



## **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	Special Cases in Physiotherapy
2	Course number	1801476
3	Credit hours	(2,0)
	Contact hours (theory, practical)	2 (2,0)
4	Prerequisites/corequisites	1811471
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/ fourth year
11	Year of study and semester (s)	2023/2024 – Second 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 type="checkbox"/> Others.....
16	Issuing/Revision Date	February 2024

### 17 Course Coordinator:

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### 18 Other instructors:

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### 19 Course Description:

This course covers the necessary knowledge to understand, evaluate, and treat special conditions in the fields of physical therapy such as burns, amputations, vascular and lymphatic disorders, and neurodynamics. Also, it covers the different types and proper use of wheelchairs. The students will be required to integrate the theoretical knowledge and practical skills that they gained in their previous modules to actively participate in discussions and critically analyze the different case scenarios in this module

## 20 Course aims and outcomes:

### A- Aims:

To provide students with the knowledge on special conditions in physiotherapy such as amputations, rheumatoid arthritis, metabolic disorders, neurodynamics, and many other conditions not covered in their previous courses. This includes theoretical knowledge on the pathology and nature of each condition, its complications and the evidence-based assessment and management approaches.

### B- Students Learning Outcomes (SLOs):

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

SLOs SLOs of the course	SLO (1)	SLO (2)	SLO (3)	SLO (4)	SLO (5)	SLO (6)	SLO (7)	SLO (8)	SLO (9)	SLO (10)	SLO (11)
1) Identify the complications and precautions confronted in the rehabilitation of different special conditions		X									
2) Develop clinical reasoning skills in the assessment and management of special conditions						X					
3) Design an evidence-based assessment and treatment plan with a common goal of						X					

achieving the patient's best interest											
4) Distinguish the role of physiotherapists in raising awareness toward healthy life style								x			
5) Use search engines to find up to date literature and guidelines in the assessment and management of different conditions.			x								
6) Critique evidence based articles to inform decision					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	-----	Blended	On site	Synchronous lecturing	-----	-----
	1.2	Fibromyalgia	1,2,3,4	Blended	Microsoft Teams	Asynchronous lecturing	Theoretical exams	6
2	2.1	Amputation (Preoperative + postoperative stages)	1,2,3,4	Blended	On site	Synchronous lecturing	Theoretical exams	1,6
	2.2	Amputation (continue postoperative )	1,2,3,4	Blended	Microsoft Teams	Asynchronous lecturing	Theoretical exams	1,6
3	3.1	Amputation (Preprosthetic stage)	1,2,3,4	Blended	On site	Synchronous lecturing	Theoretical exams	1,6
	3.2	Amputation (Prosthetic stage)	1,2,3,4	Blended	Microsoft Teams	Asynchronous lecturing	Theoretical exams	1,6
4	4.1	Lower limb Prosthesis (trans-tibial	1,2,3,4	Blended	On site	Synchronous lecturing	Theoretical exams	1,6

		and transfemoral)						
	4.2	Gait deviations in amputee (videos)	1,2,3,4	Blended	Microsoft Teams	Asynchronous lecturing	Theoretical exams	1,6
5	5.1	Assessment of the amputee + Case studies on amputation	1,2,3,4	Blended	On site	Synchronous lecturing	Theoretical exams	1,6
	5.2	Neurodynamics + Quiz 5%	1,2,3,4	Blended	Microsoft Teams	Asynchronous lecturing	Theoretical exams	5,6
6	6.1	Neurodynamics	1,2,3,4	Blended	Microsoft Teams	Synchronous lecturing	Theoretical exams	5,6
	6.2	Neurodynamics	1,2,3,4	Blended	On site	Asynchronous lecturing	Theoretical exams	5,6
7	7.1	Neurodynamics	1,2,3,4	Blended	Microsoft Teams	Synchronous lecturing	Theoretical exams	5,6
	7.2	Eid Alfiter						
8	8.1	Rheumatoid arthritis (RA)	1,2,3,4		On site	Synchronous lecturing	Theoretical exams	2,3,4,6
	8.2	Rheumatoid arthritis (RA)	1,2,3,4	Blended	On site	Asynchronous lecturing	Theoretical exams	2,3,4,6
9	9.1	Midterm exam 30%						
	9.2	Diabetes Mellitus	1,2,3,4	Blended	Microsoft Teams	Asynchronous lecturing	Theoretical exams	6
10	10.1	Diabetes Mellitus	1,2,3,4			Synchronous lecturing	Theoretical exams	6
	10.2	Labour day						
11	11.1	Metabolic syndrome	1,2,3,4	Blended	On site	Synchronous lecturing	Theoretical exams	6

