

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 Physiotherapy II
	Course number/s	1801492
	Credit hours (theory, practical)	6 (0 theory, 6 practical)
	Contact hours (theory, practical)	18 (0 theory, 18 practical)
2	Duration and timing (days/week, hours/day)	3 days/week, 6 hours/day
	Full time/Part time training	Part time training
	Number of credit hours that must be completed successfully before joining the training	116
3	Prerequisites/corequisites	Clinical Physiotherapy I (1801491) + Pediatric Physiotherapy II (1801446)
4	Current number of students	6
5	Level of course	Undergraduate/ Fourth year
6	Year of study and semester (s)	2023/2024 – First semester
7	Program title	B.Sc. in Physiotherapy
8	Program code	1801
9	Awarding institution	The University of Jordan
10	School	School of Rehabilitation Sciences
11	Department	Department of Physiotherapy
12	Final Qualification	B.Sc. in Physiotherapy
13	Other department (s) involved in teaching the course	None
14	Language of Instruction	English
15	Date of production/revision	October /2023

16. Training Supervisor/s:

Name	Contact details	Workload details
Sumayah Abujaber, PT, PhD	Office Number: Office hours: Email: s.abujaber@ju.edu.jo	2 days/week for 16 weeks
Mayis Aldughmi, PT, PhD	Office number: 108 Office hours: Email: m.aldughmi@ju.edu.jo	1 day/week for 16 weeks
Mohammad Darabseh		2 days/week for 16 weeks
Hana Khamees		3 days/week for 16 weeks
Doaa Owais		3 days/week for 8 weeks

17. Accredited Training Sites:

Name, address, phone numbers, and email addresses should be listed.

- 1- Name: Royal Medical Services,
Address: King Hussein Medical Center, King Abdullah the Second Street 230, Amman.
Phone number: (06)5813837.
Email: ios@jrms.gov.jo

- 2- Name: Basheer Hospital,
Address: Ossamah Ben Zeid Street 216, Amman.
Phone number: (06)4791000.

- 3- Name: Jordan University Hospital,
Address: Queen Rania Street, Amman.
Phone number: (06)5353444, 55353666.
Email: juhosp@ju.edu.jo

- 4- Name: Al Hussein New Salt Hospital,
Address: Alquds Arabiya Street, Salt.
Phone number: (05) 353 1316.

18. Site Supervisor/s (Preceptors):

Name	Contact details	Workload details
Aseel Nassar	office no.: 23221	3 days / week
Hazim Elshebli Otoom	office no.: 23206	3 days / week
Shereen Alabdallat	office no.: 23221	3 days / week

19. Training Description:

This course involves physiotherapist-supervised application of Physiotherapy theory, examination, evaluation, and intervention. This course involves hands-on training on neuromuscular, burn, cardiopulmonary, pediatrics, and internal medicine in hospitals.

20. Training aims and outcomes:

A- Aims:

- Provide the students with supervised, intensive clinical training in different settings in Jordan in the areas of neuromuscular, musculoskeletal, paediatric, and cardiopulmonary physiotherapy in addition to physiotherapy for burns and amputees.
- Allow students to independently evaluate, treat, and set long- and short-term goals for their adult and paediatric patients.
- Provide students with opportunities to apply skills of evidence-based practice and clinical reasoning

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

Program ILOs:

1. Recognize, critically analyze and apply the conceptual frameworks and theoretical models underpinning physiotherapy practice
2. Demonstrate comprehension of background knowledge that informs sound physiotherapy practice
3. Demonstrate the ability to use online resources and technologies in professional development
4. Display a professional commitment to ethical practice by adhering to codes of conduct and moral frameworks that govern the practice of physiotherapy
5. Evaluate the importance of and critically appraise research findings to inform evidence-based practice such that these skills could be utilized in continuing self-development
6. Implement clinical reasoning, reflection, decision-making, and skilful application of physiotherapy techniques to deliver optimum physiotherapy management
7. Adhere to the professional standards of physiotherapy practice in terms of assessment, management, outcome measurement, and documentation
8. Display a willingness to promote healthy lifestyle and convey health messages to clients
9. Value the willingness to exercise autonomy while appreciating the challenges associated with delivering physiotherapy services
10. Display the ability to practice in a safe, effective, non-discriminatory, inter- and multi-disciplinary manner
11. Demonstrate effective oral and written communication with clients, carers, and health professionals

