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| **1** | **Course title** | Fluency Disorders |
| **2** | **Course number** | 1804321 |
| **3** | **Credit hours** | 2 |
| **Contact hours (theory, practical)** | 2 (theory) |
| **4** | **Prerequisites/corequisites** | None |
| **5** | **Program title** | Bachelor 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** | **Level of course**  | Undergraduate/Third year |
| **11** | **Year of study and semester (s)** | 2020/2021; Second 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 & Arabic |
| **15** | **Teaching methodology** | ☐Blended ☐Online |
| **16** | **Electronic platform(s)** | ☐e-learning ☐Microsoft Teams ☐Skype ☐Zoom ☐Others………… |
| **17** | **Date of production/revision** | 22/2/2021 |

**18 Course Coordinator:**

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| --- |
| Name: Maisa Haj-TasOffice number:448Phone number: 5355000; Ext, 23268Office hours: Virtual (Microsoft Teams); Mondays and Wednesdays 10:00 a.m-11:00 a.mEmail: m.hajtas@ju.edu.jo |

**19 Other instructors:**

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| NA |

**20 Course Description:**

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| As stated in the approved study plan. This course will focus on theories of etiology (constitutional, developmental, and environmental factors); normal and abnormal disfluency; evaluation and diagnosis; stages of stuttering; therapeutic approaches of stuttering; the psychological, social, and academic effects.This course also offers the students a modern method of learning through online learning. With online learning, students are given the opportunity to learn by themselves via online designed course syllabus, where the required course hours are done by the student via the internet using online digital media instead of physically coming to class. This not only gives the students more time to interact and collaborate with other students (through online discussion forums and meetings during and outside class), but also helps students discover their own personalized learning style. |

**21 Course aims and outcomes:**

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| A- Aims:1. To provide an overview of the main characteristics, nature and development, and the main factors that may contribute to fluency disorders.
2. To provide students with basic information on the most recent clinical techniques used in the evaluation and treatment of persons who have fluency disorders across the life span.

B- Intended Learning Outcomes (ILOs): Upon successful completion of this course, students will be able to:

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| PLOsILOs of the course | PLO (1) | PLO (2) | PLO (3) | PLO (4) | PLO (5) | PLO (6) | PLO (7) | PLO (8) | PLO (9) | PLO (10) | PLO (11) | PLO (12) |
| 1. Define fluency disorders.
 | **✓** |  |  |  |  |  |  |  |  |  |  |  |
| 1. Describe the different types of speech disfluencies.
 | **✓** |  |  |  |  |  |  |  |  |  |  |  |
| 1. Recognize the language and environmental factors that might play a role in fluency disorders.
 | **✓** |  |  |  |  |  | **✓** |  |  |  | **✓** |  |
| 1. Identify the main procedures used in the assessment of fluency disorders.
 |  | **✓** | **✓** |  |  |  | **✓** |  |  | **✓** | **✓** |  |
| 1. Describe the intervention procedures used with persons with fluency disorders from different age groups and varying severity levels.
 |  | **✓** | **✓** | **✓** |  | **✓** | **✓** | **✓** |  | **✓** |  |  |
| 1. Integrate the considerations of clients and their caregivers when making clinical decisions regarding the assessment and treatment of fluency disorders.
 |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |
| 1. Recognize the role of family members and caregivers in the development and treatment of stuttering and other fluency disorders.
 |  |  |  |  |  |  |  |  | **✓** |  |  | **✓** |
| 1. Collaborate with classmates during pair and group assignments.
 |  |  |  |  |  |  |  |  |  |  | **✓** | **✓** |
| 1. Demonstrate understanding of ethical responsibility in the field of communication sciences and disorders in general and in relation to speech fluency disorders in specific.
 |  |  |  |  |  |  | **✓** |  |  |  |  | **✓** |

**PLOs**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.
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**22. Topic Outline and Schedule:**