	11.2	Metabolic syndrome	1,2,3,4	Blended	Microsoft Teams	Asynchronous lecturing	Theoretical exams	
12	12.1	Women's health <b>Submission of the evidence based project (20%)</b>	1,2,3,4	Blended	On site	Synchronous lecturing	Theoretical exams	6
	12.2	Women's health + <b>Quiz 5%</b>	1,2,3,4	Blended	Microsoft Teams	Asynchronous lecturing	Theoretical exams	6
13	13.1	Women's health	1,2,3,4	Blended	On site	Synchronous lecturing	Theoretical exams	6
	13.2	Women's health	1,2,3,4	Blended	Microsoft Teams	Asynchronous lecturing	Theoretical exams	6
14	14.1	Men's health	1,2,3,4	Blended	On site	Synchronous lecturing	Theoretical exams	6
	14.2	Men's health	1,2,3,4	Blended	Microsoft Teams	Asynchronous lecturing	Theoretical exams	6

## 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	30%	Weeks 1-8	1,2,3,4	Week 9	On site
Two quizzes	10%	Weeks 1-4 Weeks 8-11	1,2,3,4	Week 4 Week 11	Online
<b>Group project (evidence based articles) Refer to appendix 1</b>	20%	Weeks 1-11	5,6	Week 12 <b>(13/5/2024)</b>	Online
Final theory	40%	All topics	1,2,3,4	TBC	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.

## 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 (5) 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 not** 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:**

This course will be based on the latest evidence in form of research articles and review papers that will be provided for each topic

Assigned-readings, lecture slides, and vidoes will be provided via:

[elearning.ju.edu.jo](http://elearning.ju.edu.jo)

**B- Recommended books, materials, and media:**

1. Engstrom B and Van de Ven C (ed.) (1999) Therapy for amputees. 3rd edition, Churchill Livingstone
2. Giangarra C.E., Manske R.C. (2018) Clinical Orthopaedic Rehabilitation. A Team Approach. 4th edition
3. Magee D. and Manske R. (2020) Orthopaedic physical assessment. 7th edition, Saunders Elsevier
4. Kinser C., Colby LA. And Borstad J (2022) Therapeutic Exercises Foundations and Techniques. 8th edition, F.A. Davis Company
5. Shacklock M. (2005) Clinical neurodynamics. A new system of musculoskeletal treatment. Elsevier Butterworth Heinemann



## 6. Peer-reviewed journals

### 26 Additional information:

All material related to the course will be uploaded on Moodle website (<https://elearning.ju.edu.jo/>)

This module builds on the knowledge and skill gained during in other modules:

Musculoskeletal physiotherapy I and II, Neuromuscular physiotherapy I and II, Therapeutic exercise I and II, tests and measures and physical and electrical modalities

Name of Course Coordinator: --Lara Al-Khlaifat----	Signature: ---LK---	Date: 19-2-2024
Head of Curriculum Committee/Department: Dr. Ibrahim AlTobasi	Signature: Ibrahim AlTobasi	
Head of Department: Dr. Ibrahim Altubasi-----	Signature: Ibrahim AlTobasi	
Head of Curriculum Committee/Faculty: -----	Signature: ----	
Dean: -----	Signature: -----	



