



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	Evidence-Based Practice
2	Course number	1801701
3	Credit hours	3,0
3	Contact hours (theory, practical)	3,0
4	Prerequisites/corequisites	-
5	Program title	MSc in Physiotherapy / Neuro-musculoskeletal
6	Program code	1807
7	Awarding institution	The University of Jordan
8	School	School of Rehabilitation Sciences
9	Department	Department of Physiotherapy
10	Course level	Graduate- Master of Science
11	Year of study and semester (s)	2023-2024 / second semester
12	Other department (s) involved in teaching the course	-
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	18.2.2024

17 Course Coordinator:

Name: Jennifer Muhaidat	Contact hours: Sunday 12-2 pm
Office number: 321	Phone number: 23215
Email: j.muhaidat@ju.edu.jo	

18 Other instructors:

Name: Ibrahim Altrubasi	Contact hours: Sunday and Tuesday 11-12
Office number: Vice Dean Office	Phone number: 23240
Email: i.trubasi@ju.edu.jo	

19 Course Description:

This course develops in-depth knowledge and skills required to explore evidence-based practice in physiotherapy. Emphasis is placed on the critical appraisal of research evidence and current practice and utilization of best available evidence and good-quality scientific studies in clinical decisions making. Students are expected to critically evaluate current literature and reflect upon their own practice. This course also gives the opportunity to critique literature related to neuro-musculoskeletal physiotherapy practice. Applications will fall within the Physiotherapy Profession Patient/Client Management Model.

20 Course aims and outcomes:



A- Aims:

- To introduce students to the concept of evidence-based practice.
- To equip students with practical skills needed to acquire, appraise, and implement evidence-based practice resources.
- To foster students' reflection and self-appraisal skills in the field of evidence-based practice.

B- Students Learning Outcomes (SLOs):

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.

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

SLOs	PLO (1)	PLO (2)	PLO (3)	PLO (4)	PLO (5)	PLO (6)	PLO (7)
SLOs of the course							
1. Understand the elements of evidence-based practice	X						
2. Formulate clinical questions about the effects of intervention, experiences, prognosis and the accuracy of diagnostic tests	X						
3. Find evidence on the effects of intervention, experiences, prognosis or accuracy of diagnostic tests via credible resource providers	X						
4. Critically appraise evidence using a variety of tools based on study design			X				
5. Implement new evidence in clinical practice based on implementation protocols						X	
6. Self-appraise and reflect on practice							X

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	Course introduction Evidence-based physiotherapy	1	Face to face	-----	Synchronous	Written exam and projects	Herbert et al., 2022
2	Clinical question development	2	Face to face	-----	Synchronous	Written exam and projects	Herbert et al., 2022
3	What is evidence? What does it entail? 1	1-3	Face to face	-----	Synchronous	Written exam and projects	Herbert et al., 2022
4	What is evidence? What does it entail? 2	1-3	Face to face	-----	Synchronous	Written exam and projects	Herbert et al., 2022
5	How to find evidence	1-3	Face to face	-----	Synchronous	Written exam and projects	Herbert et al., 2022
6	Critical appraisal part 1	1, 4	Face to face	-----	Synchronous	Written exam and projects	Herbert et al., 2022
7	Critical appraisal part 2	1, 4	Face to face	-----	Synchronous	Written exam and projects	Herbert et al., 2022
8	Interpretation of evidence	4, 5	Face to face	-----	Synchronous	Written exam and projects	Herbert et al., 2022
9	Midterm exam (22.4.2024)						
10	Clinical guidelines	1, 3, 4	Face to face	-----	Synchronous	Written exam and projects	Herbert et al., 2022
Critical appraisal submission 29.4.2024							
Written project submission 6.5.2024							
11	Implementation of evidence into practice	5, 6	Face to face	-----	Synchronous	Written exam and projects	Herbert et al., 2022
12	Reflection and self-appraisal	6	Face to face	-----	Synchronous	Written exam and projects	Herbert et al., 2022

Commented [IA1]: Are you planning to divide the critical appraisal to treatment and diagnostic studies?

Commented [JM2R1]: In weeks 3 and 4 they get introduced to various types of studies: qualitative, prognosis. Diagnosis and interventions and so they do in the appraisal in weeks 6 and 7 and in the interpretation

Commented [IA3]: Do you cover statistics related to EBP like number needed to treat or any other effect size calculations?

