection, web camera.

### Onsite practical sessions:

- Infection control measures: sanitizer (provided by the student)
- Practical training related (provided by JU): Beds/ Mats/ Flat sheets/ Belts/ Towels/ Sanitizer/ wands/ pillows
- Practical training related (provided by the student): belt/ towel



**Dress code for practical sessions:** light cotton shirts/ t-shirts for the tops and cotton non-restrictive pants. Clean socks and easy to wear shoes. Scrubs are not allowed. Long hair to be tied and hijab should be light with only pin if necessary.

**Nails (hands and feet) should be short and clean and armpits shaved.**

## 24 Course Policies:

### A- Attendance policies:

- You are expected to attend all the online classes and onsite practical sessions. If you are sick or have symptoms that are flu related, please stay at home and inform me via teams.
- In case of absence, it is your responsibility to monitor your own learning and catch up with any missed materials or activities.

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

- Exams should be attended onsite unless there are severe circumstances (e.g. the death of a 1<sup>st</sup> degree family member, OR severe illness or major health condition, provided that you submit evidence). Make-up exams for the mid exam are subject to the instructor's confirmation.

### C- Health and safety procedures:

- If you have any symptom that is flu related you should stay at home (e.g. fever, cough, sore throat).
- Bring your own sanitizer with you, make sure to use it frequently every 30 minutes or whenever you touch a surface or work with a colleague.
- Bring your own clothes (shorts and tops for the practical session) **DO NOT SHARE** your clothes with any of your colleague. Please make sure to wash clothes after every single use.

### 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 assessment activities.

### 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.

## 25 References:

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

- Kisner C. and Kolby L. (2023) or (2017). Therapeutic exercise, foundations and techniques. 7<sup>th</sup> or 8<sup>th</sup> edition. DavisPlus.
- Brody L. and Hall C. (2017). Therapeutic exercise: moving toward function. 4<sup>th</sup> edition.

B- Recommended books, materials, and media:

ACSM website

C-YouTube channel: Dr.DaniaQutishat

## 26 Additional information:

- The course is supported with a e-learning course area. This provides students with course information and important course materials e.g. electronic copies of this handbook, hand-outs, ppt., and other course content. It also allows the students to communicate with each other and with the instructor for discussion purposes. You should log in your account regularly to check for any updates or announcements.
- The theory classes will be held online via MT. Recorded lectures will be available on teams.
- This course builds on the knowledge and skill gained during other courses: **Principles of rehabilitation and ethics:** students implement the knowledge gained during this module to provide evident of implementation of professional physiotherapy standards and codes of ethics especially during practical sessions. **Anatomy I & II:** students need to review the surface anatomy for bony land marks and main muscles/ origin, insertion and function of muscles of the upper limb, lower limb, abdomen and back. **Physiology I & II:** Students need to review the physiology of the muscles and bones.

If you have any queries, comments or suggestions you could email the instructor, send a message via e-learning or MT.

Name of Course Coordinator: Dr. Dania Qutishat -Signature: DQ Date: 610/2024
Head of Curriculum Committee/Department: Dr. Mais AL-Dughmi Signature: Mais AL-Dughmi
Head of Department: Dr. Mais AL-Dughmi Signature: Mais AL-Dughmi
Head of Curriculum Committee/Faculty: Dr. Kamal Al-Hadidi. Signature: KAH
Dean: Dr. Kamal Al-Hadidi. Signature: KAH





**Rubric Assessment criteria for Practical checkpoint  
Therapeutic Exercise-I  
2024-2025**

Skill/technique	Point	Assessment criteria
<b>ROM 6 marks</b>		
<b>Positioning</b>	3	Select an appropriate and safe starting position. Give alternative positions.
<b>Handling</b>	3	Apply the exercise smoothly and rhythmically. Use proper body mechanics.
<b>Determinants</b>	3	Select and apply the appropriate type and frequency.
<b>Stretching 6 marks</b>		
<b>Positioning</b>	3	Select an appropriate and safe starting position. Give alternative positions.
<b>Handling</b>	3	Apply the exercise smoothly and rhythmically. Use proper body mechanics.
<b>Determinants</b>	3	Select and apply the appropriate type, frequency, duration, intensity and speed.
<b>Professional attitude</b>	2	Act and behave with respect, confidence. Communicate effectively with the model/ assessor.
	20	<b>Total mark</b>