## Appendix 1:

Course work- Projects	
<b>Project:</b>	A written account on the evidence-based role of physiotherapy in a special condition
<b><u>Project description:</u></b>	<p>This is a group project. Each group will be formed of 4 students. Each group is expected to submit a written account that explains the topic assigned to it and the evidence based role of physiotherapy. This would include advice and exercises that would be recommended for patients with these conditions.</p> <p>Each group will discuss one of the following topics:</p> <ul style="list-style-type: none"> <li>- Fibromyalgia</li> <li>- Amputation (pre-operative stage)</li> <li>- Amputation (post-operative stage)</li> <li>- Amputation (pre-prosthetic stage)</li> <li>- Amputation (prosthetic stage)</li> <li>- Rheumatoid arthritis</li> <li>- Diabetes Mellitus</li> <li>- Metabolic syndrome</li> <li>- Women's health</li> <li>- Men's health</li> </ul> <p>The following should be included:</p> <ul style="list-style-type: none"> <li>- A clear explanation of the condition/problem</li> <li>- The problems expected with this conditions</li> <li>- Evidence-based assessment of the condition</li> <li>- Functional assessment tool that could be used in the assessment of the condition</li> <li>- Evidence-based management of the condition</li> </ul>

	<ul style="list-style-type: none"> <li>- Demonstrate clinical reasoning in choosing needed assessments and linking assessment results to management options.</li> <li>- Advices to cope with the condition</li> <li>- References in Vancouver style</li> <li>- Formatting: no more than 1500 words, Times new Roman style font size 12 double spaced</li> </ul>
<b><u>Project objective:</u></b>	To provide a clear understanding of the evidence based role of physiotherapy with special conditions
<b><u>Project due date:</u></b>	<b><u>Week 12</u></b>
<b><u>Grade:</u></b>	<u>20%</u>
<b><u>Rubric:</u></b>	<u>Please find attached at the end of this document</u>

### Project assessment criteria

**Out of 28%. It will be converted to 20%**

Criteria	Excellent (4 points)	Good (3 points)	Fair (2 points)	Poor (1 point)	Very poor (0 points)
Explanation of the chosen condition and expected problems	Complete explanation of the chosen injury including all required information	Good explanation of the chosen injury including most of the required information	Good explanation of the chosen injury with many missing information	Poor explanation of the chosen injury with many missing information	The chosen injury is not explained correctly ignoring the required information
Clinical reasoning	The student shows outstanding	The student shows average	The student shows clinical	The student shows poor clinical	The student lacks clinical

(assessment methods)	clinical reasoning skills in the planning of all of his/her assessment plan	clinical reasoning skills in the planning of most of his/her assessment plan	reasoning skills in the planning of some parts of his/her assessment plan	reasoning skills in the planning of his/her assessment plan	reasoning skills in the planning of his/her assessment plan
Evidence-based assessment (one article)	The student demonstrates excellent research skills (using proper keywords and databases), and a complete and detailed summary to inform decision making	The student demonstrates good research skills (using proper keywords and databases) and a summary with enough information to inform decision making	The student demonstrates good research skills (using proper keywords and databases) and a summary with few missing information to inform decision making	The student demonstrates poor research skills (using improper keywords and databases) and a summary with many missing information to inform decision making	The student does not demonstrate any research skills and a poor summary is provided
Clinical reasoning (management techniques)	The student shows outstanding clinical reasoning skills in the planning of all of his/her management plan	The student shows average clinical reasoning skills in the planning of most of his/her management plan	The student shows clinical reasoning skills in the planning of some parts of his/her management plan	The student shows poor clinical reasoning skills in the planning of his/her management plan	The student lacks clinical reasoning skills in the planning of his/her management plan
Evidence-based management	The student demonstrates excellent	The student demonstrates good	The student demonstrates good	The student demonstrates poor	The student does not demonstrate

t (one article)	research skills (using proper keywords and databases), and a complete and detailed summary to inform decision making	research skills (using proper keywords and databases) and a summary with enough information to inform decision making	research skills (using proper keywords and databases) and a summary with few missing information to inform decision making	research skills (using improper keywords and databases) and a summary with many missing information to inform decision making	e any research skills and a poor summary is provided
Functional assessment tool (2 marks)	An appropriate and logical functional assessment tool was chosen	An appropriate yet not optimal functional assessment tool was chosen	Inappropriate functional assessment tool was chosen or not mentioned		
Referencing (3 marks)	All references are correctly cited in text and in the reference list (3)	Most references are correctly cited in text and in the reference list (2)	Many references are incorrectly cited in text and in the reference list (1)	Wrong references and referencing style (0)	
Word count and formatting (3 marks)	The student followed all recommended guidelines (3)	The student followed most of the recommended guidelines (2)	The student followed few of the recommended guidelines (1)	The student did not follow the recommended word count (0)	