



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	Sport-related injuries I	
2	Course number	1801713	
3	Credit hours	3 (2,1)	
	Contact hours (theory, practical)	5 (2,3)	
4	Prerequisites/corequisites	-----	
5	Program title	MSc. In Athletic Therapy	
6	Program code	1807	
7	Awarding institution	The University of Jordan	
8	School	School of Rehabilitation Sciences	
9	Department	Physiotherapy	
10	Course level	Graduate/ first year	
11	Year of study and semester (s)	2024-2025/ 1st term	
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	October 2024	

17 Course Coordinator:

Name: Dr. Lara Al-Khlaifat

Contact hours: Sun. & Wed. 12-1

Office number: 324

Phone number:23217

Email: l.khlaifat@ju.edu.jo



18 Other instructors:

19 Course Description:

This course will focus on the most common sport-related injuries that may affect the lower extremity including hip, knee, and ankle joints along with muscular injuries and tendinopathies. This course will include evaluation of the conditions and implementation of appropriate rehabilitation programs. Emphasis will be placed on enhancing decision making skills and integrating manual therapy skills within the treatment plan for the patients.

20 Course aims and outcomes:

A- Aims:

- 1- Identify possible lower extremity injuries from history and mechanism of injury
- 2- Provide immediate care to injuries of the lower extremities
- 3- Demonstrate clinical reasoning skills when devising their assessment and management plans on and off the field for injuries of the lower extremities
- 4- Develop evidence-based rehabilitation programs to prepare individuals for safe reintegration into an active lifestyle

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)
SLOs of the course									
1 Comprehend the role of athletic therapists in treating and preventing sport-related injuries of the lower extremities.	x								
2 Recognize the biomechanics and mechanism of injury of the most common sport-related injuries of the lower extremities.	x								
3 Conduct appropriate assessment of the lower extremities for athletes on and off the field within a multidisciplinary team		x							
4 Apply clinical-reasoning skills through the physical examination process to formulate a differential diagnosis and determine the proper management plan accordingly								x	
5 Devise an evidence-based management plan				x					



for athletes with injuries in the lower extremities from point of injury until return to play within a multidisciplinary team									
6 Critically analyze the evidence behind different treatment approaches								x	

Program SLOs:

1. Discuss the theoretical aspects of athletic therapy and rehabilitation frameworks to apply them professionally.
2. Apply evidence-based practices and international athletic therapy standards.
3. Apply and evaluate the best practices for the care of athletic injuries across a spectrum of health conditions.
4. Analyze, evaluate, and develop a comprehensive plan to protect athletes against injuries.
5. Adhere to the ethical and professional considerations and best practices in athletic therapy.
6. Build the ability to work and communicate effectively within a multidisciplinary team.
7. Develop higher-order, critical, and creative thinking skills in analyzing problems and investigating issues related to athletic therapy.
8. Criticize and evaluate theoretical and applied research to utilize high-quality research findings in athletic therapy.
9. Adhere to the ethical and professional considerations in research and best practices in athletic therapy.

21. Topic Outline and Schedule:

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Week		Topic	Student Learning Outcome	Learning Methods (Face to Face/Blended/ Fully Online)	Platform	Synchronous / Asynchronous Lecturing	Evaluation Methods	Resources
1	1.1	Introduction : The Athletic Trainer as a Health Care Provider + Mechanisms and Characteristics of Musculoskeletal and Nerve Trauma (self-studying)	1	Blended	Microsoft Teams	Asynchronous	Theoretical and practical exams	Ref. 1 Chap.1 &2
	Lab	-----		-----	-----	-----	-----	
2	2.1	Examination process/ Off-the-field injury evaluation	2- 3	Blended	Microsoft Teams	Asynchronous	Theoretical and practical exams	Ref. 1 Chap. 12 Ref 2 Chap. 1& 4
	Lab	Functional screening tests		-----	-----	On site	Theoretical and practical exams	Ref 1 Chap. 9&13