<b>ROM</b>	<b>Positioning</b>	2	Appropriate and safe starting and end position. Give alternative/ modified positions.
		1	Appropriate starting and end position. No alternative or modified positions/ lacks safety.
		0	Inappropriate and unsafe position
	<b>Handling</b>	2	Smooth and rhythmic application of exercise. Proper use of body mechanics and demonstrate proper verbal cues.
		1	Smooth or rhythmic application of exercise. Inappropriate use of body mechanics or verbal cues.
		0	Jerky and not rhythmic application of exercise without using proper body mechanics or verbal cues.
	<b>Determinants</b>	2	Appropriate selection and application of type and frequency.
		1	Inappropriate selection OR application of type and frequency.
		0	Inappropriate selection AND application of type and frequency.
<b>Stretching</b>	<b>Positioning</b>	2	Appropriate selection of starting position. Give alternative/ modified positions.
		1	Appropriate selection of type of starting position. No alternative/ modified positions.
		0	Inappropriate selection of type of starting position.
	<b>Handling</b>	2	Smooth and rhythmic application of exercise. Proper use of body mechanics and demonstrate proper verbal cues.
		1	Smooth or rhythmic application of exercise. Inappropriate use of body mechanics or verbal cues.
		0	Jerky and not rhythmic application of exercise without using proper body mechanics or verbal cues.
	<b>Determinants</b>	2	Correct selection + appropriate application (type, frequency, duration, intensity, and speed of the stretching ex)
		1	Incorrect selection OR inappropriate application (type, frequency, duration, intensity, and speed of stretching ex)
		0	Incorrect selection + inappropriate application (type, frequency, duration, intensity, and speed of stretching ex)

**Rubric and Assessment criteria or Final Practical Exam**  
**Therapeutic Exercise-I**  
**2024-2025**



Skill/technique	Mark	Assessment criteria
<b>ROM 3 marks</b>		
<b>Handling/ Positioning</b>	3	Apply the exercise smoothly, rhythmically and safely from the right starting position. Give alternative positions if applicable and use proper body mechanics.
<b>Stretching 3 marks</b>		
<b>Handling/ Positioning</b>	3	Apply the exercise smoothly, rhythmically and safely from the right starting position. Give alternative positions if applicable and use proper body mechanics.
<b>Peripheral Mobilization 12 marks</b> <b>(1 technique for the upper limb and 1 technique for the lower limb)</b>		
<b>Positioning</b>	2	Select an appropriate and safe starting position. (Alternative positions/ progression)
<b>Handling</b>	2	Apply the exercise smoothly and rhythmically. Use proper body mechanics.
<b>Grading</b>	2	Select and apply the appropriate type of glide, distraction, grade and frequency.
<b>Professional attitude</b>	2	Act and behave with respect, confidence. Communicate effectively with the model/ assessor.
	20	<b>Total mark</b>

<b>ROM</b>	<b>Positioning and Handling</b>	3	Excellent application of the required exercise. Using safe starting and end position while paying attention to appropriate body mechanics and verbal cues. Give alternative/ modified positions.
		2	Good application of the required exercise. Using safe starting and end position while paying attention to appropriate body mechanics and verbal cues. Give alternative/ modified positions.
		1	Poor application of the required exercise. Jeopardizing safety or appropriate body mechanics or verbal cues.
		0	Unable to apply the required exercise.
<b>Stretching</b>	<b>Positioning and Handling</b>	3	Excellent application of the required exercise. Using safe starting and end position while paying attention to appropriate body mechanics and verbal cues. Give alternative/ modified positions.
		2	Good application of the required exercise. Using safe starting and end position while paying attention to appropriate body mechanics and verbal cues. Give alternative/ modified positions.
		1	Poor application of the required exercise. Jeopardizing safety or appropriate body mechanics or verbal cues.
		0	Unable to apply the required exercise.
<b>Mobilization**</b>	<b>Positioning</b>	2	Appropriate and safe selection of starting position/ end position. Give alternative positions and progression.
		1	Appropriate selection of starting position/ end position. (No alternative positions or progression lacks safety).
		0	Inappropriate and unsafe selection of starting position/ end position. No alternative positions and progression.
	<b>Handling</b>	2	Smooth and rhythmic application of exercise + Proper use of body mechanics + demonstrate proper verbal cues.
		1	Smooth or rhythmic application of exercise. Inappropriate use of body mechanics or verbal cues.
		0	Jerky and not rhythmic application of exercise without using proper body mechanics or verbal cues.
	<b>Grading</b>	2	Correct selection and appropriate application of the type of glide, distraction, grade and frequency.
		1	Incorrect selection OR inappropriate application of the type of glide distraction, grade and frequency.
		0	Incorrect selection AND inappropriate application of the type of glide distraction, grade and frequency.
<b>Professional attitude</b>		2	Respectful and confident act and behavior. Effective communication with the model and assessor.
		1	Disrespectful OR not confident act and behavior. Ineffective communication with the model or assessor.
		0	Disrespectful AND not confident act and behavior. Ineffective communication with the model or assessor.

\*\* 6 marks for each question (you are required to answer 2 questions for the mobilization/ one technique for the upper limb and one technique for the lower limb).

