

Course Syllabus

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|----|--|---|
| 1 | Course title | Current Topics in Neuromusculoskeletal Physiotherapy |
| 2 | Course number | 1801702 |
| 3 | Credit hours | 3 (3,0) |
| | Contact hours (theory, practical) | 3 (3,0) |
| 4 | Prerequisites/corequisites | None |
| 5 | Program title | Master of Science in Physiotherapy/ Neuromusculoskeletal |
| 6 | Program code | 010 |
| 7 | Awarding institution | The University of Jordan |
| 8 | School | School of Rehabilitation Sciences |
| 9 | Department | Physiotherapy |
| 10 | Course level | Master degree/ 1st year |
| 11 | Year of study and semester (s) | 2024/2025. 1 st semester |
| 12 | Other department (s) involved in teaching the course | None |
| 13 | Main teaching language | English |
| 14 | Delivery method | <input checked="" type="checkbox"/> Face to face learning <input 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:

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Contact hours: Sun. & Wed. 12-1

Office number: 324

Phone number: 23217

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**18 Other instructors:****19 Course Description:**

This course provides an overview of current research and its priorities in Jordan related to neurological and musculoskeletal conditions. A particular emphasis is placed on the ongoing research within the Faculty of Rehabilitation Sciences (UoJ) and other similar schools in Jordan. The course will also relate physiotherapy research in Jordan to the regional and international research trends in rehabilitation. Seminars and lectures will be given by staff members, invited speakers, and enrolled senior students. The course facilitates student learning through seminars, discussion, and coursework.

20 Course aims and outcomes:

A- Aims:

Provide students with insights on current and emerging roles of physiotherapy practice with different conditions and discuss key evidence based issues relating to these roles which impact directly on health and physiotherapy practice.

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) |
|---|---------|---------|---------|---------|---------|---------|---------|
| 1. Summarize the theory behind the topics covered in the course | x | | | | | | |
| 2. Illustrate the evidence-based role of physiotherapy within the covered topics | x | | | | | | |
| 3. Apply clinical reasoning skills to guide service delivery | | x | | | | | |
| 4. Reflect on the role of physiotherapy within the context of the covered topics in | | x | | | | | |

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| practice and using clinical case scenarios | | | | | | | |
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Program ILOs:

1. Develop the skills needed to adopt the evidence-based practice in the field of physiotherapy for neurological and musculoskeletal disorders.
2. Utilize clinical reasoning knowledge and skills to guide assessment, measurement, and providing care to clients with neuromusculoskeletal conditions.
3. Criticize and adopt physiotherapy theories, approaches, and frameworks in the practice of physiotherapy.
4. Build the ability to work and communicate effectively with clients, peers, and healthcare providers.
5. Adhere to the ethical and professional standards in research and clinical practice according to the national and international standards of physiotherapy practice.
6. Develop critical thinking and problem-solving skills to implement research projects that improve clinical practices.
7. Engage in continuous professional development activities.

21. Topic Outline and Schedule:

| Week | Topic | Student Learning Outcome | Learning Methods (Face to Face/Blended/ Fully Online) | Platform | Synchronous / Asynchronous Lecturing | Evaluation Methods | Resources |
|------|--|--------------------------|---|-----------------|--------------------------------------|---------------------------------------|------------------------|
| 1 | | | | | | | |
| 2 | Introduction to the course+ Manual handling in physiotherapy | ---- | Face to face | Microsoft Teams | Synchronous | Written exams, project and discussion | Peer-reviewed articles |

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|---|---|-----|--------------|------------------------|---------------|---|-------------------------------|
| 3 | Practice ethics | 1-4 | Face to face | Micros oft Teams | Synchro us | Written exams, project and discussio n | Peer- reviewed articles |
| 4 | Mental health 28/10 | 1-4 | Face to face | Micros oft Teams | Synchro us | Written exams, project and discussio n | Peer- reviewed articles |
| 5 | Mental health 4/11 | 1-4 | Face to face | Micros oft Teams | Synchro us | Written exams, project and discussio n | Peer- reviewed articles |
| 6 | Palliative care + evidence based articles 11/11/2024 | 1-4 | Face to face | Micros oft Teams | Synchro us | Written exams, project and discussio n | Peer- reviewed articles |
| 7 | Sleep health promotion 18/11/2024 | 1-4 | Face to face | Micros oft Teams | Synchro us | Written exams, project and discussio n | Peer- reviewed articles |
| 8 | Midterm exam 25/11/2024 | 1-4 | Face to face | | Synchro us | | Peer- reviewed articles |
| 9 | Physical activity | 1-4 | Face to face | Micros oft Teams | Synchro us | Written exams | Peer- reviewed articles |

