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| **1** | **Course title** | Special topic in Speech and language Pathology  |
| **2** | **Course number** | 1804427 |
| **3** | **Credit hours** | 3 (theory) |
| **Contact hours (theory, practical)** | 3 (theory) |
| **4** | **Prerequisites/corequisites** | None  |
| **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 & Speech Sciences |
| **10** | **Level of course**  | Undergraduate/fourth year |
| **11** | **Year of study and semester (s)** | 2020/2021, First semester |
| **12** | **Final Qualification** | Bachelor degree in Hearing and Speech Sciences |
| **13** | **Other department (s) involved in teaching the course** | None  |
| **14** | **Language of Instruction** | English  |
| **15** | **Teaching methodology** | ☐Blended ☐Online |
| **16** | **Electronic platform(s)** | ☐Moodle ☐Microsoft Teams ☐Skype ☐Zoom ☐Others………… |
| **17** | **Date of production/revision** | Production 2016/ revision 2020 |

**18 Course Coordinator:**

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| Name:Hanady Bani HaniOffice number:428Phone number:23274Email:hanady.bh@gmail.com |

**19 Other instructors: none**

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| Name:Office number:Phone number:Email:Name:Office number:Phone number:Email: |

**20 Course Description:**

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| As stated in the approved study plan.An in depth treatment of a topic of interest in speech and language pathology; the exact topic is determined by the faculty member who teaches the course and the needs of the students. The topic for this semester is “Autism spectrum disorders”  |

**21 Course aims and outcomes:**

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| A- Aims:The major objective of this course is to provide the students with the knowledge of:1. Triad of symptom categories that define ASD
2. Factors that contribute to the etiology of ASD
3. Processes of screening and diagnosis of ASD
4. Intervention approaches for ASD in general and for language and communication in specific

B- Intended Learning Outcomes (ILOs): Upon completing the program, students are expected to**:** |
| 1. Program ILO: Demonstrate deep knowledge of the basic human communication processes, as well as the nature of speech, language, and hearing. |
| **Specific Course ILO(s):** | 1.1 Develop an understanding of characteristics of individuals with ASD and the different types of ASD1.2 Differentiate between ASD and similar conditions |
| 2. Program ILO: Identify and apply the basic principles and methods of prevention, assessment and intervention for individuals with communication and hearing disorders |
| **Specific Course ILO(s):** | 2.1 Develop an understanding of characteristics and etiology of ASD and associated conditions2.2 Understand key issues in screening and diagnosis of ASD2.3 Categorize the classes of intervention approaches for language and communication in ASD |
| 3. Program ILO: Apply the basic clinical skills in working with individuals with communication and hearing disorders |
| **Specific Course ILO(s):** | 1. 3.1 Identify the triad of symptom categories that define ASD

3.2 Critically evaluate diagnostic reports of children with ASD3.3 Identify different intervention approaches for language and communication in children with ASD |
| 4. Program ILO: Formulate specific and appropriate intervention plans. |
| **Specific Course ILO(s):** | 4.1 formulate specific intervention goals for individuals with ASD4.2 Identify appropriate intervention approaches for individuals with ASD |
| **5. Program ILO:** Conduct appropriate diagnostic monitoring procedures, therapy or other actions safely and skillfully. |
| **Specific Course ILO(s):** | 5.1 Follow the DSM-4 and DSM-5 guidelines in diagnosis of ASD5.2 Identify the different intervention principles of evidence-based practice in the assessment and intervention approaches for language and communication in children with ASD |
| 6. Program ILO: Write professional reports for patient with communication and hearing disorders |
| **Specific Course ILO(s):** | 6.1 Critically evaluate diagnostic reports of children with ASD6.2 write appropriate language goals for children with ASD |
| 7. Program ILO: Apply principles of evidence-based practice in the assessment and intervention processes. |
| **Specific Course ILO(s):** | 7.1 Not applicable |
| **8. Program ILO:** Identify ongoing effectiveness of planned activity and modify it accordingly. |
| **Specific Course ILO(s):** | 8.1 Not applicable |
| 9. Program ILO: Analyze the criteria of each assessment and intervention approach and accordingly choose the best technique for each individual case.  |
| **Specific Course ILO(s):** | 9.1 identify the evidence based intervention approaches that can benefit individuals with ASD versus the ones that are not  |
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| 10. Program ILO: Employ time management skills in dealing with case loads and in delivering intervention for individual cases |
| **Specific Course ILO(s):** | 10.1 Not applicable |
| 11. Program ILO: 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. |
| **Specific Course ILO(s):** | 11.1 identify the individuals with ASD and the different categories of ASD |
| 12. Program ILO: Demonstrate the ability to take responsibilities and exercises their rights and duties within the value system of society and their public morals. |
| **Specific Course ILO(s):** | 12.1 demonstrate the ability to identify individuals with ASD and accordingly develop proper intervention goals and strategies |

