



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

1.	<b>Course Title</b>	Physiotherapy for older adults
2.	<b>Course Number</b>	1801472
3.	<b>Credit Hours (Theory, Practical)</b>	2 (2 theory)
	<b>Contact Hours (Theory, Practical)</b>	2 (2 theory)
4.	<b>Prerequisites/ Corequisites</b>	Internal medicine for rehabilitation students 0508102
5.	<b>Program Title</b>	B.Sc. in Physiotherapy
6.	<b>Program Code</b>	1801
7.	<b>School/ Center</b>	Rehabilitation Sciences
8.	<b>Department</b>	Physiotherapy
9.	<b>Course Level</b>	Undergraduate
10.	<b>Year of Study and Semester (s)</b>	2024/2025 – First semester
11.	<b>Other Department(s) Involved in Teaching the Course</b>	None
12.	<b>Main Learning Language</b>	English
13.	<b>Learning Types</b>	<input checked="" type="checkbox"/> Face to face learning <input type="checkbox"/> Blended <input type="checkbox"/> Fully online
14.	<b>Online Platforms(s)</b>	<input type="checkbox"/> Moodle <input type="checkbox"/> Microsoft Teams
15.	<b>Issuing Date</b>	2.10.2024
16.	<b>Revision Date</b>	2.10.2024

**17. Course Coordinator:**

Name: Jennifer Muhaidat	Contact hours: Monday & Wednesday 1:30-2:30
Office number: 321	Phone number: 23215
Email: j.muhaiddat@ju.edu.jo	



## 18. Other Instructors:

None

## 19. Course Description:

This is an introductory course in geriatric physiotherapy, designed to facilitate understanding of older adults and their needs. Normal physiological and functional changes due to ageing are considered, with emphasis on necessary modification of physiotherapy procedures for geriatric patients. This course focuses on management planning and exercise design for older adults and addresses patient education and motivation. The course addresses the psychological and cognitive changes and conditions in relation to physiotherapy in older adults.

## 20. Program Intended Learning Outcomes: (To be used in designing the matrix linking the intended learning outcomes of the course with the intended learning outcomes of the program)

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 professional

## 21. Course Intended Learning Outcomes: (Upon completion of the course, the student will be able to achieve the following intended learning outcomes)

1. Discuss ageing-related theories and pathologies that inform physiotherapy practice with older people
2. Debate ethical considerations and dilemmas that are specific to working with older people
3. Critically appraise recent evidence and research findings that inform physiotherapy practice with older people
4. Implement critical thinking and clinical reasoning skills in analyzing case scenarios involving older people using the ICF
5. Convey health messages to older people based on their clinical and functional status
6. Reflect on challenges in delivering physiotherapy services to older people



Course ILOs	The learning levels to be achieved					
	Remembering	Understanding	Applying	Analysing	evaluating	Creating
CL1		✓				
CL2				✓		
CL3					✓	
CL4					✓	
CL5						✓
CL6					✓	

## 22. The matrix linking the intended learning outcomes of the course with the intended learning outcomes of the program:

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. Discuss ageing-related theories and pathologies that inform physiotherapy practice with older people		✓									
2. Debate ethical considerations and dilemmas that are specific to working with older people				✓							
3. Critically appraise recent evidence and research findings that inform physiotherapy practice with older people					✓						
4. Implement critical thinking and clinical reasoning skills in analyzing case scenarios involving older people using the ICF						✓					
5. Convey health messages to older people based on their clinical and functional status								✓			
6. Reflect on challenges in delivering physiotherapy services to older people									✓		