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| **Week** | **Lecture** | **Topic** | **Intended Learning Outcome** | **Learning Methods\*****/platform** | **Evaluation Methods\*\*** | **Resources** |
| 1 | 1.1 | Course policies and requirements | 11,12 |  Synchronous lecturing / Microsoft Teams | NA | Lecture; Assigned reading |
| 1.2 | Terminology: Core behaviors | 1,11 |  Synchronous lecturing / Microsoft Teams |  Online individual activity: 1-minute response | Lecture; Assigned reading |
| 2 | 2.1 | Secondary behaviors | 1,11 |  Synchronous lecturing / Microsoft Teams | Online group activity:Video discussion | Lecture; Assigned reading |
| 2.2 | Facts about stuttering | 1,11 |  Synchronous lecturing / Microsoft Teams | Online group discussion | Lecture; Assigned reading |
| 3 | 3.1 | Developmental levels of fluency | 1,11 |  Synchronous lecturing / Microsoft Teams |  Online group activity: concept mapping | Lecture; Assigned reading |
| 3.2 | Developmental levels of fluency | 7. 11 |  Synchronous lecturing / Microsoft Teams | Online group activity: concept mapping | Lecture; Assigned reading |
| 4 | 4.1 | Assessment preliminaries | 7, 11 |  Synchronous lecturing / Microsoft Teams | Online individual activity: 1-minute reaction response | Lecture; Assigned reading |
| 4.2 |  Assessment protocol  | 7, 11 |  Synchronous lecturing / Microsoft Teams |  Online individual activity: Survey  | Lecture; Assigned reading  |
|  |
| 5 | 5.1 |  Assessment: The case history | 7, 11 |  Synchronous lecturing / Microsoft Teams | Online individual activity: 1-minute response | Lecture; Assigned reading |
| 5.2 |  Assessment: Speech sample analysis  | 7, 11 |  Synchronous lecturing / Microsoft Teams |  Online individual activity: 1-minute response  | Lecture; Assigned reading  |
|  |
| 6 | 6.1 |  Assessment: Stuttering severity | 7, 11 |  Synchronous lecturing / Microsoft Teams |  Online individual activity: Survey | Lecture; Assigned reading |
| 6.2 |  Assessment: Stuttering severity (cont.) | 7, 11 |  Synchronous lecturing / Microsoft Teams | Online pair discussion | Lecture; Assigned reading |
| 7 | 7.1 |  Assessment: Reporting results | 7, 11 |  Synchronous lecturing / Microsoft Teams | Online group activity: Empathy mapping | Lecture; Assigned reading |
| 7.2 |  Assessment: Reporting results (cont.) | 7, 11 |  Synchronous lecturing / Microsoft Teams | Online pair work: 1-minute reaction response | Lecture; Assigned reading |
| 8 | 8.1 |  Review session | 1-11 |  Synchronous lecturing / Microsoft Teams |  Online discussion: individual contribution | Lecture; Assigned reading |
| 8.2 |  Mid-semester examination | 1-11 |  To be announced | Mid semester exam |   |
| 9 | 9.1 |  Cluttering | 1,2,3 |  Synchronous lecturing / Microsoft Teams |  Online individual activity: 1-minute response | Lecture; Assigned reading |
| 9.2 |  Cluttering | 1,2,3 |  Synchronous lecturing / Microsoft Teams | Online group activity: Concept mapping | Lecture; Assigned reading |
| 10 | 10.1 |  Treatment: Preschoolers | 4, 7, 11 |  Synchronous lecturing / Microsoft Teams | Online pair work: Concept mapping | Lecture; Assigned reading |
| 10.2 |  Treatment: Preschoolers | 4, 7, 11 |  Synchronous lecturing / Microsoft Teams | Online individual activity: Video discussion | Lecture; Assigned reading |
| 11 | 11.1 |  Treatment: School-age | 4, 7, 11 |  Synchronous lecturing / Microsoft Teams | Online individual activity: Video discussion | Lecture; Assigned reading |
| 11.2 |  Treatment: School-age | 4, 7, 11 |  Synchronous lecturing / Microsoft Teams | Online individual activity: Video discussion | Lecture; Assigned reading |
| 12 | 12.1 |  Treatment: Adults | 4, 7, 11 |  Synchronous lecturing / Microsoft Teams | Online individual activity: Video discussion | Lecture; Assigned reading |
| 12.2 |  Treatment: Adults | 4, 7, 11 |  Synchronous lecturing / Microsoft Teams | Online individual activity: Video discussion | Lecture; Assigned reading |
| 13 | 13.1 |  Treatment: Family role | 12 |  Synchronous lecturing / Microsoft Teams | Online individual activity: 1-minute response | Lecture; Assigned reading |
| 13.2 |  Treatment: Family role | 12 |  Synchronous lecturing / Microsoft Teams | Online group activity: Concept mapping | Lecture; Assigned reading |
| 14 | 14.1 |  Treatment: Progress monitoring | 12 |  Synchronous lecturing / Microsoft Teams | Online individual activity: 1- minute response | Lecture; Assigned reading |
| 14.2 |  Treatment: Progress monitoring | 12 |  Synchronous lecturing / Microsoft Teams | Online group activity: Concept mapping | Lecture; Assigned reading |
| 15 | 15.1 | Clinical scenarios | 9, 11 | Synchronous lecturing / Microsoft Teams | Online group discussion | Lecture; Assigned reading |
| 15.2 | Clinical scenarios | 9, 11 | Synchronous lecturing / Microsoft Teams | Online group discussion | Lecture; Assigned reading |
| 16 | 16.1 |  Clinical scenarios | 9, 11 |  Synchronous lecturing / Microsoft Teams | Online group discussion | Lecture; Assigned reading |
| 16.2 |  Clinical scenarios | 9, 11 | Synchronous lecturing / Microsoft Teams | Online group discussion | Lecture; Assigned reading |