**22. Topic Outline and Schedule:**

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| **Week** | **Lecture** | **Topic** | **Teaching Methods\*/platform** | **Evaluation Methods\*\*** | **References** |
| 1 | 1.1 | * Orientation

terminology (DSM & Neurodevelopmental Disorders | Synchronous lecturing/meetingMicrosoft teams | official exam | 1, 2,3 |
| 1.2 |  terminology (DSM & Neurodevelopmental Disorders | Synchronous lecturing/meetingMicrosoft teams | create checklist and official exam | 1,3 |
| 2 | 2.1 |  diagnosis of ASD based on DSM-IV | Synchronous lecturing/meetingMicrosoft teams | create checklist and official exam | 1,3 |
| 2.2 | diagnosis of ASD based on DSM-IV and case study | Synchronous lecturing/meetingMicrosoft teams | create checklist and official exam | 1,3 |
| 3 | 3.1 | diagnosis of ASD based on DSM-V and case study | Synchronous lecturing/meeting | create checklist and official exam | 2,3 |
| 3.2 |  diagnosis of ASD based on DSM-V and case study | Synchronous lecturing/meetingMicrosoft teams | official exam |  |
| 4 | 4.1 |  prevalence and causes of ASD | Synchronous lecturing/meetingMicrosoft teams | official exam | [3,5](file:///C%3A/Users/AppData/Local/Temp/AppData/Local/Temp/Previous%20subjects%20UJ%20/ASD%20course%202017%202018/lecture%207_Screening%202017/Identification%20and%20Evaluation%20of%20Children%20With%20Autism%20Spectrum%20Disorders-%20Myers-2007%20%20.pdf) |
| 4.2 | \_myths of ASD\_ Characteristics associated with ASD\_typical language development | Asynchronous lecturing Microsoft teams | official exam | [8(CH.2)](file:///C%3A/Users/AppData/Local/Temp/AppData/Local/Temp/Previous%20subjects%20UJ%20/ASD%20course%202017%202018/lecture%207_Screening%202017/Identification%20and%20Evaluation%20of%20Children%20With%20Autism%20Spectrum%20Disorders-%20Myers-2007%20%20.pdf) Handout |
| 5 | 5.1 |  language and communication skills and deficits in ASD |  Synchronous lecturing/meetingMicrosoft teams | official exam | 3,5 |
| 5.2 |  language and communication skills and deficits in ASD |  Synchronous lecturing/meetingMicrosoft teams | official exam | 3,5 |
| 6 | 6.1 | communication in ASD  |  Asynchronous lecturingMicrosoft teams | online quiz | [case study ( handout :communication and interviewing, ch 12)](file:///C%3A/Users/AppData/Local/Temp/AppData/Local/Temp/Previous%20subjects%20UJ%20/ASD%20course%202017%202018/lecture%205%20/lecture%206-Autism_Spectrum_Conditions_A_Guide.pdf) |
| 6.2 |  Social Communication and Language Characteristics Associated with High Functioning, Verbal Children and Adults with ASD | Synchronous lecturing/meetingMicrosoft teams | official exam | 3,5 |
| 7 | 7.1 |  Mid term Exam |  Exam on Moodle  | Official exam  |  |
| 7.2 |  screening tools for ASD |  Synchronous lecturing/meetingMicrosoft teams | official exam | 4,5,6 |
| 8 | 8.1 | Screening tools for ASD |  Asynchronous lecturingMicrosoft teams | Official exam  | - online screeners - handout  |
| 8.2 | Hands on learning case study |  Synchronous lecturing/meetingMicrosoft teams | Official exam | Handout and video  |
| 9 | 9.1 | general guidelines of assessment of ASD and language assessment  |  Synchronous lecturing/meetingMicrosoft teams | official exam | 4,5,6,9 |
| 9.2 | general guidelines of assessment of ASD and language assessment  |  Synchronous lecturing/meetingMicrosoft teams | official exam | 4,5,6,9 |
| 10 | 10.1 | Analyzing ASD screening findings  |  Asynchronous lecturingMicrosoft teams | online quiz | 2, 7 & case study |
| 10.2 | specific assessment domains , ADOS as an assessment tool |  Synchronous lecturing/meetingMicrosoft teams | official exam | 10 |
| 11 | 11.1 | Hands on learning: ADOS and DSM-5 and DSM-4 |  Asynchronous lecturingMicrosoft teams | online quiz | Diagnostic report of ASD |
| 11.2 | Evidence-based intervention of communication approaches |  Synchronous lecturing/meetingMicrosoft teams | official exam | 4,6, 11 |
| 12 | 12.1 | evidence-based intervention of communication approaches |  Asynchronous lecturingMicrosoft teams | submission of summary to class |  7quiz, 11 |
| 12.2 | introduction to the role of the SLP in communication development | Synchronous lecturing/meetingMicrosoft teams | official exam | 9,11 |
| 13 | 13.1 | strategies for communication and social development in ASD considerations and processes in teaching skills for individuals with ASD | Synchronous lecturing/meetingMicrosoft teams | Official exam  | 8 (p.39) [handout (communication and interviewing ,ch13)](file:///C%3A/Users/Dell/AppData/Local/Temp/AppData/Local/Temp/Previous%20subjects%20UJ%20/ASD%20course%202017%202018/lecture%205%20/lecture%206-Autism_Spectrum_Conditions_A_Guide.pdf) |
| 13.2 | strategies for communication and social development in ASD considerations and processes in teaching skills for individuals with ASD | Synchronous lecturing/meetingMicrosoft teams | Official exam  | 8 (p.39) [handout (communication and interviewing ,ch13)](file:///C%3A/Users/Dell/AppData/Local/Temp/AppData/Local/Temp/Previous%20subjects%20UJ%20/ASD%20course%202017%202018/lecture%205%20/lecture%206-Autism_Spectrum_Conditions_A_Guide.pdf) |
| 14 | 14.1 | writing goals and developing the behavior intervention plan | Synchronous lecturing/meetingMicrosoft teams | official exam | [8 (p.69)](file:///C%3A/Users/AppData/Local/Temp/AppData/Local/Temp/Previous%20subjects%20UJ%20/ASD%20course%202017%202018/treatment%20/autism%20case%20study%20and%20treatment%20plan.focus%20on%20SLP.pdf) |
| 14.2 | Case study for assignment  | Synchronous lecturing/meetingMicrosoft teams | online quiz |   |
| 15 | 15.1 | Case study for assignment | Synchronous lecturing/meetingMicrosoft teams | Online quiz  |   |
| 15.2 | Case study for assignment | Synchronous lecturing/meetingMicrosoft teams | Online quiz  | Case study for assignment |

