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| **Philadelphia University**  |  | **Approval date:**  |
| **Faculty: Allied Medical**  **Sciences**  | **Version: 1**  |
| **Department:** **Physiotherapy**  | **Credit hours: 3**  |
| **Academic year 2024/2025**  |  **Course Syllabus** | **Bachelor**  |

#  Course information

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| --- | --- | --- |
|  **Course#** |  **Course title** |  **Pre-requisite** |
|  **1120416** |  **Women's health in physical therapy** | **Department approval**  |
|  **Course type** |  **Class time** |  **Room #** |
| ☐ University Requirement ☐ Faculty Requirement ☒ Major Requirement ☒ Elective ☐Compulsory  | **Sunday- Tuesday** **(9:15-10:05**) |  **902020** |

|  |  |
| --- | --- |
| **Hours No.\***  | **Course Level\*** |
| **3** | 6th ☒ 7th  8th  9th |

#  Instructor Information

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  **Name** | **Office No.** |  **Phone No.** |  **Office Hours** |  **E-mail** |
| **Assistant****Professor** **Dr.Atef M. Doweir** | **61-215** | **2336** |  **-Sat (12:15-14:15)** | **adoweir@philadelphia.edu.jo** |
| **Monday(12:15-16:00)** |

#  Course Delivery Method

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|  **Course Delivery Method** |
| ☐ **Physical** ☐ **Online** ☒ **Blended**  |
|  **Learning Model** |
|  **Percentage**  |  **Synchronous** |  **Asynchronous** |  **Physical** |
|  **---** | **50%**  | **50%** |

#  Course Description

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| This course is a three-credit describes the role, and scope of physiotherapy in the area of women’s health and explores what students’ physical therapists need to know about women’s women health. This course provides knowledge and skills examine, evaluate, and coordinate a comprehensive plan of care and provides interventions for patients with different disorders. This course consisting of differenttopics such as exercise benefits, Kegel exercises, fitness tips for menopause, weight gain after menopause, menstrual cycle, Silicone breast implants, clinical services for women suffering with common pregnancy discomforts including low back pain, circulatory issues (e.g. varicose veins), Sacroiliac pain, Low back pain, Piriformis Syndrome, Round Ligament Pain, Pubic Symphysis Dysfunction, Coccydynia, Caesarean Section, Wrist pain: Carpal tunnel syndrome, **i**ncreased weight and hormonal changes (laxity of ligaments). , students will gain expertise in the field of Women’s health and be able to work effectively in this field. |

 **Course Learning Outcome**

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| --- | --- | --- | --- |
|  |  |  | **Corresponding**  |
|  |  **Number** |  **Outcomes** | **Program outcomes** |
|  |  |  **Knowledge** |  |
|  **1** |  **K1** | Demonstrate a comprehensive a deep understanding of related to commonWomen’s health issues. |  **KP1** |
|  **2** |  **K2** | Conduct thorough assessments and utilize diagnostic tools to accurately diagnose commonWomen’s health issues |  **KP2** |
| **3** | **K3** | Communicate effectively with athletes, coaches, and healthcare professionals to optimize Women’s health. | **KP2** |
|  |  | **Skills** |  |
|  **1** |  **S1** | Adhere to ethical standards and professional conduct in the practice of physical therapy for Women’s health. |  **SP1** |
|  **2** |  **S2** | Collaborate seamlessly within an interdisciplinary sports Women’s health practitioners. Stay updated with the latest advancements in the field of Women’s health management. |  **SP2** |
|  |  | **Competencies** |  |
|  **1** |  **C1** | Apply evidence-based treatment techniques and design customized rehabilitation programs for Women’s health |  **CP1** |

