

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	Clinical Practice I
	Course number/s	1801719
	Credit hours (theory, practical)	(0,2)
	Contact hours (theory, practical)	(0,6)
2	Duration and timing (days/week, hours/day)	2 days/week
	Full time/Part time training	Part time training
	Number of credit hours that must be completed successfully before joining the training	-----
3	Prerequisites/corequisites	-----
4	Current number of students	1
5	Level of course	Postgraduate
6	Year of study and semester (s)	2023-2024 (1 st year/ 1 st semester)
7	Program title	M.Sc. in Athletic Therapy
8	Program code	1801-7
9	Awarding institution	The University of Jordan
10	School	Rehabilitation Sciences
11	Department	Physiotherapy
12	Final Qualification	M.Sc.
13	Other department (s) involved in teaching the course	-----
14	Language of Instruction	English
15	Date of production/revision	5/10/2023

16. Training Supervisor/s:

Name	Contact details	Workload details
Dr. Dania Qutishat	d.qutishat@ju.edu.jo	1.5 credit hours
Dr. Lara Al-Khlaifat	l.khlaifat@ju.edu.jo	1.5 credit hours
Dr Mais Aldoughmi	m.aldoughmi@ju.edu.jo	1.5 credit hours

17. Accredited Training Sites:

Jordan Wrestling Federation

18. Site Supervisor/s (Preceptors):

Not applicable.

19. Training Description:

This course provides students with the opportunity to practice the skills they gained in immersive clinical and field placements in a variety of settings. Students will be assigned to federations and professional sport teams. In this clinical course, students will practice the skills of assessment and management of conditions encountered with the sports teams. In addition, students are expected to reflect on what they have learned during all previous courses, apply the concepts of ethics and emergency care, and practice under the supervision of their instructors.

20. Training aims and outcomes:

A- Aims:

1. Provide students with training opportunities at the wrestling federation to work with injured athletes in a real environment (this will also include shadowing advanced level peers)
2. Provide students with a framework to practice synthesis of knowledge, integration of skills and decision making to develop and execute appropriate assessment and management plans for different injuries.
3. Familiarise students with the ethical, legal, and administrative aspects of athletic training related to the sport covered in this semester.

B- Intended Learning Outcomes (ILOs): Upon successful completion of this training students should be able to:
(below are the program ILOs)

1. Discuss the theoretical aspects of athletic therapy and rehabilitation frameworks to apply them professionally.
2. Apply evidence-based practices and international athletic therapy standards.
3. Apply and evaluate the best practices for the care of athletic injuries across a spectrum of health conditions.
4. Analyze, evaluate, and develop a comprehensive plan to protect athletes against 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.
7. Develop higher-order, critical, and creative thinking skills in analyzing problems and investigating issues related to athletic therapy.
8. Criticize and evaluate theoretical and applied research to utilize high-quality research findings in athletic therapy.
9. Adhere to the ethical and professional considerations in research and best practices in athletic therapy.

21. Achievement of Learning Outcomes:

Learning Outcome	Teaching/ learning methods	Assessment methods
Develop reflective practice based on analysis and clinical reasoning.	<ul style="list-style-type: none"> - Observe current practices of the athletic training in Jordan at the wrestling federation - Shadow athletic therapists and advanced level peers. - Engage in discussions related to the assessment and management of athletes 	Reflective practice
Integrate evidence based and international guidelines in the care of athletes	<ul style="list-style-type: none"> - Observe current practices of the athletic training in Jordan at the wrestling federation - Shadow athletic therapists and advanced level peers. - Engage in discussions related to the assessment and management of athletes 	Case study
Develop autonomous practice	<ul style="list-style-type: none"> - Observe current practices of the athletic training in Jordan at the Jordan Wrestling Federation. - Shadow athletic therapists and advanced level peers. 	Needs assessment - SWOC

	- Engage in discussions related to the assessment and management of athletes	- Learning outcomes
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22. Grading Details:

Assessment Method **	Mark %
1- Professionalism and ethical practice	25 %
2- Case study	25 %
3- SWOC and learning outcomes	25 %
4- Reflective practice	25 %
** See details at the end of the syllabus. Page 6.	