3	3.1	Examination and Management of acute conditions- On-the-field examination	3-5	Blended	Microsoft Teams	Asynchronous	Theoretical and practical exams	Ref. 2 Chap. 2
	Lab	Assessment of posture			-----	On site	Theoretical and practical exams	Ref. 2 Chap. 6
4	4.1	Examination of foot and Toe Pathologies	3-4	Blended	Microsoft Teams	Asynchronous	Theoretical and practical exams	Ref. 1 Chap. 18 Ref. 2 Chap. 8
	Lab	Assessment of gait			-----	On site	Theoretical and practical exams	Ref. 2 Chap. 7
5	5.1	Region-Specific Pathologies and Selective tissue tests	2-6	Blended	Microsoft Teams	Asynchronous	Theoretical and practical exams	Ref. 1 Chap. 18 Ref. 2 Chap. 8
	Lab	Assessment of foot and toes-biomechanical examination			-----	On site	Theoretical and practical exams	
6	6.1	Rehabilitation of foot injuries	3-6	Blended	Microsoft Teams	Asynchronous	Theoretical and	Ref. 1 Chap. 18, 19

							practical exams	Ref. 2 Chap. 8, 9
	Lab	Assessment of foot and toes (continued) + Foot mobilization			-----	On site	Theoretical and practical exams	
7	7.1	On field examination and prevention of foot injuries	2-6	Blended	Microsoft Teams	Asynchronous	Theoretical and practical exams	Ref. 1 Chap. 19
	Lab	Foot mobilization and exercises + Case studies			-----	On site	Theoretical and practical exams	Ref. 2 Chap. 9
8	8.1	Ankle and Leg Pathologies	2-6	Blended	Microsoft Teams	Asynchronous	Theoretical and practical exams	Ref. 1 Chap. 19
	Lab	Wrapping and tapping				On site		Ref. 1 Chap. 8
9	9.1	Midterm exam theory 1/12/2024	1-6	Blended	Microsoft Teams	On site	Theoretical and practical exams	Ref. 1 Chap. 19
	Lab	-----			-----	-----	Theoretical and practical exams	Ref. 2 Chap. 9

10	10.1	Knee injuries	2-4	-----	Microsoft Teams	Asynchronous	Theoretical and practical exams	Ref 1 Chap. 20
	Lab	Assessment of knee injuries		-----	-----	On site	Theoretical and practical exams	Ref 2 Chap. 10 & 11
11	11.1	Patellar conditions Midterm video submission deadline 8/12/2024	2-6	Blended	Microsoft Teams	Asynchronous	Theoretical and practical exams	Ref 1 Chap. 20
	Lab	Assessment of patellofemoral injuries			-----	On site	Theoretical and practical exams	Ref 2 Chap. 10 & 11
12	12.1	On-field examination and management + Prevention and principles of rehabilitation of knee injuries Project submission deadline 15/12/2024	3-6	Blended	Microsoft Teams	Asynchronous	Theoretical and practical exams	Ref 1 Chap. 20 Ref 2 Chap. 10 & 11

	Lab	Management of knee and PF injuries Evidence-based articles + case studies			-----	On site	Theoretical and practical exams	
13	13.1	Thigh, hip, and groin injuries	2-6	Blended	Microsoft Teams	Asynchronous	Theoretical and practical exams	Ref. 1 Chap. 21 Ref. 2 Chap. 10,
	Lab	Assessment and management of hip and groin			-----	On site	Theoretical and practical exams	
14	14.1	Pelvic conditions Prevention and rehabilitation On-field assessment and management	2-6 1-6		Microsoft Teams	Asynchronous	Theoretical and practical exams	
	Lab	Final practical exam 5/1/2025				On-site		
15	13/1/2025 Last day of teaching							

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	1-6	Week 9	On site
Midterm practical/video	10%	Weeks 1-8	1-6	Week 10 8/12/2024	On site
Project	20%	----	1-6	Week 11 15/12/2024	Online
Final theory	25%	All topics	1-6	TBA	On site
Final practical	15%	All topics	1-6	5/1/2025	On site

Your midterm practical mark will be evaluated as follows:

You are requested to video record **two functional assessment tools**. The video should include the aim for using this tool, your instructions to the athlete on how to perform the test and any feedback required to perform it correctly. Also, a scoring sheet of the recoded functional assessment tools **with a reference (evidence based article)** should be submitted demonstrating the condition of your athlete (Assessment criteria in Appendix 1).

