**Course Syllabus**

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| **1** | **Course title** | Hearing Disorders in Children |
| **2** | **Course number** | 1804331 |
| **3** | **Credit hours** | 3 credit hours theory |  |
| **Contact hours (theory, practical)** | 1.5 hours theory 1.5 Blended |
| **4** | **Prerequisites/corequisites** | 1804321 |
| **5** | **Program title** | Bachelor of 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**  | Undergraduate/ Third year  |
| **11** | **Year of study and semester (s)** | 2022/2023, second semester |
| **12** | **Other department (s) involved in teaching the course** | Not applicable |
| **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** | 26/2/2023 |

**17 Course Coordinator:**

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| Name: Hala M AlOmari Contact hours: Mondays and Wednesdays 14-15Office number: 405 Phone number: 23239Email: h\_omari@ju.edu.jo  |

**18 Other instructors:**

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| N/A |

**19 Course Description:**

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| The importance of hearing for children: normal auditory, behavioral and language development, testing and evaluation of hearing for different age groups; screening and early detection of hearing impairment; high risk register will also be introduced. |

**20 Course aims and outcomes:**

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| A- Aims:This undergraduate level program aims to:• To give the student insight into hearing impairment in children and its impact on educational and social potential• To introduce the student to methods used for hearing assessment in children for the purposes of diagnosis and to address individual needs for Habilitation• To introduce the student to the specific habilitation approaches applicable to children, particularly those with severe to profound hearing lossB- 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 plans5. Conduct appropriate diagnostic monitoring procedures, therapy, or other actions safely and skillfully6. Write professional reports for patient with communication and hearing disorders7. Apply principles of evidence-based practice in the assessment and intervention processes8. 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

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| SLOsSLOs of the course | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 1.To demonstrate knowledge of the basic medical terminology used in audiology and paediatric audiology | X |  |  |  |  |  |  |  |  |  |  |  |
|  2. Have good understanding of the embryologic development, normal development, Syndromes associated with hearing loss, genetics of hearing  | X |  |  |  |  |  |  |  |  |  |  |  |
| 3.To be able to classify disorders that affect hearing which will lead to communication disorders in children. |  | X |  |  |  |  |  |  |  |  |  |  |
| 4. To demonstrate knowledge of middle ear problems that affect communication disorders paying attention to Otitis media and its influences on the speech and language development. |  | X |  |  |  |  |  |  |  |  |  |  |
| 5. Have good understanding of the pediatric behavioural testing  |  | X |  |  |  |  |  |  |  |  |  |  |
| 6. Have good understanding of the pediatric objective testing  |  | X |  |  |  |  |  |  |  |  |  |  |
| 7. demonstrate the ability to choose the appropriate audiological test based on the child’s age and mental ability |  |  | X |  |  |  |  |  |  |  |  |  |
| 8. Demonstrate the ability to choose the best intervention plan based on different case scenarios |  |  |  | X |  |  |  |  |  |  |  |  |
| 9. Ability to professionally write diagnostic reports |  |  |  |  |  | X |  |  |  |  |  |  |
| 10. Know the difference between the screening and the diagnostic evaluation and when it is appropriate to use these tests following internationally accepted guidelines |  |  |  |  |  |  | X |  |  |  |  |  |
| 11. Be able to analyse and interpret different case studies and suggest modifications to the management |  |  |  |  |  |  |  | X |  |  |  |  |
| 12. Have sufficient knowledge to evaluate and work on the criteria of each pediatric assessment and make evidence-based practice approach to intervention |  |  |  |  |  |  |  |  | X |  |  |  |
| 13. Be able to set priorities and link these with effective time management. And manage personal workload and objectives to achieve quality of care. |  |  |  |  |  |  |  |  |  | X |  |  |
| 14. Demonstrate skills in working collegiately and effectively with others as a member of a team |  |  |  |  |  |  |  |  |  |  | X |  |
| 15. Follow the general code of ethics |  |  |  |  |  |  |  |  |  |  |  | X |