 **Learning Resources**

|  |  |
| --- | --- |
| Course textbook  | 1-Taylor NA. Groeller SH. Physiological Bases of Human Performance During Work and Exercise. China, Churchill Livingstone Elsevier. 2019; pp. 169-176.2-Journal of Women's Health Physical Therapy.20183- Jeanette Haslam &Jo Lavcock. Therapeutic Management of Incontinence and Pelvic Pain, , Fifth edition. 20173- Jean .M.Irion &Glenn.L.Irion, Physical therapy for women health, Wolters Kluwer, 2019.4-Physiotherapy in Obstetrics and Gynecology, Jill Mantle, Sue Barton, Jeanette Haslam, second edition, 2018.5-Pelvic Floor Dysfunction A Multidisciplinary Approach, G. Willy Davila,Gamal M. Ghoniem&Steven Wexner, spriner-vering Londen Limited, 2019. |
| Supporting References  |  1-William D. McArdle N. Frank I. Katch H. Victor L. Katch M. [Essentials of exercise physiology](http://books.google.com/books?id=L4aZIDbmV3oC&pg=PA204), 6th ed. Lippincott Williams & Wilkins. 2020; [ISBN](http://en.wikipedia.org/wiki/International_Standard_Book_Number) [978-0-7817-4991-6](http://en.wikipedia.org/wiki/Special%3ABookSources/978-0-7817-4991-6). 2- [Helen Roberts](https://www.google.com.eg/search?hl=ar&tbo=p&tbm=bks&q=inauthor:%22Helen+Roberts%22&source=gbs_metadata_r&cad=6) Physiotherapy in Obstetrics and gynecology. Women's Health Matters, Routledge, second edition. 2018. 3- Carolyn Kisne and Lynn Allen Colby, F.D Davis. Textbook of Manual therapy with Clinical Correlations, Pheladelphia, sixth edition 2019. |
| Supporting websites  | www.Medicine.com www.Medscape.com www.Biomedcentral.com www.sport injury clinic.net  |
| Teaching Environment  | ☒**Classroom** ☐ **laboratory** ☒**Learning platform** ☐**Other**   |

**Meetings and subjects timetable**

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| --- | --- | --- | --- |
|  **Week** |  **Topic** | **Learning Methods** | **Learning Material**  |
| **Week 1****13, 15 October** | **-Course syllabus, Vision,****Mission, Aim and LO of the Program****-introduction to women health P.T****-assessment of women problems** | **Lecture** | **Vision, Mission,****Aim and ILOs of the Program** |
| **Week 2****20,22 October** | **Anatomy of the pelvis** | **Lecture** |

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| **Pre-prepared Presentations Text book reference** |

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| **Week 3****27, 29 October** | **Anatomical and physiological changes during pregnancy** | **Lecture &****Problem solving based learning** | **Pre-prepared Presentations Text book reference** |
| **Week 4****3,5 November** | **-Antenatal care****Quiz 1** | **Lecture** | **Pre-prepared Presentations Text book reference** |
| **Week 5****10,12 November** | **Normal labour and postpartum rehabilitation** | **Lecture &****Problem solving based learning** | **Pre-prepared Presentations Text book reference** |
| **Week 6****17,19****November** | **Cesarean section** | **Lecture** | **Pre-prepared Presentations Text book reference** |
| **Week 7****24,26 November** | **-****Revision** | **Lecture** | **Pre-prepared Presentations Text book reference** |
| **Week 8** | **Midterm** | **Exam** | **Exam** |
| **Week 9****8,10 December** | **Risk pregnancy** | **Lecture** | **Pre-prepared Presentations Text book reference** |
| **Week 10****15,17****December** | **Menopause** | **Lecture &****Problem solving based learning** | **Pre-prepared Presentations Text book reference** |
| **Week 11****22, 24****December** | **Displacement of the uterus** | **Lecture** | **Pre-prepared Presentations Text book reference** |
| **Week 12****29, 31 December** | **Quiz 2****Urinary incontinence** | **Lecture &****Problem solving based learning** | **Pre-prepared Presentations Text book reference** |
| **Week 13****5,7 January** | **Dysmenorrhea** | **Lecture &****Problem solving based learning** | **Pre-prepared Presentations Text book reference** |
| **Week 14****12, 14 January** | **PCOS** | **Lecture** | **Pre-prepared Presentations Text book reference** |
| **Week 15****19, 21 January** | **Revision** | **Lecture** | **Pre-prepared Presentations Text book reference** |
| **Week 16** | **Final exam** |  |  |

# Course Contributing to Learner Skill Development

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| Using Technology  |
|  Learnt evidence based assessment tools in this course will develop their critical thinking and problem solving skills  |
|  Communication skills  |
| Develops interpersonal skills while interacting with the simulator  |
|  Application of concepts learnt |
| Learnt concepts in this course will facilitate critical thinking, clinical reasoning and decision making skills while assessing the patients/simulator |