23. Training Policies:

A- Attendance policies:

- Students should attend all the assigned training days. Every week, the students should attend a total of **6 hours. Sundays or Tuesdays (4:00-7:00) at the Jordan Wrestling Federation** (please stay tuned for changes due to the federation schedule). In case a student did not meet their weekly goal or was absent for a week, they should notify the course coordinator. Remediation should be arranged accordingly.
- **Repeated absence for more than 20% of training hours will result in withdrawal from the course.**

B- Absences from exams and handing in assignments on time:

- Course assessments should be handed on time. Late submission will result in **2 grades deduction** per day of delay.
- Delays from submission should be discussed with the course coordinator in due time.

C- Health and safety procedures:

- If you tested positive for COVID you should stay at home and inform your instructor.
- Maintain high standards of hygiene at all times, bring your own sanitizer with you, make sure to use it frequently.
- Follow the safety guidelines during transfer or any other activities that might include lifting.

D- Honesty policy regarding cheating, plagiarism, misbehaviour:

- 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 zero grade 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 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 from a variety of assessment methods. 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 School 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 (School 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.

24. Required equipment: (Facilities, Tools, Labs,)

The department will provide students with equipment required by athletic therapists during their work on the field, this includes (the bag and the spine stretcher).

It will be the students' responsibility to look after and maintain the provided equipment. Missing or broken items should be reported to the course coordinator immediately.

25. References:

Required book (s), assigned reading and audio-visuals:

- Books and readings from courses students took or are currently taking
- International and national guidelines relevant to the sport at which field training is taking place
- Additional materials will be posted upon need

26. Additional information:

Students are currently taking:
1801718 Emergency care

Name of Course Coordinator: Dr. Mais Aldoughmi Signature: -----MD---- Date: 5/10/2023

Head of curriculum committee/Department: -Dr. Ibrahim Tobasi Signature: -Ibrahim Tobasi

Head of Department: Dr. Ibrahim Tobasi----- Signature: -Ibrahim Tobasi

Head of curriculum committee/Faculty: ---Prof. Kamal A. Hadidi---- Signature: -KAH-----

Dean: - ---Prof. Kamal A. Hadidi---- Signature: -KAH-----



Field Training-1 (1st semester- 2023-2024)

1- Professionalism and ethical practice- Onsite observation (table-1) 25 marks

This is an accumulative **ongoing assessment** by the instructors throughout the semester. There are no specific days that will be assigned solely for this purpose

2- Case Study (word count:1000) 25 marks (table-2) **week 12 (26/12/2023)**

Select a case study from the athletes you have attended their sport training with the wrestling federation. Analyse common movement(s) patterns that were performed during sparring and training. Identify the potential injuries in the sport of wrestling. Determine prevention mechanisms and propose a suggested training program for injury prevention. The selection of the injury prevention intervention is based on your previous knowledge as a physiotherapist in terms of requirements for strength, flexibility, balance, agility, coordination, and motor control.

3- Needs assessment **week 10 (12/12/2023)**

a- SWOC (word count: 500) 15 marks (table-3)

(Strengths/ Weaknesses/ Opportunities/ Challenges)

Prepare a SWOC analysis that addresses your training at the wrestling federation during this semester. Use this tool to assess and review your knowledge, skills and preparedness regarding your 1st field training.

b- Learning outcomes (word count: 500): 10 marks (table-3)

Based on your SWOC analysis, prepare a list of learning outcomes and how you are planning to address them in the following semesters.

4- Reflective practice (word count:1000) 25 marks (table-4) **week 14 (7/1/2024)**

Select a critical incident that you witnessed during your field training with the wrestling federation. This incident could be a positive or negative one. Write a reflection account using one of the reflection cycles to explore this incident and how it might affect your training and practice in the future.