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**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 |  Introduction& Syllabus |  | Face to Face  | ------ | --------- | Lecture discussion | 1 |
| 1.2 | Lecture 1- Terminology | 1 |  Face to Face | \_\_\_\_\_ | \_\_\_\_\_ | Lecture discussion | 1 |
| 2 | 2.1 | Lecture 2-Audiological health needs | 1 |  Face to Face | ------ |  | Lecture discussion | 1 |
| 2.2 | Lecture 4- Child developmental milestones  | 1, 2 |  Online  | MS teams | S |   |   |
| 3 | 3.1 | Lecture 3- Embyriology | 1, 2 |  Face to face | ------ |  |   |   |
| 3.2 | Video craniofacial anomalies associated with hearing loss | 1, 2 |  Online  | MS teams | A | Lecture discussion | 1 |
| 4 | 4.1 | Lecture 5&6- syndromes associated with hearing loss | 1,2 | Face to Face  | ------ |  | online quiz | 1 |
| 4.2 | lecture 7-Genetics of hearing loss | 1, 2  |  Face to Face | \_\_\_\_\_ |  | Quiz at the end of the chapter | 1 |
| 4.3 | Video illustrating the prevalence Prevalence studies prevalence of HL in Jordan | 1, 2 |  Online | MSTeams  | A | Quiz at the end of the chapter | 1 |
| 5 | 5.1 |  | 1, 2, 10, 12 |  Face to Face | ------ |  | Summary submitted online | 1 |
| 5.2 | lecture 8- Otitis media | 3 |  Face to Face  | \_\_\_\_\_ |  | Quiz at the end of the chapter | 1 |
| 5.3 | lecture 8-Otitis media | 3 |  Online  | MS teams |  | Quiz at the end of the chapter | 1 |
| 6 | 6.1 | Lecture 9- Complications of OM on speech and language development video illustration | 3 | Face to Face  | ------ |  | Quiz | 1 |
| 6.2 | lecture 10-Behavioural testing  | 4 |  Face to Face | \_\_\_\_\_ |  | Quiz at the end of the chapter | 1 |
| 6.3 | lecture 11- VRA | 4 |  Online | MS teams | A | Quiz at the end of the chapter | 1 |
| 7 | 7.1 | Lecture 11 VRA special population video | 4 |  Face to Face | ------ |  | Online quiz | 1 |
| 7.2 | lecture 12-Speech audiometry | 4 |  Face to Face  | \_\_\_\_\_ |  | Quiz at the end of the chapter | 1 |
| 7.3 | Lecture 13- Conditioned play audiometry | 4 |  Online  | MS teams | A | Quiz at the end of the chapter | 1 |
| 8 | 8.1 | Lecture 13 play audiometry technique video  | 4 | Face to Face  | ------ |  | online quiz | 1 |
| 8.2 | paediatric behavioral testing  | 4 |  Face to Face | \_\_\_\_\_ |  | Quiz at the end of the chapter | 1 |
| 8.3 | Midterm |  |  TBA  | MS teams | A | Quiz at the end of the chapter | 1 |
| 9 | 9.1 | Tympanometry video  | 5 |  Face to Face | ------ |  | Quiz at the end of the chapter | 1 |
| 9.2 | lecture 14 (tympanometry peads) | 5 |  Face to Face  | \_\_\_\_\_ |  | Quiz at the end of the chapter | 1 |
| 9.3 | Lecture 15 ASSR recap | 5 |  Online  | MS teams | A | Online quiz | 1 |
| 10 | 10.1 | Lecture 16 OAEs interacoustics video | 5 | Face to Face  | ------ |  | Quiz at the end of the chapter | 1 |
| 10.2 | lecture 17-TEOAEs | 5 |  Face to Face | \_\_\_\_\_ |  | Quiz at the end of the chapter | 1 |
| 10.3 | lecture 18-DPOAEs | 5 |  Online | MS teams | A | online quiz | 1 |
| 11 | 11.1 | ABR-basics video | 5 |  Face to Face | ------ |  | Online quiz | 1 |
| 11.2 | Lecture 19- ABR Pead | 5 |  Face to Face  | \_\_\_\_\_ |  | Quiz at the end of the chapter | 1 |
| 11.3 | lecture 19- ABR Characteristics | 5 |  Online  | MS teams | A | forum discussion | 1 |
| 12 | 12.1 | ABR waveform analysis | 5,6,7,8 | Face to Face  | ------ |  | Quiz at the end of the chapter | 1 |
| 12.2 | lecture 20- Hearing Aids | 9,10 |  Face to Face | \_\_\_\_\_ |  | Quiz at the end of the chapter | 1 |
| 12.3 | Lecture 21- Cochlear implants | 7,8,9,10 |  Online | MS teams | A | Summary presented online | 1 |
| 13 | 13.1 | Pediatric ear mold considerations  | 7,8,9,10 |  Face to Face | ------ |  | Quiz at the end of the chapter | 1 |
| 13.2 | Lecture 22-management of special population | 10,11 |  Face to Face  | \_\_\_\_\_ |  | Quiz at the end of the chapter | 1 |
| 13.3 | Lecture 23- Auditory processing disorder | 10,11,12 |  Online  | MS teams | A | Summary presented online | 1 |
| 14 | 14.1 | Cases- HA and CI | 12,13,14 | Face to Face  | ------ |  | Quiz at the end of the chapter | 1 |
| 14.2 | lecture 24- Auditory neuropathy | 7,8,9,10 |  Face to Face | \_\_\_\_\_ |  | Quiz at the end of the chapter | 1 |
| 14.3 | Special population peadiatric case studies  | 12,13,14 |  Online | MS teams | A | Quiz | 1 |
| 15 | 15.1 | Group discussion Behavioural vs objective testing  | 15 |  Face to Face | ------ |  |  Discussion |   |
| 15.2 |  Presentation  | ALL |  Face to Face  | \_\_\_\_\_ |  |  Presentation |   |
|  | 16.1 | Presentation | ALL | Face to face | \_\_\_\_\_\_ |  | Presentation |  |

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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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| **Evaluation Activity** | **Mark** | **Topic(s)** | **SLOs** | **Period (Week)** | **Platform** |
|  Quizzes | 20 | Week 1-14  | ALL |  Throughout the teaching weeks |  Moodle and in-class |
|  Presentation |  10 |  Assignment peads research | ALL |  15 and 16 |  NA |
| Mid-term  |  30 | Week 1-8  | ALL |  Week 8  |   |
| Final exam | 40 | ALL material | ALL | Week 17-18 | Face to face |

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**23 Course Requirements**

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| **Students should have** 1. **Internet connection**
2. **Computer**
3. **MS teams**

**Lecture hall should have** 1. **Computer**
2. **Internet connection**
3. **Microphone**
4. **Data show**
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**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 (3) 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 professionalD- 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:Pediatric Audiology Diagnosis, Technology, and Management (2nd edition) (2013) by jane R. Madell & Carol FlexerB- Recommended books, materials, and media:Recommended British Society of Audiology material and American Speech and Hearing Association guidelines |

**26 Additional information:**

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Name of Course Coordinator: Hala M AlOmari -Signature: HMO Date: 26/2/2023

Head of Curriculum Committee/Department: Dr Anaam AlKharabsheh Signature: - Anaam AlKharabsheh --------

Head of Department: Dr Anaam AlKharabsheh Signature: Anaam AlKharabsheh -

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

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