**Course Syllabus**

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| **1** | **Course title** | Evaluation Diagnosis and Report Writing in Communication Disorder | |
| **2** | **Course number** | 1804227 | |
| **3** | **Credit hours** | 3 theory | 3 theory |
| **Contact hours (theory, practical)** | 3 theory online | |
| **4** | **Prerequisites/corequisites** | 1804220 | |
| **5** | **Program title** | BSc. In Hearing and Speech Sciences | |
| **6** | **Program code** | 1804 | |
| **7** | **Awarding institution** | The University of Jordan | |
| **8** | **School** | Rehabilitation Sciences | |
| **9** | **Department** | Hearing and Speech Sciences | |
| **10** | **Course level** | Second 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** | 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** | 2017/2023 | |

**17 Course Coordinator:**

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| Name: hanady Bani Hani Contact hours: Monday and Wednesday 12-1  Office number: 428 Phone number: 23274  Email: Hanady.bh@gmail.com |

**18 Other instructors: none**

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| Name:  Office number:  Phone number:  Email:  Contact hours:  Name:  Office number:  Phone number:  Email:  Contact hours: |

**19 Course Description:**

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| As stated in the approved study plan.  The basic formal and informal assessment used in communication disorders, the analysis of the results obtained and the differential diagnostic procedures; the use of formal diagnostic instruments and informal observations are considered. How to write clinical reports in communication disorders. Is also discussed |

**20 Course aims and outcomes:**

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| A- Aims:  This course is intended to provide the student with basic information about the general speech and language evaluation protocols and procedures. Principles of evaluation are provided as they pertain to the evaluation of articulation and phonology and language disorders.  In addition, this course focuses on the outline of writing clinical reports in communication disorders with the focus on assessment reports  B- Students Learning Outcomes (SLOs):   1. Demonstrate deep knowledge of the basic human communication processes, as well as the nature of speech, language, and hearing. 2. Identify and apply the basic principles and methods of prevention, assessment, and intervention for individuals with communication and hearing disorders. 3. Apply the basic clinical skills in working with individuals with communication and hearing disorders. 4. Formulate specific and appropriate intervention plans 5. Conduct appropriate diagnostic monitoring procedures, therapy, or other actions safely and skillfully 6. Write professional reports for patient with communication and hearing disorders 7. Apply principles of evidence-based practice in the assessment and intervention processes 8. Identify ongoing effectiveness of planned activity and modify it accordingly. 9. Analyze the criteria of each assessment and intervention approach and accordingly choose the best technique for each individual case. 10. employ time management skills in dealing with caseloads and in delivering intervention for individual cases. 11. Demonstrate commitment to lifelong learning, teamwork, scientific research, analysis, interpretation, has the ability to think critically and solve problems, and uses technology to monitor, manage, analyze, and transfer information to generate knowledge and employ it for future uses. 12. Demonstrate the ability to take responsibilities and exercises their rights and duties within the value system of society and their public morals.   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 Demonstrate deep knowledge of the basic knowledge of the nature of speech, language disorders | x | x |  |  | x |  |  |  | x |  |  | x | | 2 Identify and describe the components and methods of the assessment protocol in speech and language. | x | x |  |  | x | x |  | x |  |  |  |  | | 3 Demonstrate the ability to apply the theoretical knowledge on language and speech disorders in planning for assessment |  | x | x |  | x | x |  | x | x |  | x | x | | 4 being able to plan efficient assessment protocols toward accurate diagnosis. |  | x | x |  | x | x | x | x | x |  | x | x | | 5 Interpret results of an assessment report to reach a diagnostic statement. |  | x | x |  | x | x | x |  |  |  |  | x | | 6 being able to write the outline for assessment, reports for speech and language disorders |  | x |  |  | x | x | x |  |  |  |  |  | | 7. being able to discriminate between the evidence-based practice in the assessment processes and those that are not |  | x |  |  | x |  | x |  |  |  |  | x | | 8. being able to modify assessment planning based on discussion | x | x |  |  | x |  |  | x |  |  | x |  | | 9. being able to formulate the outline of assessment approach according to disorders. |  | x | x |  | x | x | x |  | x |  |  |  | | 10. Apply a variety of formal speech and language tests and informal assessment techniques through  case scenarios given in class. |  | x |  |  | x | x |  |  |  |  |  |  | | 11. knowledge of issues pertaining to ethical conduct & to current models of evaluation relevant to clinical  practice |  | x |  |  | x |  |  |  |  |  | x | x | |