Examples of critical incidents:

- Documentation
- Communication (trainers and athletes/ trainers and parents/ trainers and coaches)
- Consent for young athletes
- Interdisciplinary team
- Evidence based practice

The incident should not be major, it could be a minor incident that provoked you to think about what happened and question the practice, or the response of involved parties.

Table 1: professionalism & ethical practice

Professionalism and ethical practice (onsite-observation)- Ongoing assessment throughout the semester	
Criteria	Description
Attitude (5 Marks)	The student should adopt a positive and responsible attitude toward athletes, clinical instructors, colleagues, officials at training sites and other members of the team. The approach, actions and language of the student should reflect values of respect, self-control and accountability. In facilities with limited resources, the student should utilise problem solving skills.
Communication (5 Marks)	Verbal and written communications should be clear, concise and informative. Verbal communication includes correspondence and discussions with clinical instructors, colleagues in the course, athletes, team officials, and other members of the medical team. The student needs to pay attention to the clarity of voice, use of adequate tone and be confident in any type of communication. Written communication includes emails and any type of cyber communication. The student should be aware of professional boundaries. The student should refrain from using any offensive phrases or inadequate language.
Time management (3 Marks)	The student should be punctual in the appointments given for athletes or their clinical instructors. The student should pay attention to appropriate timeline structure for assessment sessions. This also includes showing up on time at field training venues and submissions of tasks even if they were not for summative assessment.
Dress code (2 Marks)	Full adherence to the dress code, which should be clean and tidy. The student should maintain a professional look. Colours should be basic. Avoid colourful and printed clothes. Wear sport shoes. High heels and sandals are not allowed. Long hair should be tied at the back. Hijab should be of white and off-white colours only and tucked in the top piece of clothes.
Appearance (3 Marks)	In addition to adherence to dress code, professional look and personal hygiene should be maintained. Jewellery is not allowed, except for the wedding ring. Long hair should be tied. Hijabs for females should be light, no or minimum use of pins and preferably tucked in the top piece.
Ethical practice (3 Marks)	The student should abide to universal ethical principles of autonomy, beneficence, non-maleficence and justice. The student is expected to preserve autonomy for athletes, respect confidentiality, act in a non-discriminatory manner and ensure that all decisions made fulfil the principles of beneficence and non-maleficence. This should be evident to clinical instructors during observation, discussions and communication held onsite.
Attendance (4 Marks)	Absences are not allowed. In severe circumstances, the student should inform the course instructors in advance. Students are expected to spend 6 hours per week at field training venues. This means going at least two days per week. Every student should keep a personal log for field training attendance; each visit should be documented with the date/ day/ time of arrival and departure and signed by the clinical instructor or contact person at the venue.

