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## **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 physiotherapy who are to contribute to the health needs of society through education, scholarly activities, research, service and professional practice.

1	Course title	Special cases in athletic therapy
2	Course number	1801725
3	Credit hours (theory, practical)	3,0
	Contact hours (theory, practical)	3,0
4	Prerequisites/corequisites	-
5	Program title	M.Sc. in Athletic Therapy
6	Program code	1807
7	Awarding institution	The University of Jordan
8	School	The School of Rehabilitation Sciences
9	Department	Department of Physiotherapy
10	Level of course	Graduate
11	Year of study and semester (s)	Year 1 or 2, semester 1
12	Final Qualification	MSc in Athletic Therapy
13	Other department (s) involved in teaching the course	-
14	Language of Instruction	English
15	Teaching methodology	<input type="checkbox"/> Face to face learning <input type="checkbox"/> Blended <input checked="" type="checkbox"/> Fully online
16	Electronic platform(s)	<input checked="" type="checkbox"/> Moodle <input checked="" type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....
17	Date of production/revision	25/2/2024

#### 18. Course Coordinator:

Name: Dania Qutishat , PT, PhD

Email: d.qutishat@ju.edu.jo

Office hours: Monday and Wednesday 12-1 pm please make sure to schedule an appointment via teams

#### 19. Other instructors:

None.

#### 20. Course Description:

This course covers a variety of topics ghat deviate from usual challenges from the field of sports and requires unique handling such as the rehabilitation of athletes with disability, pre-existing conditions, and special physiological conditions (pregnancy, menstruation, adolescence and puberty).

#### 21. Course aims and outcomes:

##### Aims:

1. Discuss different factors that influence sport participation, performance among athletes who have disability, chronic conditions, and special physiological conditions.
2. Synthesize injury prevention and rehabilitation programs that are tailored to the needs of the athletes who have disability, chronic conditions, and special physiological conditions.
3. 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)
SLOs of the course						
1 Understand the unique context of athletes who have disability, chronic conditions, or other physiological conditions.	×				×	
2 Identify challenges, emotions and behaviours of athletes have disability, chronic conditions, or other physiological conditions.	×				×	×
3 Discuss different factors that influence sport participation, performance among athletes who have disability, chronic conditions, and special physiological conditions	×	×	×	×		
4 Recognize the role of athletic trainers in facilitating a positive coping response, maximising participation, and enhancing athletic performance for athletes who have disability, chronic conditions, and special physiological conditions	×		×		×	
5 Recognize the importance of different stakeholders at a national level in addressing the needs of athletes who have disability, chronic conditions, and special physiological conditions.	×		×		×	
6 Describe and reflect on international sport rehabilitation practice guidelines concerning athletes who have disability, chronic conditions, and special physiological conditions.	×	×	×			

### Program SLOs:

1. Discuss the theoretical aspects of athletic therapy and rehabilitation frameworks to apply them professionally.
2. Apply evidence-based international athletic therapy guidelines.
3. Apply and evaluate the best practices for the management of athletic injuries across a spectrum of health conditions.
4. Analyze, evaluate, and develop comprehensive plan for the prevention of athletic 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 that is involved in athletic therapy.
7. Develop higher-order, critical, and creative thinking skills in analyzing problems and investigating issues related to athletic therapy.
8. Critique and evaluate theoretical and applied research to utilize the findings of high-quality evidence in athletic therapy.

## 22. Topic Outline and Schedule:

Week	Date	Topic	Student LO
1	29/2	Introduction to course	---
2	7/3	Senior athletes	1-6
3	14/3	Athletes with disability/ physical	1-6
4	21/3	Athletes with chronic conditions (DM)	1-6
5	28/3	Athletes with refugee status	1-6
6	4/4	Adolescent athletes	1-6
7	11/4	Female athletes	1-6
8	18/4	Mid exam	All
9	25/4	Athletes with chronic conditions (MSK)	1-6
10	2/5	Athletes who are cancer survivors	1-6
11	9/5	Athletes with mental issues	1-6
12	16/5	Athletes with disability/ blindness	1-6
13	23/5	Multidisciplinary team for athletes	1-6
14	1/6	Project	All
15	8/6	Start of final exams	

- Learning methods: All lectures will be held online/ Platform: Moodle, Microsoft Teams.
- Evaluation methods: written and oral project assignment; midterm and final written exams.
- Check the references in the reference section below. Additional references might be communicated on weekly basis.

## 23. Evaluation Methods and Course Requirements:

Opportunities to demonstrate achievement of the SLOs are provided through the following assessment methods and requirements:  
 \*\*Please select and watch one of the movies below and write a critique and review. The movies portray different real and

Evaluation Activity	Mark	Topic(s)	SLOs	Period (Week)	Platform
Midterm Exam	30%	Material covered till week 7	1-3	Week 8 (April 25)	Face to face
Project** (Movie critique and review)	30%	Related to the course material as a whole	1-8	Submitted on week 12	Submitted as a word document via email or Teams <a href="mailto:d.gutishat@ju.edu.jo">d.gutishat@ju.edu.jo</a>
Final Exam	40%	All course material	1-8	Week 16 (Date to be announced by registrar)	Face to face

fictional stories about athletes and their journey in sport.