#  Assessment Methods and Grade Distribution

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| --- | --- | --- | --- |
|  **Assessment Methods** | **Grade Weight** |  **Assessment Time (Week No.)** | **Link to Course Outcomes** |
|  **Midterm exam**  | **30%** | **Week 7-8** | **K1 &K2&K3** |
|  **Term Work\***1. **Quiz\* (10 %)**
2. **Quiz\* (10 %)**

 **4) Assignment\* (20 %)**  | **30%** | **Quiz 1: 3-5****November****Quiz 2:29-31****December****Assign: 26 December (due date)** | **S1,2 &K2& K1** |
|  **Final Exam**  | **40%** | **Jan** | **K 1, 2 ,K3& C1** |
|  **Total**  | **100%** |  |  |

\* includes: quiz, in class and out of class assignment, presentations, reports, videotaped assignment, group or individual projects.

 **Note: Best three marks will be taken for Term work (30%)**

#  Alignment of Course Outcomes with Learning and Assessment Methods

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| --- | --- | --- | --- |
|  **Number**  |  **Learning Outcomes** | **Learning Method\*** | **Assessment Method\*\***  |
|  |  **Knowledge**  |  |  |
| **K1**  | -Summarize the pelvis, pelvic floor, perineum, abdominal muscles, breast, reproductive tract, urinary tract and rectal region anatomy. | **Lecture** | **Exam & Quiz**  |
| **K2**  | -Conclude physiotherapy management of normal labour, cesarean section to recognize the guidelines for managing the pregnant woman, and recommendations for fitness. | **Lecture** | **Exam, Quiz**  |
| **K3** | -Recognize the physical therapy role for postnatal period, identify significance to physical therapy for cesarean childbirth, and identify common gynecological and gynecological surgery conditions. | **Lecture** | **Exam, Quiz** |
|  |  **Skills**  |  |  |
|  **S1** | -Analyze the effects of stress on body and mind during antenatal period, modify the suitable pelvic floor and pelvic-tilting exercises to prevent of back pain during antenatal period. | **Lecture & Problem solving based learning** |  **Assignment**  |
|  **S2** | -Apply critical areas of emphasis and selected exercise techniques | **Lecture & Problem solving based learning** |  **Exam, Quiz** |
|  |  **Competencies**  |  |  |
|  **C1** | - Compare common gynecological conditions to plain a suitable effective and individual physical therapy program aiming to improve overall their quality of life. | **Lecture & Problem solving based learning** |  **Exam, Quiz** |

\* includes: Lecture, flipped Class, project- based learning, problem solving based learning, collaborative learning \*\* includes: quiz, in class and out of class assignment, presentations, reports, videotaped assignment, group or individual projects.

#  Course Polices

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|  **Policy** |  **Policy Requirements** |
|  **Passing Grade** | The minimum pass for the course is (50%) and the minimum final mark is (35%). |
|  |  Missing an exam/term work without a valid excuse will result in a zero grade to be assigned to the exam or term work  |
| **Missing Exams** | * A Student who misses an exam or scheduled assessment, for a legitimate reason, must submit an official written excuse within a week from the exam or assessment due date.
* A student who has an excuse for missing a final exam should submit the excuse to the dean within three days of the missed exam date.
 |
|  **Attendance**  | The student is not allowed to be absent more than (20%) of the total hours prescribed for the course, which equates to Six lecture days. If the student misses more than (20%) of the total hours prescribed for the course without a satisfactory or compulsive excuse accepted by the dean of the faculty, he is prohibited from taking the final exam and his result in that subject is considered (zero), but if the absence is due to illness or a compulsive excuse accepted by the dean of the college that is considered. The article is introduced, it is considered withdrawn from that article, and the provisions of withdrawal shall apply to it. |
| **Academic Honesty**  | Philadelphia University pays special attention to the issue of academic integrity, and the penalties stipulated in the university's instructions are applied to those who are proven to have committed an act that violates academic integrity, such as cheating, plagiarism (academic theft), collusion, intellectual property rights |