Table 2: case study

Case Study (word count:1000) 25 marks to be submitted on week 12			
Case selection and description 5 marks			
<p>5 marks</p> <p>Select an appropriate case. A detailed and clear description of the case is provided including the type and context of training protocol, and personal details.</p>	<p>3-4 marks</p> <p>Select an appropriate case. A clear description of the case with essential details are provided. Some details are lacking, but this does not affect further analysis and /or the establishment of the injury prevention program.</p>	<p>2-3 marks</p> <p>Select an appropriate case. The description of the case is clear but lacks information that may influence further analysis and /or the establishment of the injury prevention program.</p>	<p>0-1 marks</p> <p>Select an appropriate or inappropriate case. The description of the case is ambiguous and limited. This limitation will profoundly affect further analysis and establishment of the injury prevention program.</p>
Case analysis 5 marks			
<p>5 marks</p> <p>Provide a detailed in-depth analysis of the case. Demonstration of in-depth understanding of anatomy, physiology, biomechanics, motor control, and mechanisms of injury. The analysis is holistic and consistently takes into consideration contextual and personal factors.</p>	<p>3-4 marks</p> <p>Provide a detailed in-depth case. Demonstration of adequate understanding of anatomy, physiology, biomechanics, motor control, and mechanisms of injury. The analysis is holistic and presents some consideration to contextual and personal factors.</p>	<p>2-3 marks</p> <p>Provide an adequate case analysis. Demonstration of anatomy, physiology, biomechanics, motor control, and mechanisms of injury, but the application of this knowledge is limited. There is limited consideration to personal and contextual factors.</p>	<p>0-1 marks</p> <p>The analysis of the case is limited. The student does not reflect on previous knowledge of anatomy, physiology, biomechanics, motor control, and mechanisms of injury, or the knowledge base is insufficient, inaccurate and /or flawed. The analysis does not attempt to discuss personal and contextual factors.</p>
Establish injury prevention mechanism 5 marks			
<p>5 marks</p> <p>Establish a consolidated scientific argument for the potential mechanisms of injury in this case. The mechanism is accurate, detailed and supported by advanced knowledge and understanding of anatomy, physiology, biomechanics, motor control</p>	<p>3-4 marks</p> <p>Establish a consolidated scientific argument for the potential mechanisms of injury in this case. The mechanism is accurate, detailed and supported by in depth knowledge and understanding of anatomy, physiology, biomechanics, motor control</p>	<p>2-3 marks</p> <p>Establish an adequate scientific argument for the potential mechanisms of injury in this case. The mechanism is accurate, detailed and supported by adequate knowledge and understanding of anatomy, physiology, biomechanics, motor control</p>	<p>0-1 marks</p> <p>The student fails to provide a coherent mechanism of injury. The account is descriptive and reflects inadequate or flawed understanding of anatomy, physiology, biomechanics, motor control</p>
Devise injury prevention plan 10 marks			
<p>8-10 marks</p> <p>devise a comprehensive and detailed injury plan that is supported by the in-depth analysis of the training protocol, personal and contextual factors and the potential mechanisms of injury. The injury prevention plan is complete with detailed baseline training parameter and progression parameters, as well as establishing parameter for potential risk identification and management.</p>	<p>5-7 marks</p> <p>devises a comprehensive and detailed injury plan that is supported by the analysis of the training protocol, personal and contextual factors, and the potential mechanisms of injury. There is evidence of good attempt to consider baseline training parameter and progression parameters, as well as establishing parameter for potential risk identification and management.</p>	<p>3-5 marks</p> <p>devises a good injury plan that is supported or partially supported by the analysis of the training protocol, personal and contextual factors, and the potential mechanisms of injury. The injury prevention plan is good, but lacks some elements related to baseline training parameter and progression parameters, as well as establishing parameter for potential risk identification and management.</p>	<p>0-2 marks</p> <p>fail to provide an adequate injury prevention plan. The plan is defective, not supported by the analysis of the training protocol, personal and contextual factors, and the potential mechanisms of injury. Essential elements related to baseline training parameter and progression parameters, as well as establishing parameter for potential risk identification and management are not present or lacking.</p>

Table 3: SWOC needs assessment

Needs assessment SWOC (word count: 500-1000) 25 marks to be submitted on week 10.			
Assessment criteria and Rubric	Excellent	Very Good	Good
Strengths 3 Marks	Comprehensive and realistic list that states the student's strengths (at least 4 points). 3 Marks	Comprehensive and realistic list that states the student's strengths (2 points). 2-1 Marks	List is not comprehensive enough or it contains strengths that are not realistic. 0 Marks
Weaknesses 4 Marks	Comprehensive and realistic list that states areas in which the student struggles and provides a solution to correct the weakness. 4 Marks	Comprehensive and realistic list that states areas in which the student struggles. 3-2 Marks	List that states areas in which the student struggles is limited and not realistic. 1-0 Marks
Opportunities 4 Marks	Comprehensive and realistic list of well-thought-out opportunities for profit and growth. Provides plan for realizing the opportunities. 4 Marks	Comprehensive and realistic list of well-thought-out opportunities for profit and growth. 3-2 Marks	A limited list of random opportunities is provided. 1-0 Marks
Challenges 4 Marks	Comprehensive and realistic list that states the challenges that may affect the student. Provides solutions to meet those challenges head-on. 4 Marks	Comprehensive and realistic list that states the challenges that may affect the student. 3-2 Marks	A limited list of random challenges is provided. 1-0 Marks
Learning outcomes 6 Marks	The student demonstrates rich and in-depth reflection on performance, identifies realistic and meaningful learning goals 5-6	The student is aware of own learning needs, most learning goals are identified 3-4	The student demonstrates limited ability in identifying learning goals 1-2
Action plan 4 Marks	All action plans to address learning outcomes are comprehensive, realistic and shows readiness and willingness to develop 4	Most action plans to address learning outcomes are comprehensive, realistic and shows readiness and willingness to develop 2-3	Limited action plans to address learning outcomes and the student needs some help to establish an action plan to achieve learning goals 1