### 23. Topic Outline and Schedule:

Week	Lecture	Topic	ILO/s Linked to the Topic	Learning Types (Face to Face/ Blended/ Fully Online)	Platform Used	Synchronous / Asynchronous Lecturing	Evaluation Methods	Learning Resources
1	1.1	An introduction to ageing	1	Face to face	Ms teams, e-learning	Synchronous	Theory exams and project	O'Hanlon, Smith & Kauffman (2021)  Avers & Wong (2020)  Bottomley & Lewis (2020)
	1.2	Healthy ageing	1,4	Face to face	Ms teams, e-learning	Synchronous	Theory exams and project	O'Hanlon, Smith & Kauffman (2021)  Avers & Wong (2020)  Bottomley & Lewis (2020)
2	2.1	Age-related changes (physical)	1,4	Face to face	Ms teams, e-learning	Synchronous	Theory exams and project	O'Hanlon, Smith & Kauffman (2021)  Avers & Wong (2020)  Bottomley & Lewis (2020)
	2.2	Age-related changes (cognitive and psychological)	1,4	Face to face	Ms teams, e-learning	Synchronous	Theory exams and project	O'Hanlon, Smith & Kauffman (2021)  Avers & Wong (2020)



								Bottomley & Lewis (2020)
3	3.1	Communication, education and motivation	4-6	Face to face	Ms teams, e-learning	Synchronous	Theory exams and project	O'Hanlon, Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)
	3.2	Principles of rehabilitation for older adults	2,4,6	Face to face	Ms teams, e-learning	Synchronous	Theory exams and project	O'Hanlon, Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)
4	4.1	Cognitive conditions and ageing	1,2,4,6	Face to face	Ms teams, e-learning	Synchronous	Theory exams and project	O'Hanlon, Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)
	4.2	Cognitive conditions and ageing	1,2,4,6	Face to face	Ms teams, e-learning	Synchronous	Theory exams and project	O'Hanlon, Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)
5	5.1	Depression in older adults	1,2,4,6	Face to face	Ms teams, e-learning	Synchronous	Theory exams and project	O'Hanlon, Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)



	5.2	Health promotion for older adults – physical activity	3-6	Face to face	Ms teams, e-learning	Synchronou s	Theor y exams and project	O’Hanlon, Smith & Kauffman (2021)  Avers & Wong (2020)  Bottomley & Lewis (2020) Chodzko- Zaijko W.J. (2014)
6	6.1	Health promotion for older adults – exercise prescription	3-6	Face to face	Ms teams, e-learning	Synchronou s	Theor y exams and project	O’Hanlon, Smith & Kauffman (2021)  Avers & Wong (2020)  Bottomley & Lewis (2020) Chodzko- Zaijko W.J. (2014)
	6.2	Health promotion for older adults – exercise prescription	3-6	Face to face	Ms teams, e-learning	Synchronou s	Theor y exams and project	O’Hanlon, Smith & Kauffman (2021)  Avers & Wong (2020)  Bottomley & Lewis (2020) Chodzko- Zaijko W.J. (2014)
7	7.1	Frailty	1,3,4,5	Face to face	Ms teams, e-learning	Synchronou s	Theor y exams and project	O’Hanlon, Smith & Kauffman (2021)  Avers & Wong (2020)  Bottomley & Lewis (2020)
	7.2	Sarcopenia	1,3,4,5	Face to face	Ms teams, e-	Synchronou s	Theor y exams	O’Hanlon, Smith & Kauffman (2021)



					learnin g		and project	Avers & Wong (2020)  Bottomley & Lewis (2020)
8	8.1	Osteoporosis	1,3,4,5	Face to face	Ms teams, e- learnin g	Synchronou s	Theor y exams and project	O'Hanlon, Smith & Kauffman (2021)  Avers & Wong (2020)  Bottomley & Lewis (2020)
	8.2	<b>Midterm theory</b>						
9	9.1	Falls in older adults	1,3,4,5	Face to face	Ms teams, e- learnin g	Synchronou s	Theor y exams and project	O'Hanlon, Smith & Kauffman (2021)  Avers & Wong (2020)  Bottomley & Lewis (2020)
	9.2	Falls in older adults	1,3,4,5	Face to face	Ms teams, e- learnin g	Synchronou s	Theor y exams and project	O'Hanlon, Smith & Kauffman (2021)  Avers & Wong (2020)  Bottomley & Lewis (2020)
10	10. 1	Incontinence	1,3,4,5	Face to face	Ms teams, e- learnin g	Synchronou s	Theor y exams and project	O'Hanlon, Smith & Kauffman (2021)  Avers & Wong (2020)  Bottomley & Lewis (2020)
	10. 2	Incontinence	1,3,4,5	Face to face	Ms teams, e- learnin g	Synchronou s	Theor y exams and project	O'Hanlon, Smith & Kauffman (2021)