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|----|---|-----|--------------|-----------------|-------------|---------------|------------------------|
| 10 | Communication / health promotion | 1-4 | Face to face | Microsoft Teams | Synchronous | Written exams | Peer-reviewed articles |
| 11 | Project submission deadline | 1-4 | Face to face | Microsoft Teams | Synchronous | | ---- |
| 12 | Women and men's health | 1-4 | Face to face | Microsoft Teams | Synchronous | Written exams | Peer-reviewed articles |
| 13 | Amputation/orthosis prosthesis Gait analysis?? | 1-4 | Face to face | Microsoft Teams | Synchronous | Written exams | Peer-reviewed articles |
| 14 | Presentations | 1-4 | Face to face | Microsoft Teams | Synchronous | | ----- |
| 15 | Last day of teaching 13/1/2025 | | | | | | |

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 1-7 | 1-4 | Week 8 | Face to face |
| Project (Details in Appendix 1) | 20% | Weeks 1-10 | 1-4 | Week 11 | Face to face |
| Presentation (Details in Appendix 2) | 10% | Weeks 1-10 | 1-4 | Week 14 | Face to face |
| Final exam | 40% | Weeks 1-14 | 1-4 | TBC | Face to face |



23 Course Requirements

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

Each student will need access to a display device (computer, laptop, tablet or mobile phone), internet connection and access to the e-learning system and Microsoft Teams.

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. 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 3 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:

- Probst M. Physiotherapy and Mental Health [Internet]. Clinical Physical Therapy. InTech; 2017. Available from: <http://dx.doi.org/10.5772/67595>
- Morishita S, Tsubaki A. Physical Therapy in Patients with Cancer [Internet]. Clinical Physical Therapy. InTech; 2017. Available from: <http://dx.doi.org/10.5772/67286>
- International Organization of Physical Therapy in Mental Health <https://www.iopthm.org/>

- 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/>)

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| Name of Course Coordinator: --Lara Al-Khlaifat---- | Signature: ---LK----- | Date: ---2/10/2024- |
| Head of Curriculum Committee/Department: --Sumaya Abu Jaber----- | Signature: ----- | |
| Head of Department: --Mais Aldoghmi ----- | Signature: -----MD----- | |
| Head of Curriculum Committee/Faculty: -Prof. Kamal Hadidi--- | Signature: -KAH | |
| Dean: Prof. Kamal Hadidi--- | Signature: -KAH | |
| Reviewed by Mais Aldoghmi | | |

Appendix 1: Project description and assessment criteria

Project description (2000 words)

- 1- Choose one of the topics discussed in the course. Please inform me of your choice before you start working on the project.
- 2- Write down a brief summary of your understanding of the topic including any problems/impairments and how it affects physiotherapy practice (evidence-based with references)
- 3- Write down the role of physiotherapy (summarize **two** evidence-based articles; you should write down the chosen databases and keywords, **do not copy and paste the abstract**).
- 4- Reflect on a real case that you have managed or a hypothetical case scenario (write it down) and discuss what you might do differently next time using Gibb's Reflective Cycle

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

Project assessment rubric (26% then converted to 20%)

| Criteria | Excellent (4 points) | Good (3 points) | Fair (2 points) | Poor (1 point) | Very poor (0 points) |
|----------------------------------|---|---|--|--|---|
| Summary of the chosen topic | Complete explanation of the chosen topic including all required information | Good explanation of the chosen topic including most of the required information | Good explanation of the chosen topic with many missing information | Poor explanation of the chosen topic with many missing information | The chosen topic is not explained correctly ignoring the required information |
| Role of physiotherapy- Article 1 | The student demonstrates excellent research skills (using | The student demonstrates good research skills (using proper | The student demonstrates good research skills (using proper | The student demonstrates poor research skills (using improper | The student does not demonstrate any research skills and a poor |