Commented [JM4R3]: Yes we do and the book goes into some details about minimum worthwhile effect. I will send you the PowerPoints as well



13	Presentations	
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	30%	Weeks 1-8	1-4	Week 9	Face to face
Critical appraisal (Appendix 1)	10%		1-6	Week 10	E-learning
Evidence-based written and presentation (Appendix 2)	20%	All topics	1-6	Written week 11. Presentations week 13&14.	E-learning and face to face
Final theory	40%	All topics	1-6	To be announced by registrar	Face to face

23 Course Requirements

Each student should have access to the e-learning portal and the MS teams assigned for this course.
Students should have access to a laptop and internet connection.
All theory exams will be typed on a laptop.

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..
- Attendance will be taken on every class throughout the semester.
- Absence of more than 15% 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>
- Late submission of homework will result in deduction of 2 points for each day of delay
- 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.

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:

- Herbert, Jamtvedt, Hagen and Elkins (2022). Practical evidence-based physiotherapy, 3rd ed.. Elsevier
- Articles and clinical guidelines provided by course coordinator

B- Recommended books, materials, and media:

- Law and McDermid (2013). Evidence-based rehabilitation: A guide to practice, 3rd ed. Slack
- Hurley, W.L. Denegar, C.R. and Hertel, J. (2011). Research Methods. A Framework for Evidence- Based Clinical Practice. Lippincott, Philadelphia
- Cottrell, S. (2011) Critical Thinking Skills: Developing Effective Analysis and Argument. Basingstoke: Palgrave



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.

Name of Course Coordinator: Jennifer Muhaidat Signature: <i>Jennifer Muhaidat</i> Date: 18.2.2024
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: -----

Appendix 1

Critical appraisal

This part of the project aims to assess the student's skills in using the CASP checklists to critically appraise research articles. Each student will use the appropriate CASP checklist (according to study design) to critically appraise one research article. This article should be also used in the written and presentation parts.

<https://casp-uk.net/casp-tools-checklists/>

This part of the project will be graded out of 10% according to the following criteria:

Criteria	Grade
1. Appropriateness of tool for study design	1
2. Completeness of CASP tool	2
3. Comprehension and understanding of sections	2
4. Personal comments and summary	3
5. Relevance of study to clinical question	2
Total	10

Appendix 2

Evidence-based written part and presentation

This part of the project aims to assess the student's ability to synthesize evidence, based on a clinical question. Each student is required to prepare a written document and a PowerPoint presentation. The written document should provide details of a clinical question using the PICO format, a search strategy using keywords and databases and a summary of three research articles. The research articles should be critically appraised and summarized. Recommendations should be made regarding the implementation of the evidence.

The written part should be composed of an introduction to the topic and why the clinical question is needed. The clinical question and the search strategy used to find the articles. A justification for the inclusion of the articles and quality assessment. A summary of the evidence and the appraisal. Finally, a conclusion and recommendations for implementation should be made. The written part should use font times new roman size 12, line spacing 1.5 and word count no more than 2500 words. This will be submitted in week 11.

A PowerPoint presentation should be prepared by each student (20 minutes + 5 minutes questions). The presentation should provide an overview of the written part and allow for discussion with peers and course instructor. The presentations will be held in weeks 13 and 14.

Referencing used in both written part and PowerPoint should be APA style.

The grading rubric for this part is provided below: graded out of 20 (28 converted to 20)

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (0-1)
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
Synthesis of evidence	The student clearly summarizes the articles and critically appraises all elements of design, methods and results	The student clearly summarizes the articles and critically appraises most elements of design, methods and results	The student summarizes the articles and critically appraises some elements of design, methods and results	The summary lacks clarity and the appraisal is either missing or has major mistakes

Conclusion and recommendations	The student provides a clear and realistic conclusion of the evidence and provides relevant and realistic recommendations for clinical practice	The conclusion provided is mostly clear and realistic and the recommendations are mostly clear and realistic	The conclusion and/or the recommendations are either unclear or unrealistic	The conclusion and the recommendation are not provided/ unclear or unrealistic
Referencing	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 adheres to the required referencing style
Organization	The student follows all instructions on presentation style (word count, font type, size and line spacing). They provide headings and subheadings and a neat presentation	The student follows most instructions on presentation (word count, font type, size and line spacing). They provide mostly headings and subheadings and a neat presentation	The student follows some instructions on presentation (word count, font type, size and line spacing). They do not provide headings and subheadings and the presentation is untidy	The student does not follow instructions on presentation (word count, font type, size and line spacing). They do not provide headings and subheadings and the presentation is untidy
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
Discussion	The student demonstrates excellent abilities to answer and discuss questions	The student demonstrates good abilities to answer and discuss questions	The student demonstrates fair abilities to answer and discuss questions	The student demonstrates poor abilities to answer and discuss questions