Course ILOs	ILO1	ILO2	ILO3	ILO4	ILO5	ILO6	ILO7	ILO8	ILO9	ILO10	ILO11
1. Evaluate and plan treatment for clients from the perspective of optimal functioning as described by the international classification of functioning disability	x	x					x		x	x	

and health “ICF” or family-centred approach											
2. Demonstrate the ability to adhere to the ethical standards and codes of conduct of the different settings in which clinical training will take place.				x							
3. Perform literature search and select appropriate, critically-appraised evidence-based outcome measures and treatment approaches for the management of their clients.			x		x	x					
4. Demonstrate sound clinical reasoning and decision-making abilities in developing and modifying physiotherapy management plans for clients with a variety of health conditions.						x					
5. Reflect on their own practice and consider the possibilities for self-development.						x					
6. Demonstrate accuracy and efficiency in keeping records of each physiotherapy session they perform.							x				
7. Adhere to the highest levels of physiotherapy practice standards, especially in terms of treatment planning and documentation.							x				
8. Use their knowledge and expertise to promote the health and								x			

well-being of individual clients, communities, populations and the profession.											
9. Provide educational advice to clients on healthy lifestyle choices.								x			
10. Work collaboratively and effectively to promote inter-professional practice, while at the same time exercising autonomy in their own practice.									x		
11. Work effectively and use appropriate communication with all patients and health care professionals regardless of race, gender or religion.										x	x

21. Achievement of Learning Outcomes:

Learning Outcome	Teaching/ learning methods	Assessment methods
ILOs 1-11	Hands-on sessions with patients	Practical skills exam
ILOs 1-11	Documentation using standardized assessments	Patient assessment sheets
ILOs 1-11	Discussion	Written exams

The semester will be divided into two rotations (Adults and Paediatrics); each rotation will last for 6 weeks.

During each rotation, students will be allocated to one of the accredited training sites. Students will be assigned to a variety of cases, based on availability. These cases range between neurological, musculoskeletal, pediatric and cardiopulmonary cases in addition to burns and amputation if available.

Clinical training in both rotations will be on three days of the week: Sunday, Tuesday, and Thursday from 8 am till 2 pm.

Important dates

Week	Date	Event
1	8/10-12/10	Start of semester/ Induction week
2 – 7	15/10 -23/11	Rotation I
4 – 7	29/10-23/11	Rotation I clinical exam
8	26/11-30/11	In-house week + Midterm theory exam
9-14	3/12-11/1	Rotation II (Peds)
11-14	17/12-11/1	Rotation II clinical exam
15	TBA by registrar	Final theory exam

Induction week schedule

Date	Time	Topic	Instructor
Sun 8/10	9:00-1:00	Introduction to clinical training	Clinical team
		Documentation SOAP notes SWOT analysis	
Tue 10/10	9:00-11:00	Functional outcome measures	Dr. Sumayeh Abujaber
Thu 12/10	9:00 -11:00	Manual handling: patient and therapist safety	Dr. Jennifer Muhaidat
	11:30-1:00	Infection control precautions	Infection control center-JUH (Dr. Zakariah)

In-house week schedule

Date	Time	Topic	Instructor
Sun 26/11	????	Written midterm exam	Clinical team
	????	CASE DISCUSSION	
Tue 18/4	9:00-1:00	TBC	
Thu 20/4	9:00-1:00	TBC	

22. Grading Details:

How is the grade for this course determined?

Exams		
Exam	Date	Grade
Documentation	End of rotation I and II	7.5% per rotation
Rotation I bedside assessment	Week 4-7	15%
Written midterm exam	Theory exam	25%
Rotation II bedside assessment	Week 11-14	15%
Professionalism	Throughout the clinical training	5%
Written final exam	A comprehensive final exam Date TBA by University registrar	25%

Documentation (15%)

Students will be asked to hand in all assessment sheets (Appendix 1/adults or Appendix 6/paediatrics) for patients seen during each rotation by the end of that rotation in addition to the logbook (Appendix 2) in which students should list all patients seen on daily basis.

Two assessment sheets will be chosen randomly and graded according to the criteria provided in Appendix 3 and an average will be calculated.

