



Course Syllabus

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.



1	Course title	Measuring and Analyzing Health Outcomes
2	Course number	1801704
3	Credit hours	3 theory
	Contact hours (theory, practical)	3 theory
4	Prerequisites/corequisites	NA
5	Program title	M.Sc. in Physiotherapy/ Neuromusculoskeletal
6	Program code	1801
7	Awarding institution	The University of Jordan
8	School	Rehabilitation Sciences
9	Department	Physiotherapy
10	Course level	Postgraduate
11	Year of study and semester (s)	2024-2025, 1st semester
12	Other department (s) involved in teaching the course	NA
13	Main teaching language	English
14	Delivery method	✓Face to face learning <input type="checkbox"/> Blended <input type="checkbox"/> Fully online
15	Online platforms(s)	✓Moodle ✓Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....
16	Issuing/Revision Date	8.10.2024

17 Course Coordinator:

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18 Other instructors:

NA

19 Course Description:

This course provides theoretical and practical basis for measurement in rehabilitation research and practice. Specifically, the design of the course will provide students with the basic knowledge of health outcomes measure and practical skills in selecting appropriate measures for their own research. Psychometric characteristics of standardized tests of body functions, activities, and participation will be introduced. In addition, the course addresses measurement theory, scale development and related statistics, approaches and instruments used to evaluate outcomes in research and practice

20 Course aims and outcomes:

A- Aims:

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)
SLOs of the course							
1. Develop a comprehensive understanding of measurement theory in rehabilitation			X				
2. Develop a comprehensive understanding of measurement concepts and statistics	X						
3. Critically review literature related to concepts of measurement and assessment in physiotherapy			X				
4. Utilize clinical reasoning skills to guide choice of health outcomes and measurement tools related to physiotherapy		X					
5. Develop skills needed to use and design health measurement tools	X					X	X

Program SLOS

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	Module induction & Discussion	-----	Face to face	MS Teams E-learning	Synchronous	Theory exam and project	-----
2	What is measurement? A differentiating discussion of terminology and theory	1	Face to face	MS Teams E-learning	Synchronous	Theory exam and project	Portney (2020), Stokes (2010), Fawcett (2007) and selected articles
3	The importance of measurement and outcomes in healthcare: a special focus on physiotherapy	1,2	Face to face	MS Teams E-learning	Synchronous	Theory exam and project	Portney (2020), Stokes (2010), Fawcett (2007) and selected articles
4	Measurement attributes and levels of measurement	1-3	Face to face	MS Teams E-learning	Synchronous	Theory exam and project	Portney (2020), Stokes (2010), Fawcett (2007) and selected articles
5	Reliability of outcome measures: concepts and statistics	2-4	Face to face	MS Teams E-learning	Synchronous	Theory exam and project	Portney (2020), Stokes (2010), Fawcett (2007) and selected articles
6	Reliability of outcome measures: research design, critical review and decision making	2-5	Face to face	MS Teams E-learning	Synchronous	Theory exam and project	Portney (2020), Stokes (2010), Fawcett (2007) and selected articles
7	Validity of outcome measures:	2-4	Face to face	MS Teams E-learning	Synchronous	Theory exam and project	Portney (2020), Stokes

	concepts and statistics						(2010), Fawcett (2007) and selected articles
8	Midterm theory exam						
9	Validity of outcome measures: research design, critical review and decision making	2-5	Face to face	MS Teams E-learning	Synchronous	Theory exam and project	Portney (2020), Stokes (2010), Fawcett (2007) and selected articles
10	Outcome measure responsiveness : concepts, statistics, and research design	2-5	Face to face	MS Teams E-learning	Synchronous	Theory exam and project	Portney (2020), Stokes (2010), Fawcett (2007) and selected articles
11	A special focus on outcome measure selection and properties: case discussions	2-5	Face to face	MS Teams E-learning	Synchronous	Theory exam and project	Portney (2020), Stokes (2010), Fawcett (2007) and selected articles
12	Christmas holiday 25.12.2024						
13	New year holiday 1.1.2025						
14	Presentations						

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 exam	30%	Weeks 1-7	1-5	Week 8	Face to face
Project (details in Appendix 1)	30%	All topics	3-5	Written part week 11 Presentations week 14	E-learning and face to face
Final theory	40%	All topics	1-5	To be announced by university registrar	Face to face



23 Course Requirements

Students should have access to the e-learning and MS teams platforms.

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 15% of all the number of 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 will not be in direct contact with patients during this course.
- Students should attend to the general health and safety measures of the university.

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:

- Portney (2020). Foundations of clinical research: Applications to evidence-based practice, 4th edition. F.A. Davis company
- Stokes (2010). Rehabilitation outcome measures, 1st edition. Elsevier
- Fawcett (2007). Principles of assessment and outcome measurement for occupational therapists and physiotherapists: Theory, skills and application, 1st edition. John Wiley & sons.
- Selected articles

B- Recommended books, materials, and media:

- Streiner and Norman (2014). Health Measurement Scales: A practical guide to their development and use 5th Edition

26 Additional information:

All material and announcements will be uploaded on the E-learning and MS teams platform.
For any enquiries or further information please contact the course instructor via e-mail or MS teams chat.

