



Jordanian Competency Framework for Physiotherapy B.Sc. Programs

Introduction:

The purpose of this document is to provide educational standards to physiotherapy education programs at universities in Jordan. In preparing this document the committee revised many of the national and international educational standards. Among the international standards the committee revised the Commission on Accreditation in Physical Therapy Education (American), the World Physiotherapy: Guidance for developing a curriculum for physiotherapist entry level education program and Competency Profile for physiotherapists in Canada. The local standards revised included the Jordanian Civil Service Bureau Entry -to - Practice Competencies (physiotherapy), and some previously established frameworks and guidelines adopted by AQACHEI.

The committee decided to adapt the competency-based educational framework as we strongly believe that this approach will contribute to the advancement of physiotherapy education in Jordan, thus, it is the current international trend in physiotherapy education. Additionally, the competency-based educational framework will help to transform physiotherapy education to be more responsive to the changes in community health care.

The educational domains and competencies as well as the human and physical resources needed to establish and run a physiotherapy program included in the instructions and guidelines are the minimum requirements each entry level program should have.



First: Physiotherapy Education Domains

The physiotherapy education consists of 3 main domains:

1. Basic Biological, Physical, and Behavioral Sciences Domain
2. Professional (specialized) Physiotherapy Domain
3. Clinical Practice Domain

1. **Basic Sciences** (Biology, chemistry, physics, ethics, management and leadership, research methods) and **Basic Medical Sciences** (Human anatomy, human physiology, pathology, psychosocial and mental health, exercise physiology, biomechanics, graduation project).

2. The professional (specialized) physiotherapy domain:

- A. Neurological PT
- B. Musculoskeletal PT
- C. Pediatric PT
- D. Cardiopulmonary PT
- E. Geriatric PT
- F. Women Health
- G. Sports Injury
- H. Electrophysical Agent and Therapeutics

3. Clinical Practice

Clinical practice education is an essential element of physiotherapist entry level education program and should take a place in different settings including for example in-patient, out-patient, nursing home, and community and should provide



students with opportunities to work within specific groups such as with children, adults, older people, and those at the end of life as the following:

- The program ensures that students have direct practice experience under the supervision of appropriately qualified physiotherapists allowing the students to work with clients, groups, and communities.
- The program ensures that practice education is integrated with the academic part of the program. This means that students are first prepared for practice placements by studying relevant theory and developing associated skills prior to the placement, and as their skills and experience increase.
- Practice education should involve access to increasing levels of responsibility throughout the program.
- There must be enough clinical practice education and should be the equivalent of not less than 20% of the specialized credits hours.
- Practice education should contain opportunities for each student to assess and use physiotherapy interventions with a wide range of clients who have movement dysfunctions. These may have arisen from problems and conditions that have a neurological, cardiopulmonary, musculoskeletal endocrine, metabolic, gastrointestinal, genitourinary, integumentary, or mental/psychological element, or a combination of these.
- There should be sufficient opportunity for students to achieve all the clinical competences, to demonstrate professional skills and behaviors, and to meet the program expectations. (i.e., have training in different settings)



- The practical education has clearly defined competencies and clinical evaluation criteria, potency check lists, or competency ratings.
- The program has adequate number of qualified clinical practice coordinators, clinical practice education supervisors, and clinical practice site supervisors that supervise, train, coordinate, and facilitate the clinical training for students throughout their clinical practice education.

Clinical practice resources: should be provided at the beginning of 3rd year of study

- Public or private hospitals that include physiotherapy department and provide inpatient and outpatient services.
- University or private physiotherapy and rehabilitation clinics, centers, or unites. Only for outpatient services.
- Community centers or nursing homes.

Clinical practice coordinator:

- The physiotherapy program should have a clinical practice coordinator that facilitates and organizes clinical training for the 3rd and 4th year students.

Clinical practice education supervisors:

- Clinical practice supervisors should be a licensed physiotherapists working in practice education sites. Ideally, they have a minimum of one year's relevant clinical experience, competence in their area of practice, and they can demonstrate effective clinical planning, teaching, and performance assessment techniques.