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* Teaching methods include: Synchronous lecturing/meeting; Asynchronous lecturing/meeting
* Evaluation methods include: Homework, Quiz, Exam, pre-lab quiz…etc

**23 Evaluation Methods:**

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

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| **Evaluation Activity** | **Mark** | **Topic(s)** | **Period (Week)** | **Platform** |
| Midterm exam  |  30 |  All topics covered until the exam as shown in the timeline |  18/11/2020 |  Moodle  |
|  Assignment and quizzes  |  20 |  Determined in outline and schedule table |  Quizzes: Throughout the semester Assignment: week 15  | Moodle Microsoft teams  |
|  Final  |  50  |  All topics covered in the course  | To be determined by University  | At university  |
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**24 Course Requirements (e.g: students should have a computer, internet connection, webcam, account on a specific software/platform…etc):**

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| **students should have a computer, internet connection, webcam** |

**25 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 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. |

**26 References:**

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| A- Required book(s), assigned reading and audio-visuals:1. American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders: DSM-V*. Washington, DC: American Psychiatric Association.
2. American Psychiatric Association (1994). *Diagnostic and statistical manual of mental disorders: 7 DSM-IV*. Washington, DC: American Psychiatric Association.
3. Volkmar, F. R. (2005). Handbook of autism and pervasive developmental disorders: Volume 2. Assessment, Interventions, and Policy. Hoboken, NJ: John Wiley & Sons.
4. Volkmar, Fred R., Paul, Rhea, and Rogers, Sally J.(2014). Handbook of Autism and Pervasive Developmental Disorders, Volume 2 : Assessment, Interventions, and Policy (4). Somerset, US: Wiley, 2014.
5. Volkmar, F. R., Paul, R., Rogers, S. J., & Pelphrey, K. A. (2014). *Handbook of autism and pervasive developmental disorders: Volume 1*. Hoboken: Wiley.
6. Wilkinson, L. (2010). *A Best Practice Guide to Assessment and Intervention for Autism and Asperger Syndrome in Schools*. London, GB: Jessica Kingsley Publishers.
7. Johnson, Chris Plauché, and Scott M. Myers. "Identification and evaluation of children with autism spectrum disorders." *Pediatrics* 120.5 (2007): 1183-1215.
8. Teaching Students with Autism A Resource Guide for Schools,2000
9. Siri, Ken, and Tony Lyons. *Cutting-Edge Therapies for Autism 2011-2012*. Skyhorse Publishing Inc., 2011.
10. Lord, Catherine, Pamela C. DiLavore, Katherine Gotham, Whitney Guthrie, Rhiannon J. Luyster, Susan Risi, and Michael Rutter. *Autism Diagnostic Observation Schedule: Ados-2*. Los Angeles, Calif: Western Psychological Services, 2012.
11. Prelock, P. A., & McCauley, R. J. (2012). *Treatment of autism spectrum disorders: Evidence-based intervention strategies for communication and social interactions*. Baltimore: Paul H. Brookes Pub. Co.

B- Recommended books, materials and media: |

**27 Additional information:**

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Name of Course Coordinator Hanady Bani Hani Signature: HBH - Date: 2/11/2020

Head of Curriculum Committee/Department: Soha Garadat, Ph.D Signature: Soha Garadat

Head of Department: Soha Garadat, Ph.D Signature: Soha Garadat

Head of curriculum committee/Faculty: Professor Ziad Hawamdeh Signature: Z.H

Dean: Professor Ziad Hawamdeh Signature: Z.H

 Copy to:

 Head of Department

 Assistant Dean for Quality Assurance

 Course File