**21. Topic Outline and Schedule:**

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| | **Week** | **Lecture** | **Topic** | **Student Learning Outcome** | **Learning Methods (Face to Face/Blended/ Fully Online)** | **Platform** | | | **Synchronous / Asynchronous Lecturing** | | **Evaluation Methods** | | **Resources** | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | 1 | 1.1  27/2 | Requirements and policies |  | Fully Online | Microsoft teams & moodle | | | Synchronous | | Discussion and quizzes | | Syllabus and student regulations determined by higher council of education | | 1.2  1/3 | Introduction to the course | 1, 2, 3,5,6 | Fully Online | Microsoft teams & moodle | | | Synchronous | | Discussion and quizzes | | Handout  Ref 5&6 | | 2 | 2.1  6/3 | Foundations of assessment | 1, 2, 3, 4, 6,7,11 | Fully Online | Microsoft teams & moodle | | | Synchronous | | Discussion and quizzes | | Ch. 1 ref. 3  - Ch. 3 ref. 1 | | 2.2  8/3 | Foundations of assessment | 1, 2, 3, 4, 6,7,11 | Fully Online | moodle | | | ASynchronous | | Discussion and quizzes | | Ch. 1 ref. 3  - Ch. 3 ref. 1 | | 3 | 3.1  13/3 | Foundations of assessment | 1, 2, 3, 4, 6,7,11 | Fully Online | Microsoft teams & moodle | | | Synchronous | | Discussion and quizzes | | Ch. 1 ref. 3  - Ch. 3 ref. 1 | | 3.2  15/3 | Psychometric Principles | 2, 3,5,6,7 | Fully Online | Microsoft teams & moodle | | | Synchronous | | Discussion and quizzes | | Ch. 1 ref. 3  - Ch. 3 ref. 1 | | 4 | 4.1  20/3 | Psychometric Principles | 2, 3,5,6,7 | Fully Online | Microsoft teams & moodle | | | Synchronous | | Discussion and quizzes | | Ch. 1 ref. 3  - Ch. 3 ref. 1 | | 4.2  22/3 | Obtaining and evaluating preassessment information | 2, 3,5,6,7 | Fully Online | Microsoft teams & moodle | | | Synchronous | | Discussion and quizzes | | Ch. 3 & 4 ref. 3  Ch 2 ref 4 | | 5 | 5.1  27/3 | Hands on learning  Case history | 2, 3,5,6,7 | Fully Online | moodle | | | ASynchronous | | Discussion and quizzes | | Ch. 3 & 4 ref. 3  Ch 2 ref 4 | | 5.2  29/3 | Assessment procedures common to most communicative disorders | 1, 2, 3,5,6,7,8 | Fully Online | Microsoft teams & moodle | | | Synchronous | | Discussion and quizzes | | Ch. 6 ref. 3  Ch. 1 &2 ref. 1 | | 6 | 6.1  3/4 | Assessment procedures common to most communicative disorders | 1, 2, 3,5,6,7,8 | Fully Online | Microsoft teams & moodle | | | Synchronous | | Discussion and quizzes | | Ch 5 ref 3 | | 6.2  5/4 | Assessment procedures common to most communicative disorders | 1, 2, 3,5,6,7,8 | Fully Online | moodle | | | ASynchronous | | Discussion and quizzes | | Videos | | 7 | 7.1  10/4 | Assessment of language impairment in children | 1,2,3,4,5,7,8,10 | Fully Online | Microsoft teams & moodle | | | Synchronous | | Discussion and quizzes | | Ch. 8 ref. 3  Ch. 8 & 9 ref. 1  Ref 7 ch 6  Ref 8 | | 7.2  12/4 | Assessment of language impairment in children | 1,2,3,4,5,7,8,10 | Fully Online | Microsoft teams & moodle | | | Synchronous | | Discussion and quizzes | | Ch. 8 ref. 3  Ch. 8 & 9 ref. 1  Ref 7 ch 6  Ref 8 | | 8 | 8.1  17/4 | Assessment of language impairment in children | 1,2,3,4,5,7,8,10 | Fully Online | moodle | | | ASynchronous | | Discussion and quizzes | | video | | 8.2  19/4 | Assessment of language impairment in children | 1,2,3,4,5,7,8,10 | Fully Online | Microsoft teams & moodle | | | Synchronous | | Discussion and quizzes | | Ch. 8 ref. 3  Ch. 8 & 9 ref. 1 | | 9 | 9.1  24/4 | Mid term |  | Face to face |  | | |  | | mid term exam | | All covered topics | | 9.2  26/4 | Assessment of language impairment in children | 1, 2,3,4,5,7,8,10 | Fully Online | moodle | | | ASynchronous | | Discussion and quizzes | | Video and report | | 10 | 1/5 | Labour day | | | | | | | | | | | | 3/5 | Assessment of language impairment in children | 1, 2,3,4,5,7,8,10 | Fully Online | | Microsoft teams & moodle | Synchronous | | Discussion and quizzes | | Ch. 8 ref. 3  Ch. 8 & 9 ref. 1 | | | 11 | 11.1  8/5 | Assessment of speech sound disorders  **Revision** | 1, 2,3,4,5,7,8,10 | Fully Online | Microsoft teams & moodle | | | ASynchronous | | Discussion and quizzes | | Handout | | 11.2  10/5 | Assessment of speech sound disorders | 1,2,3,4,6,7,9,11 | Fully Online | Microsoft teams & moodle | | | Synchronous | | Discussion and quizzes | | Ch 10 ref. 3  Ch10 and 11 ref. 1 | | 12 | 12.1  15/5 | Assessment of speech sound disorders | 1,2,3,4,6,7,9,11 | Fully Online | Microsoft teams & moodle | | | Synchronous | | Discussion and quizzes | | Ch 10 ref. 3  Ch10 and 11 ref. 1 | | 12.2  17/5 | Assessment of speech sound disorders | 1,2,3,4,6,7,9,11 | Fully Online | Microsoft teams & moodle | | | Synchronous | | Discussion and quizzes | | Ch 10 ref. 3  Ch10 and 11 ref. 1 | | 12.3  22/5 | Assessment of speech sound disorders | 1,2,3,4,6,7,9,11 | Fully Online | Microsoft teams & moodle | | | ASynchronous | | Discussion and quizzes | | Recorded lecture | | 13 | 13.1  24/5 | Independence day | | | | | | | | | | | | 13.2  29/5 | Treatment plan | 1,2,3,4,6,7,9,11 | Fully Online | Microsoft teams & moodle | | | Synchronous | | Discussion and quizzes | | handout | | 14 | 14.1  31/5 | Treatment plan | 1,2,3,4,7,9,10,11 | Fully Online | Microsoft teams & moodle | | | Synchronous | | Discussion and quizzes | | handout | | 14.2  5/6 | Progress report and SOAP |  | Fully Online | Microsoft teams & moodle | | | Synchronous | | Discussion and quizzes | | handout | |

