



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	Pediatric Physiotherapy 2
2	Course number	1801446
3	Credit hours	3 (2 theory – 1 practical)
	Contact hours (theory, practical)	6 (2 theory – 4 practical)
4	Prerequisites/corequisites	1801344 Pediatric Physiotherapy “1”
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 First Term
12	Other department (s) involved in teaching the course	None
13	Main teaching language	English
14	Delivery method	Face to Face (lectures)
		Hands on & face to face (laboratory)
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	04/10/2023

17 Course Coordinator:

Name: Hana' Khraise, PT, MSc

Contact hours: 1-2 Monday/Wednesday 15:30-16:30

Office number: 318 (3rd floor)

Phone number: 0776726320

Email: hmkhraise17@ams.just.edu.jo



18 Other instructors:

Name: PT Aseel Nassar

Office number: 23221

Phone number: 0796665629

Email: aseel-nassar@hotmail.com

Contact hours: Wednesday from 8:00 - 12:00

Name PT Shireen Abdallat

Office number.:23221

Phone number: 0779067875

Email: shireenabdallat@hotmail.com

Contact hours: Monday from 8:00 _12:00

Name: PT Doaa Awayes

Phone number: 0796509521

Email: daa0129647@gmail.com

Contact hours: Monday -Wednesday from 8:00 - 12:00

19 Course Description:

As stated in the approved study plan.

This course applies the motor control and systems approaches to understanding the basis for pediatric disabilities. This course considers the physical, cognitive, emotional, and social-cultural aspects of human development and the changes that occur during childhood and adolescence. Examination and intervention planning are discussed both broadly and in terms of specific disabilities in the context of current evidence for client management models. This course provides an overview to disabilities related to musculoskeletal, cardiopulmonary and neurological systems using the ICF model. Lab component provides opportunity to work

with a child with a disability in acute care and school setting under direct supervision.

20 Course aims and outcomes:

A- Aims:

1. Understand the underlying pathology of certain Paediatric health conditions and identify the expected associated impairments, activity limitations and participation restrictions.
2. Perform screening and evaluation of children with certain Paediatric health conditions and at different age-groups.
3. Prioritize problems and needs of the child and family and justify their decision.
4. Formulate and manage a plan of care for an assigned Paediatric health condition based on evaluation of the clientele, taking into consideration the International Classification of Functioning, Disability and Health (ICF).
5. Demonstrate ability to discuss Paediatric case study and justify their treatment/management plan.
6. Demonstrate appropriate physical therapy technique(s) to accomplish treatment goal(s).
7. Demonstrate their ability to look for scientific evidence of effectiveness of their PT management and the justified application of EBP.
8. Illustrate their understanding of Family-centered philosophy of care in their physical therapy approach to the child and family.
9. Recognize the use of assistive technology in Paediatric rehabilitation.

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. demonstrate a logical and systematic approach to apply the ICF and HOAC models for management of children with medical conditions.	x										
2. recognize the differences in the application of pediatric models to the pediatric populations	x										
3. formulate assessment and treatment planes for children with different health conditions		x									
4. describe/define selected pediatric conditions (e.g. genetic disorders, muscular dystrophies, orthopedic disorders...etc.)		x						QF-AQAC-03.02.01			
5. appreciate the importance of interdisciplinary teamwork				x							

