**Course Syllabus**

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| --- | --- | --- |
| **1** | **Course title** | Clinical Practicum in Speech - 1 |
| **2** | **Course number** | 1804351 |
| **3** | **Credit hours** | 1 (Practical) |
| **Contact hours (theory, practical)** | 4 (Practical) |
| **4** | **Prerequisites/corequisites** | Clinical Observation in Speech |
| **5** | **Program title** | B.S. in Hearing and Speech |
| **6** | **Program code** | 1804 |
| **7** | **Awarding institution**  | The University of Jordan |
| **8** | **School** | School of Rehabilitation Sciences |
| **9** | **Department** | Department of Hearing & Speech Sciences |
| **10** | **Course level**  | Undergraduate/ Third year |
| **11** | **Year of study and semester (s)** | 2022-2023, second Semester |
| **12** | **Other department (s) involved in teaching the course** | None |
| **13** | **Main teaching language** | Arabic and English |
| **14** | **Delivery method** | ☐Face to face learning ☐Blended ☐Fully online |
| **15** | **Online platforms(s)** | ☐Moodle ☐Microsoft Teams ☐Skype ☐Zoom ☐Others………… |
| **16** | **Issuing/Revision Date** | 26/2/2023 |

**17 Course Coordinator:**

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| --- | --- |
| Name | Hana N. Mahmoud  |
| Rank | Instructor  |
| Office number | 432 |
| Office hours | 9 – 10 Sunday and Tuesday  |
| Phone number | 23263 |
| Email addresses | hhnawaf@yahoo.com  |

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**18 Other instructors:**

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| --- |
| Name: Mohammad Damhoureyeh, MA, SLP Office number: 427Phone number: 23261Email: m.damhoureyeh@ju.edu.joContact hours: Sunday and Tuesday: 11- 12 Name: Farezeh Al-Asbahi, MA, SLP Office number: 432Phone number: 23263Email: asbahi.slp@gmail.comContact hours: Monday – Wednesday 1-2  |

**19 Course Description:**

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| The focus of the course will be on “gradual implementation and evaluation of individualized therapy programs for clients in the clinic and on presentation and discussion of clinical issues related to patients during clinicians’ meetings”. |

**20 Course aims and outcomes:**

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| A- Aims:Clinical practicum (1) is the first level of diagnostic and therapeutic contact with individuals who exhibit communication disorders. The course will include treatment planning, report writing, and patient/parent counselling.B- Student Learning Outcomes (SLOs): Upon successful completion of this course, students will be able to:

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SLOs ↓ SLOs of the course → | SLO (1) | SLO (2) | SLO (3) | SLO (4) | SLO (5) | SLO (6) | SLO (7) | SLO (8) | SLO (9) | SLO (10) | SLO (11) | SLO (12) |
| 1. To be able to identify general objectives, procedures, materials and activities used in the assessment and treatment sessions.
 |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. To be able to identify technical ways for writing lesson plans and different

reports. |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. To be able to differentiate between different approaches and techniques used in evaluation and therapy.
 |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. To be able to collect information during case history.
 |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. To be able to collect data during treatment sessions (tally sheet & SOAP Notes).
 |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. To be able to identify general objectives, procedures, materials and activities

used in the assessment and treatment sessions. |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. To be able to develop and select appropriate materials, activities and procedures for assessment and intervention.
 |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. To be able to use different assessment and treatment objectives, procedures, activities and materials for later assessment and treatment sessions.
 |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. To write adequately designed session plan based on the patient's needs.
 |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. To write the basic sections for other reports including evaluation report, treatment plan, and progress report.
 |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. To formulate adequate evaluation and treatment plans based on evidence based practice guidelines.
 |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. To choose adequate evaluation and treatment materials based on different criteria including age, gender, disorder, and individual interests.
 |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. To compare treatment techniques used in each treatment session with each patient and differentiate between using appropriate approaches for a specific disorder and considering individual differences between patients.
 |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. To be able to make analysis for assessment and treatment sections and how to apply

