



## **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 MISSION OF THE DEPARTMENT OF PHYSIOTHERAPY**

The mission of the department of Physiotherapy is 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.

## **THE VISION OF THE DEPARTMENT OF PHYSIOTHERAPY**

The vision of the Department of Physical Therapy is to be recognized as an outstanding educational program with high quality faculty members, staff and students



## Course Syllabus

1	Course title	Exercise Prescription in Chronic Conditions	
2	Course number	1801707	
3	Credit hours	3 theory	
	Contact hours (theory, practical)	3 theory	
4	Prerequisites/corequisites	None	
5	Program title	MSc in Physiotherapy/ Neuromusculoskeletal	
6	Program code	1807	
7	Awarding institution	The University of Jordan	
8	School	School of Rehabilitation Sciences	
9	Department	Physiotherapy	
10	Course level	Graduate	
11	Year of study and semester (s)	2023/2024 – Second semester	
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 type="checkbox"/> Blended <input checked="" 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	22.2.2024	

### 17 Course Coordinator:

Name: Jennifer Muhaidat	Contact hours: Sunday 12-2
Office number: 321	Phone number: 23215
Email: <a href="mailto:j.muhaiddat@ju.edu.jo">j.muhaiddat@ju.edu.jo</a>	

### 18 Other instructors:

Name: Mayis Aldoughmi	Contact hours: Tue & Wed 12-1
Office number:	Phone number: 23256
Email: <a href="mailto:m.aldoughmi@ju.edu.jo">m.aldoughmi@ju.edu.jo</a>	

### 19 Course Description:

This course aims to introduce students to the knowledge-based, clinical, and practical skills necessary for the prescription and application of exercise as a preventive and therapeutic medium. A particular emphasis will be placed on planned and strategic management of the chronic patient student in an exercise prescription setting; the course will look at a number of relevant chronic medical conditions, assess the influence of the condition on the exercising individual, provide research evidence to verify what is being discussed, and lay out a practical approach to exercising with specific chronic conditions.

## 20 Course aims and outcomes:

1. Aims:
2. To provide students with the basic knowledge related to exercise physiology in persons with chronic conditions.
3. To introduce students to physical activity guidelines in a variety of populations with chronic conditions.
4. To synthesize research evidence on exercise prescription for persons with chronic conditions.
5. To introduce students to the principles of exercise testing and referral for persons with chronic conditions.

### B- Intended Learning Outcomes (ILOs):

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

PLOs	PLO (1)	PLO (2)	PLO (3)	PLO (4)	PLO (5)	PLO (6)	PLO (7)
ILOs of the course							
1. Understand the effect of chronic conditions on the individual's response to exercise	x						
2. Comprehend the role of exercise in the prevention and management of chronic conditions			x				
3. Apply principles of exercise testing and programming to people with chronic conditions		x					
4. Apply elements of evidence-based practice in planning exercise programs for people with chronic conditions	x						
5. Demonstrate clinical reasoning and critical thinking in designing exercise programs for people with chronic conditions		x					

1. Develop the skills needed to adopt 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	Course overview Introduction to exercise prescription	1-2	Fully online	MS teams	Asynchronous	Theory exams Discussions Project	Ehrman et al. (2023) Moore, Durstine and Painter (2016)
2	Exercise interviewing and counselling. Clinical exercise testing Clinical exercise programming	3	Fully online	MS teams	Synchronous	Theory exams Discussions Project	Ehrman et al. (2023) Moore, Durstine and Painter (2016) Related research articles
3	Endocrine and metabolic disorders	1-5	Fully online	MS teams	Asynchronous	Theory exams Discussions Project	Ehrman et al. (2023) Moore, Durstine and Painter (2016) Related research articles
4	Cardiovascular diseases	1-5	Fully online	MS teams	Synchronous	Theory exams Discussions Project	Ehrman et al. (2023) Moore, Durstine and Painter (2016) Related research articles
5	Pulmonary diseases	1-5	Fully online	MS teams	Synchronous	Theory exams Discussions Project	Ehrman et al. (2023) Moore, Durstine and Painter (2016) Related research articles
6	Diseases of the immune system	1-5	Fully online	MS teams	Asynchronous	Theory exams Discussions Project	Ehrman et al. (2023) Moore, Durstine and Painter (2016)

