flip 3EEE First idea template

Designed for: *3rd, 4th years physiotherapy and nursing students*

Date: 2024 - 2025

Designed by: Dr. Rasmia Anabtawi, Dr. Mosab Amoudi, Dr. Mosaddaq Barahmeh, Dr Esra' Hamdan, Mr. Kareem Sbaih, Eng Nizar Shehab

*Version:*1.0

Dive to the subtopics:

1. **Assessing the elderly needs based on anatomical and physiological changes.**
2. **The use of safety measures that could reduce the risks of hazards to elderly people.**
3. **Promote long–term care**

Importance of the course:

The general purpose of this project is to design a special course in the capacity of health, physical therapy, and technological perspective for students who could provide care to elderly people who need rehabilitation and physiotherapy.

Rehabilitation and Physiotherapy Course

Presentations
Discussion
Group work
Simulation
Field training

Course Description:

This course is designed in the capacity of health, physical therapy, and technological perspective to be conducted to the physiotherapy, nursing, and occupational therapy students in their 3rd and 4th academic years.

This course is based on cooperation with medical sciences faculty, engineering & others. Such cooperation involves physiotherapists, nurses, physicians, educational institutions, and technological experts.

This course will equip the students with knowledge and skills regarding:

- Understanding the anatomical and physiological changes of the elderly people.
- Facilitating the physiological balance.
- Identify geriatric disorders that influence musculoskeletal ability.
- Provide the essential care that could be provided to the elderly includes physical exercises that suit their abilities.

The results of this course will help the students to improve the quality of life of the elderly by performing physiotherapy exercises that suit their abilities and health status.

flip 3EEE Model Canvas

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Key Partners

Arab American University
Al-Quds University
PPU

Key Activities

Presentations
Group work
Simulation lab
Field training

Key Resources

Meiner S., (2015). *Gerontological Nursing*. 5th edition. Mosby.
Averse D, Wong R, (2020). *Guccione's Geriatric Physical Therapy*. 4th Edition. ISBN: 978-0-323-60912-8
O'Sullivan S, Schmitz T, Fulk G, (2019). *Physical Rehabilitation*. 7th Edition.

Value

This course will:

- **Improve the students' knowledge regarding rehabilitation and physiotherapy practices.**
- **Provide the students with the skills that enable them to select the appropriate facilities**

- **The students will be able to perform physiotherapy to the elderly independently**

- **Maintain and improve the long-term care to the elderly**

Target group relationship

Health related disciplines including:

- **Physiotherapy**
- **Occupational therapy**
- **Nursing**
- **Students registered for this course after the completion 50% of their credit hours.**

Channels

- **Zoom meetings**
- **Face-to-face training (Lab, and simulation)**
- **Field visits and training**

Target group

Bachelor's Physiotherapy students (3rd and 4th years)
Bachelor's Nursing students (3rd and 4th years)

Cost Structure

Operational cost: Physiotherapy equipment.

Fixed cost: Lab infrastructure.

Direct cost: Lab supplies.

Revenue Streams

Course fee.

Personnel Income.

Training fee.

Flip 3EEE

flip 3EEE Storyboard Canvas

Chart your course. Think about your objectives (what do you want to reach with your students ➔ Bloom Taxonomy), your criteria of evaluation (how will you check this?) and your method of evaluation (how are you going to evaluate this?). How did you integrate Technology, Content, Pedagogy taking the Context into account ➔ TPack

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Module (2) Introduction:

The following contents will be discussed in this module:

- Musculoskeletal strength assessment tools.
- Pain assessment using an international Pain Scale (visual analog scale), or other outcome measures.
- Train the students on different types of exercises that will be used according to the health status and ability of the elderly and the types of aids that may be used accordingly.
- Characteristics of environmental design appropriate for elderly health and ability status.
- Types of hazards that influence old adults' risks.
- Practice sessions in the simulation lab, and the training field.
- Audio-visual materials to be discussed related to exercises.
- Assess the real environment that the elderly are living in.
- Demonstrate exercises by using the appropriate techniques that suit the ability and health status of the elderly.
- Using audio-visual materials and self-demonstration.
- Standards of care quality that maintain elderly health, and the standards of practice.
- Communicate effectively with the elderly based on their ability and health status.

Module No.2 **Title:**	**Module Objective 1** The students will be familiar with using physical aids, and the benefit of using each aid based on the elderly physical ability.	Online Module (LTM + Activities + tools) Online teaching and discussion. Activities in the lab.	Evaluation method online content Feedback Short quizzes Multiple choice questions Short answers	**Target group** Bachelor's Physiotherapy students (3rd and 4th years)

<table>
<tr>
<td rowspan="3">Safety measures that reduce the risks of hazards to elderly people.

Notes
Group size
● Small
● Intermediate
● Large
Proportion F2F and distance
○ <30% distance
○ 30 – 70% distance learning
○ <30% Field Visit (work-integrated learning)</td>
<td>Module Objective 2

The students will be able to identify the environmental safety measures, that should be considered to maintain the elderly safety.</td>
<td>Videos</td>
<td></td>
<td rowspan="3">Bachelor’s Nursing students (3rd and 4th years) from different Palestinian universities.</td>
</tr>
<tr>
<td>Module Objective 3

The students will be able to distinguish environmental hazards that may cause harm to the elderly, and how to manage the environment to reduce hazard incidents.</td>
<td rowspan="2">F2F Module
(LTM + Activities + tools)

Face-to-face teaching
Lab training
Simulation lab
Field visits</td>
<td rowspan="2">Evaluation method F2F content

Group work
Demonstration in lab
Case management in the simulation lab</td>
</tr>
<tr>
<td>Module Objective 4

The students will be able to communicate with the elderly and select the appropriate techniques for effective communication.</td>
</tr>
<tr>
<td colspan="2">Needs:
<u>Facilities, resources, and training materials:</u>
1. Teaching and Learning materials
- PowerPoint presentation
- Videos
2. Tools and Equipment required
- Musculoskeletal model
- Laptop
3. Training Materials (raw materials)
- Manikins (Doll for simulated practice).
- Crutches
- Canes
- Stairsteps (1+2)
- Bars for bath</td>
<td colspan="3">ILO’s:
<u>The expected outcomes of module 2:</u>
▪ The students will be familiar with using physical aids, and the benefit of using each aid based on the elderly physical ability.
▪ The students will be able to identify the environmental safety measures that should be considered to maintain the elderly safety.
▪ The students will be able to distinguish environmental hazards that may cause harm to the elderly, and how to manage the environment to reduce hazard incidents.
▪ The students will be able to select the appropriate exercises that strengthen the musculoskeletal system to maintain body function and prevent physical harm.
▪ The students will be able to distinguish between the healthcare providers who could be involved in providing the essential safety measures.</td>
</tr>
</table>

Flip 3EEE

- Electrical wheelchair - Walkers (with and without wheels) - Elastic band - Balance board - Quit belt - Bed - Coach - Sphygmomanometer (electronic, mercury). - Stethoscope - Hammer. - Goniometer - Physiotherapy balls - Weight scale - Meter - Pamphlets described the usage of the instrument **4. Learning facilities and infrastructure** - Training simulation laboratory - Internet connection - Nursing homes	▪ The students will be able to promote comfort and independence in a safe environment.