Note: a detailed scoring is requested not the final score only

Project	
Title:	Off the field clinical reasoning and evidence-based practice with different injuries to the lower extremities in athletes
<u>Project description:</u>	You are required to choose one of the mentioned injuries and explain the mechanism of injury in athletes, which structure are involved and how it would affect their function. This is followed by your assessment and management plan showing clinical reasoning and evidence based practice in preparation for return to play
<u>Project objective:</u>	To demonstrate clinical reasoning and evidence-based practice in the assessment and management of athletes with an injury to the lower extremities by developing a rehabilitation program that would help them return to play (off the field management plans)



<u>Project due date:</u>	Week 11 15/12/2024
<u>Grade:</u>	20%
<u>Rubric:</u>	In Appendix 2

23 Course Requirements

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

For the theoretical part, 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 at least one day before the lecture or the lab.

Before each lab you will be informed of the equipment you should bring with you, this will include one or more of the following:

- A tape measure (each student should have one)
- A goniometer (each student should have one)
- Reflex hammer

As a reference for lab materials, videos of the instructor (Lara Al-Khlaifat) on examination techniques related to the course have been uploaded on a Youtube channel (Lara Al-Khlaifat).

Your dress code is light loose clothing that allows for free movement such as training suits or scrubs. Males and females will be separated during practical application so make sure that you are dressed in a way that allows access to the joints of the lower extremity (bring shorts with you).

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 20% of all the number of classes (which is equivalent to 2 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 according to the regulations of The University of Jordan.

B- Absences from exams and submitting assignments on time:

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

C- Health and safety procedures:

- Students should adhere to the university's general safety measures.
- Students will not be in direct contact with patients during this course.

D- Honesty policy regarding cheating, plagiarism, misbehavior:

- Students are expected to observe all University guidelines pertaining to academic misconduct.
- Any work submitted by a student for academic credit must be the student's own work. Submission of work taken directly from another source (e.g., book, journal, internet, or another student work) will be considered plagiarism and the student/group will get a zero grade on that homework. In addition, if copying occurred, both the student who copied the work and the student who gave material to be copied (if applicable) will receive a zero for the assignment.
- Students are expected to do work required for homework on their own. Asking other instructors at JU, staff, or other students to assist in or do any part of the assignment for them will negatively affect their grade on that assignment. The course instructor is the person the student needs to talk to if s/he has any difficulties pertaining to an assignment or project and is strongly encouraged to schedule an appointment with the instructor if such difficulties arise during the semester.
- Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited.



- Any forms of academic misconduct will be handled according to the University of Jordan guidelines.

E- Grading policy:

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

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

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

The University of Jordan provides internet access for students who request such services. Please contact the Assistant Dean for Student Affairs for such requests.

25 References:

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

- 1- Prentice W. E (2020) Principles of Athletic Training A Guide to Evidence-Based Clinical Practice. 17th ed. McGraw-Hill Education, New York
- 2- Starkey C, Brown S D, (2023) Examination of orthopedic and athletic injuries. 5th ed.F. A. Davis Company, Philadelphia
- 3- Giangarra C.E., Manske R.C. (2017) Clinical Orthopaedic Rehabilitation. A Team Approach. 4th edition

B- Recommended books, materials, and media:

- 4- Magee D. (2020) Orthopaedic physical assessment. 7th edition, Saunders Elsevier
- 5- Kinser C., Colby LA., and Borstad J (2022) Therapeutic Exercises Foundations and Techniques. 8th edition, F.A. Davis Company
- 6- Peer-reviewed journals

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.