**Program Learning Outcomes to be assessed in this Course**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  **Number**  |  **Learning Outcome**  |  **Course Title** | **Assessment Method**  | **Target** **Performance level** |
|  **KP1**  | Demonstrate profound and contemporary knowledge in basic, clinical, medical, and psychosocial sciences relevant to physical therapy | **Women's health in physical therapy** | **Theory****Exam & Quiz** | 75% of students have a minimumscore 6 out of10 |
|  **KP2** | Integrate knowledge and skills gained in basic, clinical, medical, and behavioral sciences and apply them to patient care. | **Women's health in physical therapy** | **Theory Exam** | 75% of students have a minimumscore 6 out of10 |
|  | Demonstrate competent entry-level skills and abilities to critically reason in terms of screening, evaluation, re-evaluation, diagnosis, prognosis, and development of a plan of care for clients and patients seeking physical therapy services. | **Women's health in physical therapy** | **Theory Exam** | 75% of students have a minimum |
| **SP2** | Demonstrate effective clinical, interpersonal, and communication skills in examination, treatment plan development, and management of various conditions across the life span in the field of physical therapy | **Women's health in physical therapy** | **Theory Exam** | 75% of students have a minimum |
| **CP1** | Develop critical analysis and clinical decision-making skills to integrate basic and clinical knowledge within an evidence-based framework | **Women's health in physical therapy** | **Assignment** | 75% of students have a minimum |

#  Description of Program Learning Outcome Assessment Method

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|  **Number** |  **Detailed Description of Assessment** |
|  **KP1,2**  | This intended program learning outcome (IPLO) will be assessed by theory exam  (MCQ and Essay questions), and Quiz  |
|  **SP1,2** | This IPLO will be assessed by using out of class assignment. The following rubrics will be used to evaluate the student’s skills.  |
|  **CP1** | This IPLO will be assessed by using theory exam, Quiz  |

**Assignment Rubrics**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Criteria** | **Weak (0-2)** | **Average (3-****5)** | **Satisfactory (6-8)** | **Competent (9-10)** | **Score** |
|  1 | **Identify the main issue/ problem** | Unable to identify issue/problem in complex situations.Uncertain and unable to assessAdequately. | Able to identify an issue/problem in a complex situation but less able to assessAdequately. | Able to identify a problem with clarity but moderately able to assess and justifyThe situation. | Able to identify issue/ problem in a complex situation and able to assess and justify the situation. | \_\_\_ x2 |
|  2 | **Analysis of the issue/problem** | Unable to analyze issue/problem in complex situations and uncertain and unable to assessadequately. | Able to analyze issue/ problem in a complex situation but less able to assessadequately. | Able to analyze issue/problem with clarity but moderately able to assess and justifythe situation. | Able to analyze issue/problem in a complex situation and able to assess and justify the situation. | \_\_\_ x2 |
|  3 | **Information management** | Poorly updated the information and lack of correlation | Minimum updated information and needs improvement | Adequate updated information lack ofcorrelation | High correlation of information with current trends and advances | \_\_\_ x 2 |
|  4 | **Relevance and List of references** | No relevance and fails to use the references in a correct way | Sufficient relevance, partially fulfill the required number of references | Good relevance, fulfill and appropriate use ofreferences | Excellent relevance and exceed the required number of references | \_\_\_ x 1 |

 **Guidelines for Assignment**

1. Use Times New Roman. The font size for headings is 14 and the font size for text is 12.

Use 1.5 lines of spacing between sentences in the text.

1. Limit your assignment to a word count of less than 500 words (2 pages).
2. Write your assignment carefully, with more focus on the criteria of the rubrics provided in the course syllabus.
3. Use this plagiarism checker website, [https://www.check-plagiarism.com/,](https://www.check-plagiarism.com/) or Turnitin to check for plagiarism in your assignment. It’s free. Take a screen shot of your plagiarism report and submit it along with your assignment. Plagiarism should be less than 20%.
4. Assignments with more than 20% plagiarism will not be accepted and copy from your peer group/uploading assignment in unsupported format will also result in zero grade.
5. On or before duedate, submit your assignment via MOODLE.
6. Penalty for late submission: 15% of your marks per day.

**Note: Assignment should be submitted through Moodle only. Other forms of submission will not be accepted for grading. It is your responsibility to sort out any problem arises during assignment submission through Moodle.**