Bedside assessment (30%)

Adult rotation: after the second week of each rotation, the clinical instructors will evaluate the students' performance at the bedside. Grading criteria are shown in Appendix 4.

Paediatrics rotation: after the second week of each rotation, the clinical instructors will evaluate the students' performance at the bedside. Grading criteria are shown in Appendix 7

Professionalism (5%)

During their clinical training, students' professionalism will be continuously evaluated by their site supervisors. The specific criteria used for grading can be found in Appendix 8.

Midterm theory exam (25%)

A midterm theoretical exam will be conducted during the midterm examination period. The questions will be MCQ's based on clinical case scenarios in a variety of specialities (Neurological, pediatric, musculoskeletal, cardiopulmonary, geriatrics, physical and electrical modalities...etc.).

Written Final exam (25%)

A final theoretical exam will be conducted during the final examination period (TBA by the university registrar). The questions will be MCQ's based on clinical case scenarios.

23. Training Policies:

A- Attendance policies:

- Attendance will be taken on every clinical day throughout the semester.
- Students are expected to attend and adhere to their clinical load during each clinical practice day.
- Students are expected to arrive on-time.
- When the student is unable to attend clinical training on any given day, it is a courtesy to notify the clinical supervisor in advance using e-mail. Also, the student is expected to arrange with their colleagues to cover their patients' sessions.

- **Repeated tardiness or leaving early will not be accepted. Each 3 incidents of tardiness will be counted as one day absence. Tardiness is determined by arriving to the clinical placement site within 15 minutes after the arrival of their colleagues to the training site. Arriving after 15 minutes will count as absence.**
- An absence of more than 15% of all the number of clinical days, which is equivalent to **6 days of clinical practice**, 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 as stated in the laws and regulations of the University of Jordan.
- **Students are not allowed to be absent more than 3 days per rotation or 2 days per week. If the student's absence exceeds this number, 5 marks will be deducted for each extra day.** For those purposes, the induction week is counted as part of the first rotation and the in-house of the second rotation.

B- Absences from exams and handing in 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 in the regulations of The University of Jordan (e.g., documented medical, personal, or family emergency).
- Except for the final exams, make-up exams will be arranged if justifications for missing the exam satisfy the above. It is the student's responsibility to provide an excuse for the absence within three days to schedule a make-up session. Otherwise, the recorded score in that exam for the student will be zero.

C- Health and safety procedures:

- Students will be in direct contact with patients during this course.
- Students are not expected to use any heavy tools that might impose health and safety issues during this course. Safety guidelines will be applied when operating different therapeutic modalities.
- Students should work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation.
- Students should understand the importance of and be able to maintain confidentiality of clients' information.
- Students should understand the importance of and be able to obtain informed consent of clients when necessary.
- **Ethical behaviour necessitates obtaining patients' written consent before recording any videos of their performance for the purposes of assessment and/ or treatment. Patient consent form is provided in Appendix 5.**
- Students should know the limits of their practice and when to seek advice or refer to their supervisors or therapists at the clinical training site
- The department arranges for the students to get vaccinated for Hepatitis B prior to the start of clinical training. However, vaccination is optional and is a student's personal decision.

COVID-19 ALERT:

Post the covid-19 pandemic, extra infection control and social distancing measures are imposed. Please note the following:

- Students should wear face masks and gloves, especially when dealing with vulnerable patients. Also, students should sanitize and wash their hands frequently. Each student is expected to bring their own personal equipment, face masks, gloves, sanitizers, tissues, etc.
- Students should clean and disinfect surfaces and equipment at the clinical placement before and after use with their patients.
- If signs of Covid-19 develop, the student should seek PCR testing. Results should be reported to the course coordinator immediately.

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, 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.
- Professional behavior is expected during clinical training. Any misbehaviors will be dealt with according to the student discipline system clarified in the University of Jordan regulations.
- **Smoking is not allowed during clinical training including break time (if such breaks are allowed by the supervisor).**
- **The clinical supervisor and the course coordinator should be informed immediately of any incidents encountered by students during their training.**
- Use of cell phones is not allowed during clinical training.
- Students must wear a white, clean, ironed lab coat every day during the clinical training.
- Students are expected to dress professionally; jeans, shorts, training suits, tight leggings, sandals, slippers, makeup, etc. are not permitted.
- Scrubs are allowed except for students at the Royal Medical Services.
- Self-hygiene is of utmost importance and observation of infection control measures is a constant must.
- Each student must wear a badge that includes their name, in addition to their speciality (Physiotherapy) and (The University of Jordan). The badge must be in Arabic.