- The swimmers 2022 (Netflix)
- Hustle 2022 (Netflix)
- STAND 2023 (Showtime basketball)

### Argument (15 marks)

- Critically analyse the ideology behind the movie and its production. Support your argument with references whenever appropriate.
- Discuss in-depth the impact of the movie on the target audience.
- Discuss the role of the cast, script, and cinematography production on the overall message.
- Discuss whether the intended messages could have been communicated in a better way.
- Relate the themes of the movie to the different topics covered during this course.

**Personal reflection** (5 marks) Provide your own personal feelings and views about the movie. Was it up to the expectation? Where there any scenes that were shocking? Justify your answers.

**Recommendations** (5 marks) to whom would you recommend the movie and why?

**Presentation** (5 marks) Please make sure to submit your work as a word document. Adhere to the following criteria: Word count: 2000 words/ Font type: Times New roman, Font size:11 for the body text and headings Font size: 14 Bold, Line spacing 1.5/ justified text/ insert page number at the right end of the page/ no borders for the page/ insert a cover page that includes your name/ the movie of choice/ word count.

## 24. Course Requirements

Each student is expected to have a computer, good internet connection, a valid account on Moodle and Microsoft Teams.

Software /programs:

- Microsoft office programs such as power point and word, as well as a PDF reader program.
- EndNote (or alternative literature citation program).

## 25. Course Policies:

### A- Attendance policies:

- 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 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 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:**

- If you have any symptom that is flu related you should stay at home (e.g. fever, cough, sore throat).
- If you tested positive for COVID you should stay at home and inform your instructor.
- Bring your own sanitizer with you, make sure to use it frequently every 30 minutes or whenever you touch a surface or work with a colleague.

**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:

**Textbooks:**

- Athletic training and therapy. Leamor Kahanov and Ellen K. Payne. chapter 20: special populations page 387-408
- Fundamentals of athletic training 4<sup>th</sup> edition. Lorin a. cartwright and Kimberly s. Peer. chapter 23: athletes with disabilities or disorders page 417-

**Articles:**

- Luca Puce et al. (2023). Wellbeing and quality of life in people with disability practicing sports, athletes with disabilities and para-athletes: insight from a critical review of the literature. *Frontiers in psychology*.
- Michael Barth et al. (2022). Predictors of Junior Versus Senior Elite Performance are Opposite: A Systematic Review and Meta-Analysis of Participation Patterns. *Sports Medicine* 52, 1399-1416.
- Daniel Burdsey et al. (2022). Beyond Crisis? Institutionalized Mediatization of the Refugee Olympic Team at the 2020 Olympic Games. *Communication and sport*.
- Margie davenport (2021). Pushing for change: a qualitative study of the experiences of elite athletes during pregnancy. *British journal of sport medicine*.
- Massy and whitehead (2022). Pregnancy and motherhood in elite sport: The longitudinal experiences of two elite athletes. *Psychology of sport and exercise*.
- Scott et al. (2022) Selling vs. Supporting Motherhood: How Corporate Sponsors Frame the Parenting Experiences of Elite and Olympic Athletes. *Communication and sport*.
- Guido E. Pieleś & Renate Oberhoffer (2020). The Assessment of the Paediatric Athlete. *Journal of cardiovascular translational research* (13) 306-312.
- Anna L. Schwartz and Christopher M. Terry. (2021). Returning to Sport: Female Athletes Living with and beyond Cancer. *international journal of environmental research and public health*.
- Moritz Schumann, Nils Freitag and Wilhelm Bloch. (2020). Advanced Exercise Prescription for Cancer Patients and its Application in Germany. *Journal of Science in Sport and Exercise*. 2:201–214.

**Guidelines:**

International paralympic committee. International Standard for Athlete Evaluation (2016).

[https://www.paralympic.org/sites/default/files/document/161007092547338\\_Sec+ii+chapter+1\\_3\\_2\\_subchapter+2\\_International+Standard+for+Athlete+Evaluation.pdf](https://www.paralympic.org/sites/default/files/document/161007092547338_Sec+ii+chapter+1_3_2_subchapter+2_International+Standard+for+Athlete+Evaluation.pdf)

Position statement for children participating in athletics (2018).

<https://cdn.revolutionise.com.au/cups/aa/files/fryeas5mqe8ctdkv.pdf>

\*\*Further references might be added throughout the semester.

**26. Additional information:**

Students are encouraged to implement principles covered within this course in their field training this semester.

Name of Course Coordinator: --Dr. Dania qutishat-----	Signature: ----MD---	Date: --24/2/2024-----
Head of Curriculum Committee/Department: Dr. Ibrahim AlTobasi	Signature: Ibrahim AlTobasi	
Head of Department: Dr.Ibrahim AlTobasi-----	Signature: Ibrahim AlTobasi	
Head of Curriculum Committee/Faculty: -----	Signature: -----	
Dean: ----	Signature: -----	