them. |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. To monitor and review treatment goals and procedures based on the patients' performance change.
 |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. To be able to justify why a specific treatment approach is conducted.
 |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. To analyze session plan, and other used reports sections and relate them to the conducted session.
 |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. To be able to take a patient that is not on the schedule.
 |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. To be able to demonstrate adequate critique for each session conducted (either by the student or his/ her or other clinicians).
 |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. To be able to work in a team of other speech pathologists.
 |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. To be able to know how to demonstrate adequate crisis management during working with patients and family members (e.g., parents refuse to a specific treatment approach).
 |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. To consider and value the differences in dialects, cultures, and other differences between patients.
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| **21. Topic Outline and Schedule:**This syllabus, along with course assignments and due dates, are subject to change. It is the student’s responsibility to check Moodle for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through email.

| **Week** | **Lecture** | **Topic** | **Student Learning Outcome** | **Learning Methods (Face to Face/Blended/ Fully Online)** | **Platform** | **Synchronous / Asynchronous Lecturing** | **Evaluation Methods** | **Resources** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 1.1 | Introduction and Ethics of the profession and writing reports.Syllabus discussion | To be able to identify general objectives, procedures, materials and activities used in the assessment session | Blended | Microsoft teams and Moodle | Synchronous | Assignments or Quizzes | - Syllabus revision- (lesson plan)-Assessment procedures in general for(Art& Phono. Dis, Language delay and language disorders.- Assessment report |
| 1.2 |
| 1.3 |
| 2 | 2.1 |
| 2.2 |
| 2.3 |
| 3 | 3.1 | Introduction of assessment and writing reports for various cases of communication disorders. | To formulate adequate evaluation and treatment plans based on evidence based practice guidelines. | Blended | Microsoft teams and Moodle | Synchronous |  Assignments or Quizzes   | - Syllabus revision- (lesson plan)-Assessment procedures in general for(Art& Phono. Dis, Language delay and language disorders.- Assessment report |
| 3.2 |
| 3.3 |
| 4 | 4.1 | Assessment and treatment of various cases of communication disordersMid-term exam (Announced during the semester) | To be able to use different assessment and treatment objectives, procedures, activities and materials for later assessment and treatment sessions. | Face to face with blended | Microsoft teams and Moodle | Synchronous | Dynamic assessment of report writing and session plan conduction | - Syllabus revision- (lesson plan)-Assessment procedures in general for(Art& Phono. Dis, Language delay and language disorders.- Assessment report |
| 4.2 |
| 4.3 |
| 5 | 5.1 |
| 5.2 |
| 5.3 |
| 6 | 6.1 |
| 6.2 |
| 6.3 |
| 7 | 7.1 |
| 7.2 |
| 7.3 |
| 8 | 8.1 |
| 8.2 |
| 8.3 |
| 9 | 9.1 |
| 9.2 |
| 9.3 |
| 10 | 10.1 |
| 10.2 |
| 10.3 |
| 11 | 11.1 | Assessment and treatment of various cases of communication disorders | To be able to use different assessment and treatment objectives, procedures, activities and materials for later assessment and treatment sessions. | Face to face with blended | Microsoft teams and Moodle | Synchronous | Dynamic assessment of report writing and session plan conduction | - Syllabus revision- (lesson plan)-Assessment procedures in general for(Art& Phono. Dis, Language delay and language disorders.- Assessment report |
| 11.2 |
| 11.3 |
| 12 | 12.1 |
| 12.2 |
| 12.3 |
| 13 | 13.1 |
| 13.2 |
| 13.3 |
| 14 | 14.1 |
| 14.2 |
| 14.3 |
| 15 | 15.1 |  Final exam   | To achieve all SLOs of the course | On campus |  |  |   |   All topics  |
| 15.2 |  |  |   |
| 15.3 |  |  |   |