- **During training at RMS, students are expected to always wear their security clearances with them. Failure to show the clearance upon request will result in student being asked to leave the training premises and the student will be considered absent on that day.**
- **Students will not be allowed to attend the clinical training if their dress is deemed inappropriate, that day will be regarded as absence.**

E- Grading policy:

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 staff of Services for Student with Disabilities (Deanship 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,)

Each student is expected to bring with him/her to the clinic their assessment sheets and any relevant PT tools they might need for their assessment and treatment such as: reflex hammer, tape measure, goniometer, stethoscope...etc.

25. References:

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

1. O'Sullivan, S.B., Schmitz, T.J., Fulk, G.D. (2014). Physical Rehabilitation (6th ed.). Philadelphia, Pennsylvania: FA Davis
2. O'Sullivan, S. & Schmitz, T. (2017). Improving Functional Outcomes in Physical Rehabilitation (2nd ed.). Philadelphia, Pennsylvania: FA Davis.
3. Brotzman SB and Manske RC (2011) Clinical orthopaedic rehabilitation. An evidence-based approach. 3rd edition, Mosby Inc., Philadelphia
4. Kinser C. and Colby LA. (2012) Therapeutic Exercises Foundations and Techniques. 6th edition, F.A. Davis Company
5. Effgen S. Editor. Meeting the Physical Therapy Needs of Children. 2nd edition. FA Davis Company, Philadelphia, 2013.
6. Peds Rehab Notes by Robin L. Dole & Ross Chafetz

7. Tecklin J. Editor. Pediatric Physical Therapy. 4th ed. Lippincott Williams & Wilkins 2008
Peds Rehab Notes by Robin L. Dole & Ross Chafetz

Recommended books, materials, and media:

Any books and references from courses studied previously in this program.

26. Additional information:

Clinical related guidelines:

Each student must fill a logbook summarizing all patients managed. This logbook must be signed by the clinical supervisor at the end of each clinical day. Logbook is provided in Appendix 2.

Grading criteria for bedside assessments for adults and paediatrics are provided in Appendix 4 and 7.

Students are expected to document patient assessment and treatment plan using the patient record form in Appendix 1 and 6. These forms should be always with the students as the clinical instructors might ask to review them. Part of the student's ongoing assessment is assigned on the completeness and clinical reasoning reflected in those reports.

This course is regarded as the final training period before students' graduation. As it prepares them to practice as physiotherapists it builds upon all the previous knowledge gained in the core courses of musculoskeletal, Neuromuscular, Cardiorespiratory, and paediatrics physiotherapy.

Name of Course Coordinator: -Mohammad Darabseh----- Signature: ---- Date: 20/10/2023

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

Appendix 1
Assessment sheet/ adults

Student name _____
Patient initials _____

Clinical placement _____
DOB _____

Date _____
Diagnosis _____

Chief complaint

History

*Insert objective assessments on separate sheets using standardized tools.

Goals

Proposed treatment

Treatment plan

Health promotion and patient education

Home exercise program

Progress notes

Date

S

O

A

P

Date

S

O

A

P

Date

S

O

A

P

Appendix 3 Documentation Grading Criteria

Each student will submit all assessment sheets for all cases provided in the logbook at the end of each rotation. Two assessment sheets will be graded randomly according to the following criteria:

Criteria for portfolio

Criterion	Complete and fully accurate (3)	Not complete and has minor mistakes (2)	Not complete and has major mistakes (1)	Not found/empty (0)
Full and organised (compared to logbook)				
History				
Clinical reasoning				
Physical examination and results				
Functional SMART goals				
Treatment plan (including home exercise program)				
Logic and flow of SOAP notes				
Total scores				

Appendix 4
Bedside Assessment Criteria

Criteria	3 Perform task correctly without mistakes	2 Perform task with minor mistakes and /or hazards	1 Perform task hesitantly after receiving any feedback even inform of body language	0 Unable to perform task
Treatment /management				
Applying appropriate assessment /outcome measures				
Applying appropriate treatment strategies effectively				
Adhering to principles of patient and therapist safety				
Giving suitable home treatment and advice				
Clinical reasoning				
Planning appropriate physiotherapy assessment				
Planning treatment program				
Professional behaviour				
Communication skills				
Professional behaviour and appearance				
Mark awarded				

Appendix 5 Patient Consent for Video Recording

موافقة خطية على تصوير فيديو/ صور

أنا الموقع أدناه _____ لا مانع لدي من أن يقوم الطالب _____ من طلبة السنة الرابعة في قسم

العلاج الطبيعي في الجامعة الأردنية بتصوير فيديو/ صور لي كجزء من تقييمي وعلاجي.

