**Course Syllabus**

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| **1** | **Course title** | Clinical Training in Speech |
| **2** | **Course number** | 1804462 |
| **3** | **Credit hours** | 2 practical | 2 practical |
| **Contact hours (theory, practical)** | 8 practical |
| **4** | **Prerequisites/corequisites** | Clinical practicum in speech 2 |
| **5** | **Program title** | [Bachelor of science in Hearing and Speech](https://rehabilitation.ju.edu.jo/Lists/OurPrograms/DispDept_Program.aspx?ID=10&Dept=Hearing%20and%20Speech%20Sciences&DeptName=Hearing%20and%20Speech%20Sciences) |
| **6** | **Program code** | 1804     |
| **7** | **Awarding institution**  | The University of Jordan |
| **8** | **School** | The Rehabilitation Sciences |
| **9** | **Department** | Department of Hearing & Speech Sciences |
| **10** | **Course level**  | Undergraduate/ Fourth year |
| **11** | **Year of study and semester (s)** | 2022-2023/ second semester |
| **12** | **Other department (s) involved in teaching the course** | The private sector, the military hospitals in Amman; Farah Rehabilitation Center-Speech Clinic and Queen Alia Military Hospital-Speech Clinic. |
| **13** | **Main teaching language** | English and Arabic |
| **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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| Course Coordinator:

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| --- | --- |
| Name | Dua Qutishat- PhD |
| Rank | Assistant Professor |
| Office number | 403 |
| Office hours | 11-12 Monday & Wednesday |
| Phone number | 23275 |
| Email addresses | speechpathologySLP@hotmail.com |

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17. Other instructors:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Name | Hanady Bani Hani, PhD |
| Rank | Assistant Professor  |
| Office number | 428 |
| Office hours | Monday and Wednesday 12-1  |
| Phone number | 23274 |
| Email addresses | Hanady.bh@gmail.com |

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| --- | --- |
| Name | Mohammad Damhoureyeh, Ms.Sc, SLP |
| Rank | Instructor |
| Office number | 427 |
| Office hours | Sunday and Tuesday: 11-12 |
| Phone number | 23261 |
| Email addresses | m.damhoureyeh@ju.edu.jo |

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| --- | --- | --- |
| Name | Hana N.Mahmoud, Ms.Sc, -SLP |  |
| Rank | Instructor |  |
| Office number | 432 |  |
| Office hours | Sunday &Thursday 9-10 |  |
| Phone number | Tel: 00962 65355000, ext:23263 |  |
| Email addresses | hhnawaf@yahoo.com  |  |

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| Name | Sana M. Kamal. Ms.Sc, SLP |
| Rank | Instructor |
| Office number | 452 |
| Office hours | 11-12 Sunday and Thursday |
| Phone number | 23262 |
| Email addresses | s.kamal@ju.edu.jo |

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| --- | --- |
| Name | Sameer Aljarrah, Ms.Sc, SLP |
| Rank | Specialist |
| Office number | King Hussian Medical City-Farah Rehabilitation Centre-Speech Therapy Unit |
| Office hours | 12-1 Sunday and Thursday |
| Phone number | 065804804 / 63069 |
| Email addresses | https://mail.google.com/mail/u/0/images/cleardot.gifSamirsaam@yahoo.com |

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| --- | --- |
| Name | Anan Al-tarawneh, Ms.Sc, SLP |
| Rank | Specialist  |
| Office number | Queen Alia Military Hospital- Speech Therapy Unit |
| Office hours | Monday and Wednesday 12-1 |
| Phone number | 06-5631111/62780 |
| Email addresses | https://mail.google.com/mail/u/0/images/cleardot.gifAanan15@yahoo.com |

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| --- | --- |
| Name | Rehan Ghanem,, Ms.Sc, SLP |
| Rank | Ms.Sc in Speech Language Pathology  |
| Office number | Jelan private centre-Speech Therapy Clinic |
| Office hours | Monday & Wednesday: 11-12 |
| Phone number | 23994  |
| Email addresses | a.abdulhadi@ju.edu.Jo |

|  |  |
| --- | --- |
| Name | Amani Abdul-Hadi, Ms.Sc, SLP |
| Rank | Ms.Sc in Speech Language Pathology  |
| Office number | 414 –Univ of JO-Speech Clinic |
| Office hours | Monday & Wednesday: 11-12 |
| Phone number | 23994  |
| Email addresses | a.abdulhadi@ju.edu.Jo |