21. Topic Outline and Schedule:

Week	Lecture	Topic	Student Learning Outcome	Learning Methods (Face to Face/Blended/ Fully Online)	Evaluation Methods	Resources
1	1.1	Introduction- Theory		Face to Face	Quizzes, discussions, and exams	
	1.2	Introduction – Clinical		Face to Face	Quizzes, discussions, and exams	Evaluation sheet, peds rehab notes
2	2.1	Traumatic Brain Injury	1,3	Face to Face	Quizzes, discussions, and exams	Effgen 7, 8 Tecklin 11
	2.2	Traumatic Brain Injury	1,3, 7,8,9,10	Face to Face	Quizzes, discussions, and exams	Effgen 7, 8 Tecklin 11
3	3.1	Down syndrome	1,3	Face to Face	Quizzes, discussions, and exams	Effgen 7, 8, 21 Tecklin 24
	3.2	Down syndrome	1,3, 7,8,9,10	Face to Face	Quizzes, discussions, and exams	Effgen 7, 8, 21 Tecklin 24
4	4.1	Spinal muscular atrophies/ Muscular dystrophies	1,3,4	Face to Face	Quizzes, discussions, and exams	Effgen 6, 23 Tecklin 13
	4.2	Spinal muscular atrophies/ Muscular dystrophies	1,3, 7,8,9,10	Face to Face	Quizzes, discussions, and exams	Effgen 6, 23 Tecklin 13
5	5.1	Orthopedic diseases and disorders (scoliosis, DDH..etc) fractures	1,3,4	Face to Face	Quizzes, discussions, and exams	Effgen 6 Tecklin 15
	5.2	Orthopedic diseases and disorders (scoliosis, DDH..etc) fractures	1,3,4	Face to Face	Quizzes, discussions, and exams	Effgen 6 Tecklin 15

6	6.1	Orthopedic diseases and disorders (scoliosis, DDH..etc) fractures	1,3, 7,8,9,10	Face to Face	Quizzes, discussions, and exams	Effgen 6 Tecklin15
	6.2	Brachial Plexus Injury/ Developmental torticollis	1,3,4	Face to Face	Quizzes, discussions, and exams	Effgen 6
7	7.1	Brachial Plexus Injury/ Developmental torticollis	1,3, 7,8,9,10	Face to Face	Quizzes, discussions, and exams	Effgen 6
	7.2	Thoracic surgeries	1,3	Face to Face	Quizzes, discussions, and exams	Effgen 9
8	8.1	Thoracic surgeries	1,3, 7,8,9,10	Face to Face	Quizzes, discussions, and exams	Effgen 9
	8.2	Midterm exam		Face to Face		
9	9.1	Pediatric oncology	1,3	Face to Face	Quizzes, discussions, and exams	Effgen 22 Tecklin 21
	9.2	Pediatric oncology	1,3, 7,8,9,10	Face to Face	Quizzes, discussions, and exams	Effgen 22 Tecklin 21
10	10.1	Genetic disorders	1,3,4	Face to Face	Quizzes, discussions, and exams	Effgen 2, 20
	10.2	Genetic disorders	1,3, 7,8,9,10	Face to Face	Quizzes, discussions, and exams	Effgen 2, 20
11	11.1	cystic fibrosis	1,3,4	Face to Face	Quizzes, discussions, and exams	Effgen 2, 20 Tecklin 19
	11.2	cystic fibrosis	1,3, 7,8,9,10	Face to Face	Quizzes, discussions, and exams	Effgen 2, 20 Tecklin 19
12	12.1	Developmental coordination disorder	1,3,4	Face to Face	Quizzes, discussions,	Effgen7, 24

					and exams	
	12.2	Developmental coordination disorder	1,3, 7,8,9,10	Face to Face	Quizzes, discussions, and exams	Effgen7, 24
13	13.1	Christmas holiday	1,2,5,6, 7,8,9,10,11, 12	Face to Face	Quizzes, discussions, and exams	
	13.2	Sensory integration	1,2,5,6, 7,8,9,10,11, 12	Face to Face	Quizzes, discussions, and exams	Effgen 8
14	14.1	New year holiday	1,2,5,6, 7,8,9,10,11, 12	Face to Face	Quizzes, discussions, and exams	
	14.2	Sensory integration	1,2,5,6, 7,8,9,10,11, 12	Face to Face	Quizzes, discussions, and exams	Effgen 8
15	15.1	Autism Spectrum Disorders	1,2,5,6, 7,8,9,10,11, 12	Face to Face	Quizzes, discussions, and exams	Effgen 12 Tecklin 23
	15.2	Autism Spectrum Disorders	1,2,5,6, 7,8,9,10,11, 12	Face to Face	Quizzes, discussions, and exams	Effgen 12 Tecklin 23

Practical sessions:

	Topic	References
Week 1	Musculoskeletal Assessment.	1- Chapter 5 Effgan - Musculoskeletal System: Structure, Function, and Evaluation
Week 2	Functional Muscle testing.	1- Chapter 6 , Hislop / Testing of Infants, Toddlers, and Preschool Children
Week 3	Classification systems and mobility assessment.	1- Chapter 7, Effgan 2- https://canchild.ca/en/resources/42-gross-motor-function-classification-system-expanded-revised-gmfcs-e-r 3- https://www.scribd.com/document/363959175/The-Functional-Mobility-Scale-Version-2
Week 4	Tone assessment.	1- Chapter 7, Effgan• Neuromuscular System: Examination, Evaluation, and Diagnoses 2- https://neurologicexam.med.utah.edu/pediatric/html/newborn

		n.html
Week 5	Cardiopulmonary assessment.	Chapter 9, Effgan cardiovascular and pulmonary system
Week 6	Therapeutic exercises.	1- 1001 Pediatric Treatment Activities: Creative Ideas for Therapy Sessions
Week 7	Handling techniques.	1- Kessler section 2 chapter 5: Positioning and Handling to Foster Motor Function 2- https://www.chegg.com/flashcards/chapter-5-positioning-handling-to-promote-motor-function-fa5b819b-3d7d-4fcb-bbfc-35f1a9b35552/deck
Week 9	Postural reactions	1- Chapter 7, Effgan• Neuromuscular System: Examination, Evaluation, and Diagnoses https://neurologicexam.med.utah.edu/pediatric/html/newborn_n.html
Week10	Gait assessment and training	1- Peds I lab materials
Week11	Follow up sessions	
Week12	Follow up sessions	
Week13	Final 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 examination	30	1-8	1-9	Week 8	Face to face
Final examination practical	15	1-15	7,8,9,10,13	Week 10, 11, 12, 13, 14	Face to face
Documentation	5	1-15	7,8,9,10,11,13		Written evaluation sheet
Final examination theory	30	1-15	1-13	Week 16	Face to face
Quizzes - 2	20	Practical material	1-13	Week 3 Week 13	Face to face

23 Course Requirements



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

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 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 classes OR 2 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>
- Late submission of homework 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:

- This course is offered using face to face learning with observing the safety procedures imposed by the Ministry of Higher Education and The University of Jordan due to the Covid-19 pandemic.
- Students will not be in direct contact with patients during this course.

COVID-19 ALERT:

Due to the Covid-19 pandemic, when students are expected to come to the university, infection control and social distancing measures are imposed. Please note the following:

- Students should wear face masks at all times. Also, students should sanitize and wash their hands frequently. Each student is expected to bring their own personal equipment; face masks, gloves, sanitizers, tissues, etc.

- Students should clean and disinfect surfaces and equipment before and after use.
- Students should maintain social distancing measures at all times. Physical contact should be kept to a minimum.
- Any student with signs of flu or who has been in contact with a diagnosed case of Covid-19 should report to the course coordinator and should not come to practical labs.
- If signs of Covid-19 develop, the student should seek PCR testing. Results should be reported to the course coordinator immediately.
- Students should avoid unnecessary social gatherings, participation in picnics, parties, funerals, or any form of social events in which more than 20 people gather.
- Students are re-assured that any details shared with the course coordinator will be dealt with high confidentiality at the Department or School level. Please do not hesitate to share necessary information with the coordinator.

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 S. Editor. Meeting the Physical Therapy Needs of Children. 2nd edition. FA Davis Company, Philadelphia, 2013.**
- Tecklin JS. Editors. Pediatric Physical Therapy. 6th ed. Lippincott Williams & Wilkins, Philadelphia, 2008.