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

Name of Course Coordinator: Lara Al-Khlaifat	Signature: LK	Date: 3/10/2024
Head of Curriculum Committee/Department: -Dr. Mais AlDoghmi	Signature: - Mais AlDoghmi	
Head of Department: Dr.Mais AL-Dughmi	- Signature: - Mais AlDoghmi	
Head of Curriculum Committee/Faculty: Prof. Kamal AL-Hadidi	Signature: -KAH-	
Dean: Prof. Kamal AL-Hadidi	Signature: -KAH-	

Reviewed by Sumaya Abu Jaber

Appendix 1: Midterm videos assessment criteria (10%)

Criteria	Excellent (5)	Good (4)	Fair (3)	Poor (2)	Very poor (1)	(0)
Content and accuracy of information presented	The student showed excellent application of the functional assessment tool with clear instruction and feedback	The student showed good application of the functional assessment tool with minimal mistakes and provided enough instruction and feedback	The student showed average application of the functional assessment tool with many mistakes and provided enough instruction and feedback	The student showed poor application of the functional assessment tool with many mistakes and provided minimal instructions and feedback	The student showed poor application of the functional assessment tool with many mistakes and did not provide correct instructions and feedback	The student applied a different assessment tool than the chosen one or the application was completely wrong
Scoring sheet	The student showed excellent understanding of how the assessment tool is scored and provided a complete and correct scoring sheet based on the video with a reference	The student showed good understanding of how the assessment tool is scored and provided a complete scoring sheet with minimal mistakes based on the video with a reference	The student showed average understanding of how the assessment tool is scored and provided a scoring sheet with few missing information and few mistakes based on the video without a reference	The student showed poor understanding of how the assessment tool is scored and provided a scoring sheet with many mistakes based on the video with/without a reference	The student showed poor understanding of how the assessment tool is scored and provided a wrongly scored sheet based on the video	The student recorded a wrong video / or did not provide a scoring sheet for the assigned test



Appendix 2: Project description and assessment criteria

Project description (2000 words)

- 1- Choose one sport related injury in the lower extremity from the following list (Please inform me of your choice before you start working on the project)
 - Anterior Cruciate Ligament
 - Tarsal tunnel syndrome
 - Meniscal tears
 - Iliotibial band friction syndrome
 - Medial Collateral Ligament
 - Patellofemoral disorders
 - Quadriceps contusion
 - Athletic pubalgia
 - Snapping hip syndrome
 - Ankle sprain
- 2- Explain what happens in the injury you have chosen including the mechanism of injury, structures involved (impairments), functional limitations, and in which sports is it common (evidence based)
- 3- What would you focus on in your assessment of athletes with the chosen injury?
 - Explain your choices - clinical reasoning (example the condition causes pain and this will be assessed using VAS)
 - Write down your assessment methods in details
 - Provide evidence for two assessment methods you have chosen (write down your Database search and keywords)
- 4- How would you manage this injury in athletes
 - Show your clinical reasoning skills



- Provide evidence based practice for two management techniques

5- How would you determine the appropriate time to return to play with this injury? (3 marks)

Make sure to include the references in text and in the reference list in Vancouver style

Format: Time New Roman, font size 12, double spaced

Rubric (30% then converted to 20%)

Criteria	Excellent (4 points)	Good (3 points)	Fair (2 points)	Poor (1 point)	Very poor (0 points)
Explanation of the chosen injury	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 (assessment methods)	The student shows outstanding clinical reasoning skills in the planning of all of his/her assessment plan in athletes	The student shows average clinical reasoning skills in the planning of most of his/her assessment plan in athletes	The student shows clinical reasoning skills in the planning of some parts of his/her assessment plan in athletes	The student shows poor clinical reasoning skills in the planning of his/her assessment plan in athletes	The student lacks clinical reasoning skills in the planning of his/her assessment plan in athletes

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

	databases), and a complete and detailed summary of two management options to inform decision making	databases) and a summary of two management options with enough information to inform decision making	databases) and a summary of two management options with few missing information to inform decision making	databases) and a summary of one or two management options with many missing information to inform decision making	summary is provided
Return to play criteria	Clear understanding of the return to play criteria for the chosen injury	Good understanding of the return to play criteria for the chosen injury with minimal gaps in knowledge	Average understanding of the return to play criteria for the chosen injury with few gaps in knowledge	Poor understanding of the return to play criteria for the chosen injury with many gaps in knowledge	Does not understand the requirements for the return to play for the chosen injury
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 or (0)	