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

**This schedule is a tentative outline of the semester and is subject to change at the discretion of the instructor.**

**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)** | **Intended Learning Outcome** | **Period (Week)** | **Platform** |
| Quizzes (2) | 10% | To be announced | 1-14;17;18 | To be announced | MSTemas |
| Popup Quizzes; In-class assignments (5) | 10% | Same lecture topic | 1-14;17;18 | Throughout the semester | MSTeams |
| Mid Semester Exam | 30% | 1-7 | 1-14;17;18 | Week 8 (Wednesday 14/4/2021) | To be announced |
| End of Semester Exam | 50% | 1-15 | 1-18 | To be announced | To be announced |

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**24 Course Requirements**

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| **Students should have a computer, internet connection, webcam, account on Microsoft Teams platform.** |

**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 the in-class face-to-face meetings, which is **equivalent of (4) 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, quizzes, exams, in-class, and home-based course related activities. 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.C- Health and safety procedures. |

**26 References:**

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| A- Required book (s), assigned reading and audio-visuals:Students can access selected reading material and handout material through the course e-learning websiteBooks:Guitar, B. (2014). *Stuttering: An Integrated Approach (4th Ed.)*. Baltimore, MD: Lippincott, Williams & Wilkins.B- Recommended books, materials and media:Video series: Stuttering Foundation of America<https://www.stutteringhelp.org/videos> |

**27 Additional information:**

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| The instructor reserves the right to change course assignments and/or testing procedures. However, students will be adequately notified of any changes during class meetings.There will be no make-up examinations or extensions on assignments, presentations or projects without prior arrangements with the instructor. |

Name of Course Coordinator: Maisa Haj-Tas Signature: Maisa Haj-Tas Date: 22/2/2021

Head of Curriculum Committee/Department: Soha Garadat Signature: Soha Garadat

Head of Department: Soha Garadat Signature: Soha Garadat

Head of Curriculum Committee/Faculty: Professor Ziad Hawamdeh Signature: Z.H-------------------

Dean: Professor Ziad Hawamdeh Signature: --Z.H----------------