- Clinical practice supervisors are also called clinical educators, site teachers, preceptors, or mentors. They should receive training for this role as they contribute to the physiotherapist entry level education program.
- The ratio for clinical practice supervisor is 1:10

Clinical practice site supervisors:

- Clinical practice site supervisors are licensed physiotherapists working in practice education sites and have a minimum of master's degree in physiotherapy or have at least 5 years of clinical experience and they should have ongoing professional development.
- Clinical practice site supervisors ensure that the philosophy of client management and practice education is compatible with the physiotherapist entry level education program.
- They also ensure that roles and responsibilities of physiotherapists within the practice site are clearly defined and that there are adequate numbers of qualified physiotherapists to provide an educational program for students according to the agreed staff-student ratio.
- Their responsibilities include providing services in an ethical, legal, and professional manner, complying with legal requirements including informed consent from clients for being managed by students, and ensuring that students adhere to the same standards.
- They provide administrative support for practice education and ensure the health and safety of both the student and client.
- They orient the student to the practice education site and the program, understand the specific learning outcomes, plan student learning experiences, and assure that the student's level of supervision and responsibility are appropriate for their educational level and competence



Second: Competencies:

The following are 7 competencies required for end of the program students of Physiotherapy:

A. Physiotherapy Expertise:

Assessment, evaluation, diagnosis, prognosis, intervention, prevention.

B. Professionalism:

Behave ethically, abide with legal requirements, demonstrate cultural sensitivity, respect colleagues and patients.

C. Communication:

Verbal and non-verbal communication, written communication, use of various communication tools and technology, give and accept constructive feedback.

D. Scholarship:

Make evidence based clinical decisions, engage in scholarly inquiry, keep up to date with current development, identify self-deficiencies and work on rectifying it.

E. Collaboration:

Use integrated management approach, teamwork, contribute to conflict resolution.

F. Management:

Efficient and effective use of resources, ensure safe practice environment, quality improvement, manage health record.

G. Leadership:

Promote innovation in healthcare, contribute to leadership in the PT profession



Third: The Competency-Based Framework*

| Cognitive Domain | Competency | Program outcome(s) | Indicators | Teaching methods | Assessment |
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| Neurological PT** | Physiotherapy Expertise | Integrate knowledge and skills gained in basic, clinical, medical, and behavioral sciences and apply them into patient care. | Take history from patient/client Perform patient screening Formulate a differential physiotherapy diagnosis based on history taking, neurological examination and information learned about patients with neurological disorders. Develop a working prognosis Establish a physiotherapy goals Develop a physiotherapy treatment plan Summarize the role of the physical therapist in the acute and chronic care of various neurological conditions | Lectures, tutorials, lab, case scenarios, competency-based learning | Written exam, presentation, practical exams, competency-based assessment, OSCE |
| | Professionalism | Adhere to legal, ethical, and safe physiotherapy practice that respects human dignity, culture, and diversity within a global society. | Use an ethical framework to guide decision-making Comply with applicable roles and regulations Maintain confidentiality and privacy as appropriate Work within physiotherapy scope of practice and personal level of competence. | Lectures, tutorials, lab, case scenarios, competency-based learning | Written Exam, assignment, presentation, practical exams, competency-based assessment. |
| | Communication | 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 physiotherapy. | Prepare accurate and comprehensive health records and other documents, appropriate to purpose. Document initial assessment and follow-up progression of patient accurately and periodically. Employ assistive and augmentative devices to enhance communication. | Lectures, tutorials, lab, case scenarios, competency-based learning | Written exam, assignment, presentation, practical exams, competency-based assessment, OSCE. |
| | Scholarship | Use critical thinking, | Generate and validate | Lectures, | Assignment, |