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**22 Evaluation Methods:**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Opportunities to demonstrate achievement of the SLOs are provided through the following assessment methods and requirements:

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| --- |
| Exams |
| Exam | Date | Grade |
| Assignment / 30 | Each session | 30 Marks: 10: Assessment report.  5: Treatment plan (long & short term only)  15 marks: session plan (Average 3 sessions –randomly) , ( one session plan marks = 5 ) |
| Midterm /30 | During the 6 week  | 30 marks (Written Exam): **Midterm material:**Chapter 3:Intervention for Articulation and Phonology in Children &Chapter 4: Intervention for Language in Infants and Preschool Children.Chapter 9: Intervention for Fluency **Reference:**Roth, F, P and Worthington, C, K. (2021). Treatment Resource Manual for Speech- Language Pathology. 6th ed. Delmar: USA. |
| Final /40 | During the 14th week | 1. Marks:
2. : Total marks of actual 3 sessions through the semester

 (I, M, F) 10 marks: online discussion attendance. Sessions will be online and in campus. |

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**23 Course Requirements**

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| Students should have a computer, internet connection, webcam, account on Moodle and Microsoft Teams platforms, and access to JU Exams. |

**24 Course Policies:**

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| A- Attendance policies:* Attendance will be taken periodically throughout the semester.
* Students are expected to attend and actively participate.
* Students are expected to be on time.
* When the student is unable to attend class, it is a courtesy to notify the instructor in advance using either e-mail or phone.
* Repeated tardiness or leaving early will not be accepted.
* Students who miss class (or any portion of class) are responsible for the content. Any student who misses a class has the responsibility for obtaining copies of notes, handouts, assignments, etc. from class members who were present. If additional assistance is still necessary, an appointment should be scheduled with the instructor. Class time is not to be used to go over material with students who missed class(es).
* An absence of more than 15% of all the number of classes, 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 suggested by the laws and regulations of the University of Jordan. Please refer to pages 133, 134 of the student handbooks.

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 as accepted by the regulations of UJ (e.g., documented medical, personal, or family emergency).
* Make-up exams will be arranged if justifications for missing the exam satisfy the above. It is the student's responsibility to contact the instructor within 24 hours of the original exam to schedule a make-up session. A make-up exam should be taken within a week from the original exam date, unless the student can provide documentation that makes meeting that deadline impossible; otherwise, the recorded score for that exam for the student will be a zero.
* Late assignments will not be accepted and submission of assignments (due to unjustified absence from class) by other students will not be accepted regardless of how much work the student put into its preparation.

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 or equipment that might impose health and safety issues this course.
* 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.
* Students should understand the importance of and be able to obtain informed consent.
* Students should know the limits of their practice and when to seek advice or refer to another professional

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 a zero 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 for them 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 for variety of assignments and exams. All work will be evaluated on completeness, organization, clarity of information, and the integration and application of the material. F-How 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 Faculty 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 (Faculty 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.  |

**25 References:**

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| 1. Required book (s), assigned reading and audio-visuals:

 **Roth, F, P and Worthington, C, K. (2021). Treatment Resource Manual for**  **Speech- Language Pathology. 6th ed. Delmar: USA.*** Dwight, D.M. (2006). Here’s how to do therapy: Hands-on core skills in speech-language pathology. San Diego, CA: Plural Publishing Inc

1. Recommended books, materials, and media:

      American Speech, Language, and Hearing Association website: [www.asha.org](http://www.asha.org/)  |

**26 Additional information:**

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| This course is a basic course in practicum and one of the first steps in learning how to demonstrate evaluation and therapy, and writing reports. |

Name of Course Coordinator: Hana Mahmoud Signature: Hana Mahmoud Date: 26/02/2023

Head of Curriculum Committee/Department: Dr. Enaam Kharabsheh Signature: Enaam Kharabsheh