							Related research articles
7	<b>Eid al Fitr 11/4/2024</b>						
8	Musculoskeletal conditions	1-5	Fully online	MS teams	Synchronous	Theory exams Discussions Project	Ehrman et al. (2023) Moore, Durstine and Painter (2016) Related research articles
9	<b>Midterm theory exam 25/4/2024</b>						
10	Neuromuscular disorders	1-5	Fully online	MS teams	Synchronous	Theory exams Discussions Project	Ehrman et al. (2023) Moore, Durstine and Painter (2016) Related research articles
11	Fibromyalgia Hemostasis disorders Chronic fatigue syndrome Chronic liver disease	1-5	Fully online	MS teams	Asynchronous	Theory exams Discussions Project	Ehrman et al. (2023) Moore, Durstine and Painter (2016) Related research articles
	<b>Written part submission 9/5/2024</b>						
12	Psychological disorders	1-5	Fully online	MS teams	Synchronous	Theory exams Discussions Project	Ehrman et al. (2023) Moore, Durstine and Painter (2016) Related research articles
13	<b>Project presentation 23/5/2024</b>						
14	<b>Project presentation 30/5/2024</b>						

## 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 - essay	30	Weeks 1-8	1-5	Week 9	Face to face
Project	30	All topics	1-5	Submission week 11 Presentation week 13&14	MS teams and e-learning
Final theory	40	All topics	1-5	To be announced by registration	Face to face



Project details	
Aim	Exercise prescription for a person with a chronic condition based on the latest research evidence
Project description:	<p>Each student will be provided with a hypothetical case scenario of a person with a chronic condition. The student must provide two project elements:</p> <ol style="list-style-type: none"> <li>1. Written account: an evidence-based summary of the latest research data on exercise prescription for the client in his/her case scenario. The written part should include a general introduction to the chronic condition and the role of exercise and physical activity in management. A main body discussing the latest research evidence on exercise testing and prescription (all exercise elements) for the people with the chronic condition. End the written part with your conclusion on the topic.</li> <li>2. A 15-minute presentation of an exercise program (evidence-based) and exercise testing for the client in the case scenario. This should include an in-depth reflection of your learning experience with the main weaknesses and strengths highlighted.</li> </ol>
ILOS	This project aims to address the course ILOS 1-5
Submission	<p>The written account should be submitted in week 11</p> <p>The presentations will be during week 13 &amp; 14</p>
<u>Grading</u>	<p>Part 1 15%</p> <p>Part 2 15%</p> <p>Details of grading criteria are provided in Appendix 1</p>

### 23 Course Requirements

Each student needs access to a computer, tablet, or mobile phone.

Each student needs to ensure they have adequate internet connection, access to course platforms such as E-learning, and MS teams.

Each student needs to have a copy of the required references.

### 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 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.

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:**

- Ebrahim, Gordon, Visich and Keteyian, 2023. Clinical exercise physiology: exercise management for chronic diseases, 5<sup>th</sup> ed. Human Kinetics, Champaign IL.
- Moore, Durstine and Painter, 2016. ACSM's Exercise management for persons with chronic diseases and conditions. 4<sup>th</sup> edition. Human Kinetics, Champaign IL.
- Selected articles

**B- Recommended books, materials and media:**

- Thompson, 2019. ACSM's Clinical Exercise Physiology. Wolter Kluwer, Philadelphia.
- Videos and additional articles suggested by the instructor.

**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: Jennifer Muhaidat	Signature: Jennifer Muhaidat	Date: 22.2.2024
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**  
**Grading rubric for written account (16 converted to 15)**

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) and the content is specific to the case scenario provided	The student covers all required elements of the written account	The student covers some required elements of the written account	The student misses important elements of the requirements for the written account
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 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 style: Font type times new roman; font size 12; Line spacing 1.5; word count 2500 maximum

\*\*\*Referencing style: APA style

### Grading rubric for presentation

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Content	The student covers all required elements (exercise testing and prescription details)	The student covers most required elements	The student covers some required elements	The student misses important elements of the requirements
Creativity	The student shows outstanding creativity in planning of the program	The student shows average creativity in planning of the program	The student shows creativity in some aspects of planning of the program	The student lacks creativity in planning of the program
Reflection	The student demonstrated a thorough and in- depth reflection on the learning experience, stated challenges and weakness and strengths in practice and lessons learned	The student demonstrated a thorough reflection on the learning experience, stated challenges and weakness and strengths in own practice and lessons learned	The student demonstrated some thoroughness in reflection on the learning experience, stated some challenges and weakness and strengths in own practice and lessons learned	The student reflection on the learning experience lacked depth. The reflection missed essential parts on challenges and weakness and strengths in own practice and lessons learned
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