								Avers & Wong (2020) Bottomley & Lewis (2020)
11	11.1	Sensory impairments in older adults – special focus on visual rehabilitation	1,3,4,5,6	Face to face	Ms teams, e-learning	Synchronou s	Theor y exams and project	O'Hanlon, Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)
	11.2	Sensory impairments in older adults – special focus on visual rehabilitation	1,3,4,5,6	Face to face	Ms teams, e-learning	Synchronou s	Theor y exams and project	O'Hanlon, Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)
12	12.1	Physiotherapy in nursing homes	1,3,4,5,6	Face to face	Ms teams, e-learning	Synchronou s	Theor y exams and project	O'Hanlon, Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)
	12.3	<b>Christmas</b>						
13	13.1	Tele-rehabilitation for older adults	2-6	Face to face	Ms teams, e-learning	Synchronou s	Theor y exams and project	O'Hanlon, Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)
	13.2	<b>New year</b>						





14	14.1	Older adults and medication use	1,2,4,6	Face to face	Ms teams, e-learning	Synchronou s	Theor y exams and project	O'Hanlon, Smith & Kauffman (2021) Avers & Wong (2020) Bottomley & Lewis (2020)
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**24. Evaluation Methods:**

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

Evaluation Activity	Mar k	Topic(s)	ILO/s Linked to the Evaluati on activity	Period (Week)	Platform
Midterm theory	30	Week 1-7		Week 8	Face to face
Project (see appendix I)	20	Extracurricu lar		Week 11 written Week 13,14 presentation	E-learning and face to face
Final theory	50	Week 1-14		As announced by the registrar	Face to face

**25. Course Requirements:**

Students should have access to the course related e-learning page and the Microsoft Teams. Students should regularly check the uploaded content.

**26. 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. Online classes will be recorded and uploaded on Microsoft Teams. It is the student's responsibility to review the material of classes they missed.
- Attendance will be taken on every class throughout the semester.
- Absence of more than 15% of all the number of classes (which is equivalent to 4 lectures) requires that the student provides an official excuse to the instructor and the dean.
- If the excuse was accepted, the student is required to withdraw from the course.
- If the excuse was rejected, the student will not be allowed to sit for the final exam according to the regulations of The University of Jordan.

B- Absences from exams and submitting assignments on time:

- The instructor will not do any make-up exams.
- Exceptions for make-up exams and late submission of class assignments will be made on a case-by-case basis for true personal emergencies that are described as accepted in the regulations of the University of Jordan (e.g., documented medical, personal, or family emergency).
- It is the student's responsibility to contact the instructor within 24 hours of the original exam time to schedule a make-up exam.
- Late submission of assignments will result in deduction of 2 points for each day of delay.
- Makeup for the final exam may be arranged according to the regulations of The University of Jordan.

C- Health and safety procedures:

- Make sure to have sanitization measures ready for each lab.
- Use proper body mechanics to avoid any work-related strains or stress.
- Students will not be in direct contact with patients during this course.

D- Honesty policy regarding cheating, plagiarism, and misbehavior:

- Students are expected to observe all University guidelines pertaining to academic misconduct.
- Any work submitted by a student for academic credit must be the student's own work. Submission of work taken directly from another source (e.g., book, journal, internet, or another student work) will be considered plagiarism and the student/group will get a zero grade on that homework. In addition, if copying occurred, both the student who copied the work and the student who gave material to be copied (if applicable) will receive a zero for the assignment.
- All submitted work will be checked for the use of Artificial Intelligence resources. Usage of such resources should not exceed the percentage set in the homework guidelines.
- Students are expected to do work required for homework on their own. Asking other instructors at the University, staff, or other students to assist in or do any part of the assignment will negatively affect their grade on that assignment. The course instructor is the person the student needs to talk to if she/he has any difficulties pertaining to an assignment or project and is strongly encouraged to schedule an appointment with the instructor if such difficulties arise during the semester.



- Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited.
- Any forms of academic misconduct will be handled according to the University of Jordan guidelines.

E- Grading policy:

- Grading for this course will be determined based upon the accumulation of points for variety of assignments and exams.
- All work will be evaluated on completeness, organization, clarity of information, and the integration and application of the material.

F- Available university services that support achievement in the course:

- The University of Jordan provides many services to support social, health, and mental well-being of students in general and students with disabilities in specific. Students are advised to visit the Deanship of Students Affairs to learn more about those services.
- If you are a student with a disability for which you may request accommodations, please notify the instructor as soon as possible (email is acceptable) so the appropriate accommodations for this course can be made. Also, notify the staff of Services for Student with Disabilities (Deanship of Students Affairs) as soon as possible.

## 27. References:

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

- O'Hanlon and Smith (2021). A comprehensive guide to rehabilitation of the older patient, 4<sup>th</sup> edition. Elsevier.
- Bottomley & Lewis (2020). A clinical approach to Geriatric Rehabilitation. 4<sup>th</sup> edition. New Jersey: Pearson Education.
- Guccione, Wong & Avers. Eds. (2020). Geriatric Physical Therapy, 3rd edition. Missouri: Elsevier Mosby.
- Selected research articles provided by the lecturer

B - Recommended books, materials, and media:

- Chodzko-Zajko W.J. (2014). ACSM's Exercise for older adults, 1st edition. Philadelphia: Wolters Kluwer, Lippincott Williams & Wilkins

## 28. Additional information:

Students with disabilities:

- If you are a student with disability, please contact the course coordinator at the beginning of the term to inform them of any needs or adjustments you might have.
- According to University regulations, some students with disabilities can be allowed additional time during exams. This extra time is granted by an official letter from the



University administration. Please discuss with the course coordinator your need for such extra time at the start of the term.

- All information you provide to the course coordinator will be dealt with confidentially.

#### Course material and copy rights:

- All material prepared by the course coordinator for the purposes of this course are the intellectual property of the course coordinator. It is only intended for the personal use of students for their individual learning.
- Sharing of course content with other people or via different platforms other than those used by the course coordinator is prohibited. The permission of the course coordinator must be sought before sharing of content.

This course builds on the knowledge that you have obtained in internal medicine, musculoskeletal, neuromuscular, and cardiopulmonary courses. Please make sure you revise the main pathologies and assessment tools.

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

Name of the Instructor or the Course Coordinator:	Signature:	Date:
Jennifer Muhaidat	JM	17.10.2024
Name of the Head of Quality Assurance Committee/ Department	Signature:	Date:
Mayis Al-Doghmi	MD	24/10/2024
Name of the Head of Department	Signature:	Date:
Mayis Al-Doghmi	MD	
Name of the Head of Quality Assurance Committee/ School or Center	Signature:	
..... Prof. Kamal Hadidi .....	.....--KAH	
Name of the Dean or the Director	Signature:	24/10/2024
..... Prof. Kamal Hadidi .....	KAH	