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| | proper keywords and databases), and a complete and detailed summary of the article to inform decision making | keywords and databases) and a summary with enough information of the article to inform decision making | keywords and databases) and a summary of the article with few missing information to inform decision making | keywords and databases) and a summary of the articles with many missing information to inform decision making | summary is provided |
| Role of physiotherapy- Article 2 | The student demonstrates excellent research skills (using proper keywords and databases), and a complete and detailed summary of the article to inform decision making | The student demonstrates good research skills (using proper keywords and databases) and a summary with enough information of the article to inform decision making | The student demonstrates good research skills (using proper keywords and databases) and a summary of the article with few missing information to inform decision making | The student demonstrates poor research skills (using improper keywords and databases) and a summary of the articles with many missing information to inform decision making | The student does not demonstrate any research skills and a poor summary is provided |
| Use of Gibbs' cycle | The student demonstrates excellent understanding of the Gibbs' reflective cycle and includes <u>all elements</u> of the cycle | The student demonstrates good understanding of the Gibbs' reflective cycle and includes most elements of the cycle | The student demonstrates fair understanding of the Gibbs' reflective cycle and includes some elements of the cycle | The student demonstrates poor understanding of the Gibbs' reflective cycle and does not use elements of the cycle or appropriately | The student did not use a reflective cycle |

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| Depth of reflection | The student demonstrates a conscious and thorough understanding of the incident described and does not diverge from the topic | The student demonstrates adequate understanding of the incident described and does not diverge from the topic | The student demonstrates lack of understanding of the incident described and mostly does not diverge from the topic | The student demonstrates lack of understanding of the incident described and frequently diverges from the topic | The student does not demonstrate reflection |
| 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) | |

Appendix 2: Presentation requirements and assessment criteria

Task:

You are required to develop a PowerPoint presentation on the topic you have chosen for your project and present the project elements briefly to your colleagues in **20 minutes** including your chosen evidence-based articles and the case scenario with your reflection. You should be ready to answer any questions.

Assessment rubric for presentation

| Criteria | 4 | 3 | 2 | 1 | Mark |
|----------------------------|--|--|---|---|------|
| Visual Appeal | There are no errors in spelling, grammar and punctuation. Information is clear and concise on each slide. Visually appealing/engaging. | There are some errors in spelling, grammar and punctuation. Too much information on two or more slides. Significant visual appeal. | There are many errors in spelling, grammar and punctuation. Too much information was contained on many slides. Minimal effort made to make slides appealing or too much going on. | There are many errors in spelling, grammar and punctuation. The slides were difficult to read and too much information had been copied onto them. No visual appeal. | |
| Comprehension | Extensive knowledge of topic. The student showed complete understanding of assignment. Accurately answered all audience questions. | The student showed a good understanding of topic and was able to answer most of audience questions. | The student showed good understanding of some parts of topic and answered some questions. | The student did not understand the topic. Majority of questions were answered incorrectly. | |
| Presentation Skills | Regular/constant eye contact, the audience was engaged, and the student held the | The student spoke to majority of audience; steady eye | The student focused on only part of audience. | Minimal eye contact by the student focusing on small part of audience. The audience was not engaged. | |

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| | audience's attention. Appropriate speaking volume & body language. | contact. The audience was engaged by the student. The student spoke at a suitable volume. Some fidgeting. | Sporadic eye contact. The audience was distracted. The student could be heard by only half of the audience. Body language was distracting. | The student spoke too quickly or quietly making it difficult to understand. Inappropriate/disinterested body language. | |
| Content | The presentation was a concise summary of the topic with all questions answered. Comprehensive and complete coverage of information. | The presentation was a good summary of the topic. Most important information covered; little irrelevant info. | The presentation was informative but several elements went unanswered. Much of the information irrelevant; coverage of some of major points. | The presentation was a brief look at the topic but many questions were left unanswered. Majority of information irrelevant and significant points left out. | |
| Time management | The presentation lasts 20 + 2 minutes | The presentation lasts 20 + 4 minutes | The presentation lasts 20 + 6 minutes | The presentation lasts more than 30 minutes | |
| | | | | Total | /20 |
| | | | | | /10 |