B- Recommended books, materials, and media:

- **Danto AH and Pruzansky M. 1001 Pediatric Treatment Activities: Creative Ideas for Therapy Sessions. Slack Incorporated; 2011**
- Campbell S, Vander Linden D and Palisano R. Editors. Physical therapy for children 4th ed. Saunders, Philadelphia, 2012.
- Umphred D. Editor. Neurological rehabilitation. 4th ed. Mosby, 2001.
- Peds Rehab Notes by Robin L. Dole & Ross Chafetz
- References provided by your instructors on the e-learning Moodle

26 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 upon knowledge students obtained in the following courses:

1801344 Pediatric Physiotherapy “1”

Name of Course Coordinator: -----Hana' Khraise----Signature: ----HK----- Date: --
4/10/2023---

Head of curriculum committee/Department: Dr. Ibrahim Tobasi----- Signature: Ibrahim
Tobasi

Head of Department: -Dr. Ibrahim Tobasi ----- Signature: Ibrahim Tobasi

Head of curriculum committee/Faculty: -----Prof. Kamal A. Hadidi-- Signature: --KAH

Dean: -----Prof. Kamal A. Hadidi-- Signature: --KAH

Appendix 1

Patient Consent for Video Recording

موافقة خطية على تصوير فيديو/ صور

أنا الموقع أدناه _____ لا مانع لدي من أن يقوم الطالب _____ من طلبة السنة

الرابعة في قسم العلاج الطبيعي في الجامعة الأردنية بتصوير فيديو/ صور لي كجزء من تقييمي وعلاجي

علمًا بأن الهدف من هذه المادة التصويرية هو توثيق حالتي لتسهيل متابعتها، ولن يتم نشرها أو مشاركتها مع أي كان.

وسيتم إتلاف هذه المادة بمجرد انتهاء جلساتي العلاجية أو بناءً على رغبتي

وعليه أوقع،

_____ الاسم _____ التاريخ _____ التوقيع

_____ اسم الطالب _____ التوقيع

Appendix 2

Physiotherapy Evaluation report (complete for each child)

Date:

Setting:

Personal information:
Child's name:
DOB / Age:
Sex:

Medical Diagnosis:
Parent / care giver chief complaint:

Birth history:	Family History:
<input type="checkbox"/> Type of delivery (Natural , CS)	<input type="checkbox"/> Consanguinity:
<input type="checkbox"/> Gestational age	<input type="checkbox"/> Similar cases:
<input type="checkbox"/> Birth weight	<input type="checkbox"/> # of siblings:

Medical history:	
<input type="checkbox"/> NICU (# of Days and cause)	
<input type="checkbox"/> Surgeries,, fracture	

<input type="radio"/> Medications	
<input type="radio"/> Medical conditions, previous diseases	
<input type="radio"/> Assistive devices	
<input type="radio"/> Contraindications	
Developmental History:	
<input type="radio"/> Started head control	
<input type="radio"/> Started rolling	
<input type="radio"/> Started sitting	
<input type="radio"/> Started walking	
<input type="radio"/> Current gross motor functional level – Developmental age	

General systems Assessment:

--	--	--	--	--

Special tests:

Developmental evaluation:

	Functional and developmental appropriate	Non-functional
Head control		
Trunk control		
Rolling		
Prone on elbow		
Quadruped		
Sitting		
Standing		

Reaction	Position	Forward	Backward	Sideways
----------	----------	---------	----------	----------

Equilibrium				
Static	sitting			
	Standing			
Dynamic on the ball				
	Prone			
	Supine			
	Sitting			
Protective				
Static	sitting			
	Standing			
Dynamic on the ball				
	Prone			
	Supine			
	Sitting			

Child's strength and functional abilities:
Key problems- based on ICF

Pediatrics assessment and measurement tools:



Name of measure	Results/ scores

Treatment plan

Goals- Long and short term goals (SMART)
Interventions
Parents education

Follow up and progress notes



Signature

Appendix 3

Practical exam grading criteria (15%)

Criteria for grading	Good 3: all requireme nts met	Satisfactor y 2: most of requireme nts met	Poor 1: most of requireme nts not met
1- The student demonstrates knowledge about the medical condition and history of the child			
2- The student mentions a list of functional			

problems for the child she/he is treating and the hypothesis according to these problems.			
3- The student performs assessment to confirm or disconfirm the problem (hypothesis behind it)			
4- Choice of assessment is performed correctly			
5- The student understands the results of the assessment and use it to plan for treatment			
6- The student provides interventions that are appropriate to the child condition and based on the assessment			
7- Performance of intervention with clear instructions to parents / child (written home program).			
8- Handling/safety/body mechanics/ Dress code			