Table 4:reflective practice

Reflective Practice (word count: 1000) 25 marks to be submitted on week 14				
Assessment criteria and Rubric	Excellent	Very Good	Good	Poor
Description of conflict/ incident 3 Marks	Full description of the incident, conflict, challenge, or issues of concern that includes multiple perspectives, exploring alternative explanations 3	A description of the incident, conflict, challenge, or issue of concern with minimal consideration of the environment and other perspectives 2	Weak description of the incident, conflict, challenge, or issue of concern without considering the environment and other perspectives 1	No description of the incident, conflict, challenge, or issues of concern 0
Attending to emotions 4 Marks	Complete recognition, exploration, attention to emotions of yourself and different parties involved in the incident 4	Recognition, exploration, and attention to emotions of some of the parties involved in the incident 3-2	Little recognition of emotions without exploration of emotions of different parties involved in the incident 1	No recognition or attention to emotions 0
Analysis 6 Marks	The reflection moves beyond simple description of the experience to an analysis of how the experience contributed to student understanding of self and others. In addition to exploration and critiquing of assumptions, values, beliefs, and consequences of action (present and future) 6-5	Movement beyond reporting or descriptive writing to reflecting. The reflection demonstrates student attempts to analyze the incident with minimal analysis and exploration of values, beliefs, and the consequences of action 4-3	Elaborated descriptive writing approach and student makes attempts to reflect on the incident to understand self and others but did not analyze and explore values, beliefs, and the consequences of action 2	Superficial descriptive writing approach (fact reporting, vague impressions) without reflection or analysis 1-0
Future action plan 6 Marks	Lessons learnt and how this incident would change the student's reaction/ behavior/ thinking when similar incidents are encountered in the future is explored in depth 6-5	Lessons learnt and how this incident would change the student's reaction/ behavior/ thinking when similar incidents are encountered in the future are mentioned and briefly explored 3-4	Minimal reference to lessons learnt and how this incident would change the student's reaction/ behavior/ thinking when similar incidents are encountered in the future 1-2	Lessons learnt and how this incident would change the student's reaction/ behavior/ thinking when similar incidents are encountered in the future are not mentioned 0
Reflection model 3 Marks	A reflection model was reported and appropriately used with a clear description of each step and how it was handled according to the chosen incident 3	A reflection model was reported but was not appropriately used with a limited description of each step and how it was handled according to the chosen incident 2-1	The reflection model was not mentioned in the report. 0	
Organization (Word count, format, referencing) Font type times new roman; font size 12; Line spacing 1.5; Referencing style: Vancouver 3 Marks	Follow all instructions on presentation (word count, font type, size and line spacing) and cites all references in text, provides a full reference list and adheres to the required referencing style 3	Follow most instructions on presentation (word count, font type, size, and line spacing) and referencing including in text and reference list, an adhering to the required referencing style 2	Follow some instructions on presentation (word count, font type, size, and line spacing) and referencing including in text and reference list, an adhering to the required referencing style 1	Do not follow instructions on presentation (word count, font type, size and line spacing)/ does not provide a reference list/ does not adhere to the required referencing style. 0