## Appendix I

### Project details

Project	
<b>Title:</b>	Health promotion campaigns for older adults
<b><u>Project description:</u></b>	<p>This is a group project. Each group will be formed of 5 students. Each group will design a health promotion campaign for older adults in one of the following topics:</p> <ul style="list-style-type: none"> <li>• Tobacco cessation through physical activity for older adults</li> <li>• Physical activity for nursing home residents</li> <li>• Multidisciplinary approach to cognitive impairment in older adults</li> <li>• Simple and affordable physical activity options for community-dwelling older adults</li> <li>• Home adaptations and physical activity for older adults with sensory impairments</li> <li>• Physiotherapy for incontinence</li> <li>• Referral to physiotherapy for all older adults: awareness of physicians</li> <li>• The older adult as a gym visitor: awareness of couches</li> <li>• The older adult and the environment: awareness of constructors and building planners</li> <li>• Technology and physiotherapy for older adults: awareness of colleagues</li> </ul> <p>The following should be submitted:</p> <ul style="list-style-type: none"> <li>• Evidence-based written account on the topic (maximum 2500 words)</li> <li>• Presentation of campaign event – videotaped and documented</li> </ul>
<b><u>Project objective:</u></b>	To assist students in developing written, oral, and clinical skills related to health promotion in the geriatric population
<b><u>Project due date:</u></b>	Submission of written account – week 11 Presentation weeks 13+14
<b><u>Grade:</u></b>	20% divided as: 10% evidence-based written account 10% evidence of campaign event and presentation



## Appendix

### Rubric for evidence based written account

Criteria	Excellent	Good	Fair	Poor
Statement of question	The group clearly states the research question using all elements of PICO correctly	The group clearly states the research question using some elements of PICO correctly	The group states the research question somewhat clearly without using elements of PICO	The group vaguely states the research question without using elements of PICO
Search strategy	The group describes all search strategy elements realistically and accurately	The group describes most search strategy elements realistically and accurately	The group describes some search strategy elements unrealistically or inaccurately	The group does not describe search strategy elements
References	The group paraphrases all ideas from used sources, cites all references in text, provides a full reference list and adheres to the required referencing style	The group paraphrases most ideas from used sources, cites most references in text, provides most references in a reference list and mostly adheres to the required referencing style	The group paraphrases some ideas from used sources, cites some references in text, provides some references in a reference list and does not adhere to the required referencing style	The group does not paraphrase ideas from used sources, does not cite references in text, does not provide a reference list and does not adhere to the required referencing style
Organization	The group follows all instructions on presentation (word count, font type, size and line spacing). They provide headings and subheadings and a neat presentation	The group follows most instructions on presentation (word count, font type, size and line spacing). They provide mostly headings and subheadings and a neat presentation	The group follows some instructions on presentation (word count, font type, size and line spacing). They do not provide headings and subheadings and the presentation is untidy	The group does not follow instructions on presentation (word count, font type, size and line spacing). They do not provide headings and subheadings and the presentation is untidy



Content	The group covers all required elements of the written account and show creativity	The group covers all required elements of the written account	The group covers some required elements of the written account	The group misses important elements of the requirements for the written account
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Presentation style: Font type Arial; font size 11; Line spacing 1.5; word count 2500 maximum

Referencing style: Harvard

Rubric for campaign event and presentation

Criteria	Excellent	Good	Fair	Poor
Campaign content	The group covers all required elements	The group covers most required elements	The group covers some required elements	The group misses important elements of the requirements
Creativity	The group shows outstanding creativity in planning and delivery of the campaign	The group shows average creativity in planning and delivery of the campaign	The group shows creativity in some aspects of planning and delivery of the campaign	The group lacks creativity in planning and delivery of the campaign
Impact	The group delivered the campaign with great enthusiasm and had a positive attitude	The group delivered the campaign with enthusiasm and had a positive attitude	The group delivered the campaign with some enthusiasm and had a neutral attitude	The group delivered the campaign with no enthusiasm and had a passive attitude
Reflection	The group demonstrated a thorough and in-depth reflection on the learning experience, stated challenges and weakness and strengths in practice and lessons learned	The group demonstrated a thorough reflection on the learning experience, stated challenges and weakness and strengths in own practice and lessons learned	The group demonstrated some thoroughness in reflection on the learning experience, stated some challenges and weakness and strengths in own practice and lessons learned	The group reflection on the learning experience lacked depth. The reflection missed essential parts on challenges and weakness and strengths in own practice and lessons learned



Presentation skills	The group showed excellent oral presentation skills in terms of layout, time management, communication	The group showed good oral presentation skills in terms of layout, time management, communication	The group showed fair oral presentation skills in terms of layout, time management, communication	The group showed poor oral presentation skills in terms of layout, time management, communication
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