**22 Evaluation Methods:**

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| Opportunities to demonstrate achievement of the SLOs are provided through the following assessment methods and requirements:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Evaluation Activity** | **Mark** | **Topic(s)** | **SLOs** | **Period (Week)** | **Platform** | | Mid term exam | 30 | All topics covered until the exam | All apply | week 8 | Face to face | | Quizzes | 15 | TBA | All apply |  | E learning | | Pop up quizzes | 15 | Same lecture topic | All apply |  | E learning and Microsoft teams | | Final exam | 40 | All topics covered in the course | All apply | To be determined by registration | Face to face | |  |  |  |  |  |  | |

**23 Course Requirements**

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| **(e.g: students should have a computer, internet connection, webcam, account on a specific software/platform…etc):** students should have a computer, internet connection and use Microsoft teams group and moodle |

**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 in all classes. * 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, which is equivalent of ( 5 ) 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 handbook.   **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 not 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 during 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-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 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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| A- Required book(s), assigned reading and audio-visuals:   1. Hegde, M. N., & Pomaville, F. (2013). *Assessment of communication disorders in children: Resources and protocols*. San Diego: Plural Pub. 2. Pannbacker, M., Middleton, G., Vekovius, G.T., & Sanders, K. L., (2001). Report Writing for Speech- Language Pathologists and Audiologists, (2nd ed.). Austin, TX: PRO-ED, Inc. 3. Shipley, K. G., & McAfee, J. G. (2009). Assessment in speech-language pathology: A resource manual 4th ed.).Clifton Park, NY: Delmar Learning 4. Pindzola, R. H., Plexico, L. W., Haynes, W. O., & Haynes, W. O. (2016). *Diagnosis and evaluation in speech pathology*.   5. Berkman ND, Wallace I, Watson L, et al. Screening for Speech and Language Delays and Disorders in Children Age 5 Years or Younger: A SystemaDc Review for the U.S. PrevenDve Services Task Force [Internet]. Rockville (MD): Agency for Healthcare Research and Quality (US); 2015 Jul. (Evidence Syntheses, No. 120.) 1, IntroducDon. Available from: hYps://www.ncbi.nlm.nih.gov/books/NBK305676/  6. ASHA website  7. Prelock, P. A., & Hutchins, T. L. (2018). *Clinical Guide to Assessment and Treatment of Communication Disorders*. Springer International Publishing  8. Stein-Rubin, C., & Fabus, R. (2018). *A guide to clinical assessment and professional report writing in speech-language pathology*. Delmar.  B- Recommended books, materials and media: |

**26 Additional information:**

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Name of Course Coordinator: Hanady Bani Hani -Signature: HBH Date: -25/2/2023

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