علمًا بأن الهدف من هذه المادة التصويرية هو توثيق حالتي لتسهيل متابعتها، ولن يتم نشرها أو مشاركتها مع أي كان. وسيتم إتلاف

هذه المادة بمجرد انتهاء جلساتي العلاجية أو بناءً على رغبتي.

وعليه أوقع،

الاسم _____ التاريخ _____ التوقيع _____

اسم الطالب _____ التوقيع _____

Appendix 6

Physiotherapy Evaluation report (complete for each child)

Date:

Setting:

Personal information:
Child's name:
DOB / Age:
Sex:

Medical Diagnosis:
Parent / care giver chief complaint:

Birth history:	Family History:
<input type="checkbox"/> Type of delivery (Natural , CS)	<input type="checkbox"/> Consanguinity:
<input type="checkbox"/> Gestational age	<input type="checkbox"/> Similar cases:
<input type="checkbox"/> Birth weight	<input type="checkbox"/> # of siblings:

Medical history:	
<input type="checkbox"/> NICU (# of Days and cause)	
<input type="checkbox"/> Surgeries,, fracture	
<input type="checkbox"/> Medications	
<input type="checkbox"/> Medical conditions, previous diseases	
<input type="checkbox"/> Assistive devices	
<input type="checkbox"/> Contraindications	
Developmental History:	
<input type="checkbox"/> Started head control	
<input type="checkbox"/> Started rolling	
<input type="checkbox"/> Started sitting	
<input type="checkbox"/> Started walking	
<input type="checkbox"/> Current gross motor functional level – Developmental age	

General systems Assessment:

Gastrointestinal	Cardiopulmonary	Integumentary:	Cognitive and behaviour

Musculoskeletal System:

ROM		FMT / MMT	
RT	LT	RT	LT

Special tests:

LLD :

Scoliosis:

Hip Dislocation:

Neuromuscular system:

DTR	Primitive reflexes	Muscle tone	Sensation	Myotome

Special tests:

Developmental evaluation:

	Functional and developmental appropriate	Non-functional
Head control		
Trunk control		
Rolling		
Prone on elbow		
Quadruped		
Sitting		
Standing		

Reaction	Position	Forward	Backward	Sideways
Equilibrium				
Static	sitting			
	Standing			
Dynamic on the ball				
	Prone			
	Supine			
	Sitting			
Protective				
Static	sitting			
	Standing			
Dynamic on the ball				
	Prone			
	Supine			
	Sitting			

Child's strength and functional abilities:
Key problems- based on ICF

Pediatrics assessment and measurement tools:

Name of measure	Results/ scores

Treatment plan

<p>Goals- Long and short term goals (SMART)</p>
<p>Interventions</p>
<p>Parents education</p>

Follow up and progress notes

Signature

Appendix 7

Practical exam grading criteria (15%)

Criteria for grading	Good 3: all requirements met	Satisfactory 2: most of requirements met	Poor 1: most of requirements not met
1- The student demonstrates knowledge about the medical condition and history of the child			
2- The student mentions a list of functional problems for the child she/he is treating and the hypothesis according to these problems.			
3- The student performs assessment to confirm or disconfirm the problem (hypothesis behind it)			
4- Choice of assessment is performed correctly			
5- The student understands the results of the assessment and use it to plan for treatment			
6- The student provides interventions that are appropriate to the child condition and based on the assessment			
7- Performance of intervention with clear instructions to parents / child (written home program).			
8- Handling/safety/body mechanics/ Dress code			

Appendix 8
Professionalism Assessment Criteria

Criteria	2	1	0
Dress code			
Tools and doc			
Communication to pts. And care providers			
Committed to Hospital polices			
Professional relation to (PT, Peers, sup)			
Total (10) converted to 5			