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| | | self-reflection, and evidence-based practice to make effective clinical decisions about patient/ client care. | appropriate physiotherapy assessment procedures for evaluating various neurological conditions based on best available evidence. Incorporate best available evidence into clinical decision-making. Access reliable sources of information Access emerging information relevant to area of practice. | tutorials, case scenarios, competency-based learning | presentation, competency-based assessment |
| | Collaboration | 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 physiotherapy | Summarize the roles of members of the health care team in dealing with individuals with various neurological conditions and determine the need for referral to another health care professional. Participate in team evaluation and improvement initiatives | Lectures, tutorials, lab, case scenarios, competency-based learning | Assignment, presentation, competency-based assessment. |
| | Management | 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 physiotherapy. | Recognize the aspects of treatment that can be delegated to junior therapist or untrained caregivers. Manage own time effectively. Address issues related to availability of equipment and supplies. Apply best practices for infection control. Use outcome data to evaluate service delivery Manage health records and other information in paper and electronic format. Perform environment assessment (home, work and community) and make the appropriate recommendation and educate the patient/family on how to manage the patient's condition in such an environment. | Lectures, tutorials, lab, case scenarios, competency-based learning | Written exam, assignment, presentation, practical exams, competency-based assessment. |



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| | Leadership | Use critical thinking, self-reflection, and evidence-based practice to make effective clinical decisions about patient/ client care. | Advocate for new approaches to improve client/ patient care Engage in activities to support advancement of the physiotherapy profession. | Lectures, tutorials, lab, case scenarios, competency-based learning | Written exam, assignment, presentation, practical exams, competency-based assessment. |
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* Adopted from the World Confederation of Physiotherapy and the Commission on Accreditation in Physical Therapy Education (American)

** This is just an example. Separate tables should be filled for each cognitive professional domains.

Fourth: Program Resources

Human, and physical resources are available and support the learning process and the faculty in achieving the goals of educational programs:

1. Faculty:

- Providing at least one faculty member for each domain of specialization, and in special cases it is permissible to consider the overlap between domains.
- The number of faculty members must not be less than (4) full-time members who hold a first degree and a PhD (in the field of specialization) in physiotherapy. One of them should hold the rank of associate professor or above.
- Two faculty members who hold a PhD degree in physiotherapy should be hired with no less than three years contract when submitting the initial special accreditation request, and the rest at the beginning of the third year from the date of the initial special accreditation.



2. Laboratories:

- The program should have a minimum of 3 teaching laboratories to fulfill the following:
 - a. An electrophysical agents and therapeutic lab which contains various equipment needed to teach electrophysical agent and therapeutic exercise courses.
 - b. A specialized lab equipped for teaching adult physiotherapy skills.
 - c. A specialized lab equipped for teaching pediatric physiotherapy skills.
- Each lab should have a lab demonstrator. The lab demonstrator should hold a minimum of BSc in physiotherapy. The maximum load of the lab demonstrator is 18 hours per week.
- Suitable lab space for faculty to fulfill their scholarly agendas
- A computer lab with a minimum of 20 modern computers. Each computer should include software needed for teaching and research purposes.
- The minimum area for each lab is 60 m².

3. Classrooms and teaching equipment

- The program should have enough numbers of teaching classes of different sizes.
- The classrooms should be equipped with suitable teaching equipment (smart board, computer, data show...)
- Classrooms should be equipped with WIFI internet of high speed.
- Classrooms should be suitable for electronic and hybrid teaching.

4. Library and teaching resources:

- The library should contain enough recent books printed and/or electronic (the minimum is 2 different textbooks for each course in the study plan). For the required teaching text books the library should hold 3 printed copies or multiuser license for the electronic copies.



- The library should contain recent scientific periodicals (printed and/ or electronic) one for each cognitive domain.
- The library should subscribe to scientific international databases
- The library should have enough space and computers for the use of faculty, students and staff.
- The library should a system in place for books and periodicals use and barrowing.
- Faculty and students should have access to electronic resources in and out off campus

5. Administration of the program and other facilities:

- The department chair should with suitable experience in accordance with other chairs at the university.
- The department chair should have separate office space and an administrative assistant.
- Each faculty should have suitable office space
- Each faculty should have a computer with access to high-speed internet.
- All faculty should have access to printing and photocopying facilities.
- The program has adequate secretarial/administrative and technical support services to meet expected program outcomes.

Note: This framework is applied on physiotherapy programmes accreditation alongside with the General Accreditation and Guidelines Framework for Scientific and Humanitarian Programmes adopted by the Commission for any regulatory issue.