Head of Department: Dr. Anaam Kharabsheh Signature: Anaam Kharabsheh

Head of Curriculum Committee/Faculty: **Prof. Kamal Hadidi** Signature: KAH

Dean: **Prof. Kamal Hadidi** Signature: KAH

Appendix 1

Clinical Practicum-Speech

Session Evaluation Form

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| --- | --- | --- | --- |
| Student name: |  | Session date: |  |
| Patient: |  | Diagnosis: |  |

|  |  |  |
| --- | --- | --- |
| Mark | Item |  |
| /1 | **Setting and organization:**Arrange seating to facilitate movementUsing the session time properlyOrganizing the room and tools (during and after finishing activities) | 1 |
| /1 | **Activity structure**Variation of activities (should follow session plan)Appropriateness of activities for patient ageActivities should serve the goals   | 2 |
| /1 | **Clarity and fluency**Using appropriate intonationClear and adequately presented speech | 3 |
| /1 | **Materials**Appropriate for ageAppropriate for objectives | 4 |
| /3 | **Procedure:**Gives clear instruction to the patient before each activityGives adequate feedback (using adequate timing)Can correctly judge on the response Use appropriate reinforcement | 5 |
| /1 | **Relationship and motivation** Relationship with the clientAble to motivate and engage the patient during activities | 6 |
| /1 | **Family:**Involvement in the sessionGives clear instructions to the family | 7 |
| /1 | **Assignments**Giving homework as should be mentioned in session planGives homework (both students should do that), Discussing homework with parents | 8 |
| /10  | Total |  |

Notes:

Appendix 2

WEEKLY SESSION PLAN (Total marks: 10)

1 Mark

|  |  |  |
| --- | --- | --- |
| Supervisor:  | Student name: | Name of client: |
| Number of sessions: | Date: | Diagnosis:  |
|  | Time: | Age: |

|  |  |  |  |
| --- | --- | --- | --- |
| Reinforcement**(1 Mark)** | Activities & Materials **(1 Mark)** | Procedures**(2 Marks)** | Objectives**(2 Marks)** |
|  |  |  |  |
|  |  |  |  |

 (If applicable) References

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Homework and data collection sheets (1 Mark)

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SOAP notes   (2 Marks)

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Appendix 2: Rubric for Writing Assessment Reports

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| --- | --- | --- |
| القسم الذي يتم فحصه | أجزاء الأقسام التي يتم مراعاتها في تقييم الطالب | تقسيم العلامات |
| المعلومات الشخصية  |  |  |
|  | ذكر جميع أجزاء معلومات المريض ما عدا تفاصيل الاسم والعنوان | 1 |
|  |
| تاريخ الحالة |  |  |
|  | ذكر جميع أجزاء تاريخ الحالة | 2 |
|  | معلومات صحيحة | 1 |
|  |
| تقييم المريض الفعلي  |  |  |
|  | ذكر تفاصيل فحص الفم | 1 |
|  | ذكر تفاصيل فحص اللغة الإستقبالية والتعبيرية والطلاقة والنطق | 1 |
|  | وضع أمثلة على الأجزاء التي تم تقييمها | 1 |
|  | التشخيص | 1 |
|  |
| التوصيات (العلامة من 4) |  |  |
|  |  |                   |
|  | ذكر جميع أجزاء التوصيات المطلوب | 1 |
|  | ذكر عدد الجلسات في الأسبوع ومدة الجلسة | 1 |
| المجموع النهائي |  | 10 |

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| تقييم التقرير بشكل عام (يتم خصم العلامات من المجموع العام) عند: |
| تأخر تسليم الواجب |  |
|  الأخطاء القواعدية والإملائية والكتابة الصوتية  |  |
| أخطاء طباعية |  |
| ذكر المعلومات الشخصية للمريض بالتفصيل مثل اسمه كامل |  |
| عدم مناقشة التقرير مع الأهل |  |