Name of Course Coordinator: Sumayeh Abujaber	Signature: S.A	Date: 9.10.2024
Head of Curriculum Committee/Department: Dr. Mais AlGoghmi	Signature: - Mais AlGoghmi -	
Head of Department: Dr. Mais AlGoghmi	Signature: Mais AlGoghmi	
Head of Curriculum Committee/Faculty: Prof. Kamal Hadidi---	Signature: -KAH	
Dean: Prof. Kamal Hadidi---	Signature: -KAH	

Appendix 1

Project details

This project aims to enhance the student's understanding of the importance of health outcome measures. Each student will choose one outcome measure used in the field of physiotherapy. The first part of the project will be a written evidence-based assignment. The second part will be an oral presentation.

Part 1: written assignment (20%)

Each student should pick one health outcome measure for a specific population and announce his/her decision to the group to avoid repetition. The student should conduct a thorough literature search to establish the psychometric properties of the selected outcome measure and write a written account that includes the search strategy used including the PICO question, databases and keyword used. An introduction on the outcome measure and how it was developed, its aims and uses for the population of interest. A brief introduction about the population. This should be followed by a critical appraisal of literature on psychometric properties of reliability and validity of the outcome measure in the selected population. Finally, a conclusion about the utility of the outcome measure should be provided.

The written part should be a maximum of 2500 words. The font should be times new roman, font 12 and 1.5 line spacing submitted as a word document with page numbers and subheadings. The references should be cited in text and provided as a full list at the end of the written account using APA referencing style. Submission will be via the e-learning system in week 11 (18.12.2023).

The rubric for the written part grading is provided in table 1.

Part 2: oral presentation (10%)

Each student should prepare an oral presentation using PowerPoint. This presentation will present the student's use of the selected outcome measure with one patient (of the same selected population). Students should present their findings (at least two readings) and how they have interpreted these findings to determine the patient's functional status, progress and how they used the findings to help design interventions. The interpretations should be supported by research evidence.

Each student will have 15 minutes to present their work during week 14 (8.1.2024). Five minutes will be allocated to questions.

The rubric for the oral presentation grading is provided in table 2.

Table 1: Grading rubric for written account (20%)

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Research question and search strategy	The student clearly states the research question using all elements of PICO correctly and describes all search strategy elements realistically and accurately	The student clearly states the research question using some elements of PICO correctly and describes most search strategy elements realistically and accurately	The student states the research question somewhat clearly without using elements of PICO and describes some search strategy elements unrealistically or inaccurately	The student vaguely states the research question without using elements of PICO and does not describe search strategy elements
Content	The student covers all required elements of the written account (introduction, research summary and conclusion)	The student covers most required elements of the written account	The student covers some required elements of the written account	The student missed most required elements
Comprehensiveness	The student goes into the necessary details in each section of the written account and shows in depth understanding of the content	The student goes into some details in each section of the written account and shows sufficient understanding of the content	The student goes into some details in some section of the written account and shows moderate understanding of the content	The student lacks details in most section of the written account and shows only minimal understanding of the content
References	The student paraphrases all ideas from used sources, cites all references in text, provides a full reference list and adheres to the required referencing style***	The student paraphrases most ideas from used sources, cites most references in text, provides most references in a reference list and mostly adheres to the required referencing style	The student paraphrases some ideas from used sources, cites some references in text, provides some references in a reference list and does not adhere to the required referencing style	The student does not paraphrase ideas from used sources, does not cite references in text, does not provide a reference list and does not adhere to the required referencing style
Organization	The student follows all instructions on presentation	The student follows most instructions on presentation	The student follows some instructions on presentation	The student does not follow instructions on presentation

	style ** (word count, font type, size and line spacing). They provide headings and subheadings and a neat presentation	(word count, font type, size and line spacing). They provide mostly headings and subheadings and a neat presentation	(word count, font type, size and line spacing). They do not provide headings and subheadings and the presentation is untidy	(word count, font type, size and line spacing). They do not provide headings and subheadings and the presentation is untidy
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* *Presentation style: Font type times new roman; font size 12; Line spacing 1.5; word count 2500 maximum

***Referencing style: APA style

Table 2: Grading rubric for presentation (16 converted to 10%)

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Content	The student covers all required elements	The student covers most required elements	The student covers some required elements	The student misses important elements of the requirements
Comprehension	The student demonstrates thorough understanding of his findings in relation to the patient status, progress and intervention plan	The student demonstrates sufficient understanding of his findings in relation to the patient status, progress and intervention plan	The student demonstrates moderate understanding of his findings in relation to the patient status, progress and intervention plan	The student lacks understanding of his findings in relation to the patient status, progress and intervention plan
Evidence-based	The student based all his/her decisions on recent and relevant research findings	The student based most his/her decisions on recent and relevant research findings	The student based some his/her decisions on recent and relevant research findings	The student did not base his/her decisions on recent and relevant research findings
Presentation skills	The student shows excellent oral presentation skills in terms of layout, time management, communication	The student shows good oral presentation skills in terms of layout, time management, communication	The student shows fair oral presentation skills in terms of layout, time management, communication	The student shows poor oral presentation skills in terms of layout, time management, communication