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**18 Other instructors:**

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**19 Course Description:**

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| As stated in the approved study plan.This course intends to help students conduct all assessment measures and write clinical reports in the field of speech language pathology in speech clinics, hospitals and specialized, accredited public and private centres, it also helps students to participate in research activities in the department, under the supervision and licensed speech – language pathologist. |

**20 Course aims and outcomes:**

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| A- Aims:1. Students will demonstrate application of the knowledge and nature of human communication including developmental, linguistic, as well as research theories across typically aging and disordered populations.
2. Students will demonstrate competency in ethical clinical speech and language intervention under supervision.
3. Students will exhibit professional oral and written skills by speaking with patients, families, and other rehabilitation professionals, in addition to writing concise clinical reports.

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

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| 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
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| 1. Identify general objectives, procedures, materials, and activities used in the assessment and treatment sessions.
 |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Apply the basic clinical skills in the assessment and treatment with individuals with communication and hearing disorders
 |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Develop and select appropriate materials, activities and procedures for assessment and intervention.
 |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Develop and select appropriate materials, activities and procedures for assessment and intervention
 |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Formulate technical ways for writing lesson plans and different reports.
 |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. To be able to use different assessment and treatment objectives, procedures, activities and materials for later assessment and treatment sessions.
 |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. To be able to judge the correctness of lesson plans.
 |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. To be able to measure the client’s performance.
 |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Identify ongoing effectiveness of planned assessment or treatment and modify it accordingly.
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| 1. Analyse the criteria of each assessment and intervention approach and accordingly choose the best technique for each individual case.
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| 1. Employ time management skills in dealing with caseloads and in delivering intervention for individual cases.
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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 skilfully.
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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**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 | General guidelines of practicum | 1-4 |  Blended | Microsoft teams and Moodle | Synchronous | None |  1,2,3,4      |
| 1.2 | Blended | Microsoft teams and Moodle |
| 1.3 | Blended | Microsoft teams and Moodle |
| 2 | 2.1 | Introducing the forms used in practicum and writing a session planWriting session planIntroducing the patient’s cases | 1-4 | Blended | Microsoft teams and Moodle | Synchronous | Submission of the forms for each sessionSeeappendix (form 2) |
| 2.2 | Blended | Microsoft teams and Moodle |
| 2.3 | Blended | Microsoft teams and Moodle |
| **Week** | **Lecture** | **Topic** | **Student Learning Outcome** | **Learning Methods (Face to Face/Blended/ Fully Online)** | **Platform** | **Synchronous / Asynchronous Lecturing** | **Evaluation Methods** | **Resources** |
| 3 | 3.1 |   Practicum sessions             Mid-term exam          | 1-4 | Face to face with blended | Microsoft teams and Moodle | Synchronous |                Submission of the forms for each sessionSeeappendix (form 2)          |   1,2,3,4                       |
| 3.2 | Face to face with blended | Microsoft teams and Moodle |
| 3.3 | Face to face with blended | Microsoft teams and Moodle |
| 4 | 4.1 | Face to face with blended | Microsoft teams and Moodle |
| 4.2 | Face to face with blended | Microsoft teams and Moodle |
| 4.3 | Face to face with blended | Microsoft teams and Moodle |
| 5 | 5.1 | Face to face with blended | Microsoft teams and Moodle |
| 5.2 | Face to face with blended | Microsoft teams and Moodle |
| 5.3 | Face to face with blended | Microsoft teams and Moodle |
| 6 | 6.1 | Face to face with blended | Microsoft teams and Moodle |
| 6.2 | Face to face with blended | Microsoft teams and Moodle |
| 6.3 | Face to face with blended | Microsoft teams and Moodle |
| 7 | 7.1 | Face to face with blended | Microsoft teams and Moodle |
| 7.2 | Face to face with blended | Microsoft teams and Moodle |
| 7.3 | Face to face with blended | Microsoft teams and Moodle |
| 8 | 8.1 | Face to face with blended | Microsoft teams and Moodle |
| 8.2 | Face to face with blended | Microsoft teams and Moodle |
| 8.3 | Face to face with blended | Microsoft teams and Moodle |
| 9 | 9.1 | Face to face with blended | Microsoft teams and Moodle |
| 9.2 | Face to face with blended | Microsoft teams and Moodle |
| 9.3 | Face to face with blended | Microsoft teams and Moodle |
| 10 | 10.1 | Face to face with blended | Microsoft teams and Moodle |
| 10.2 | Face to face with blended | Microsoft teams and Moodle |
| 10.3 | Face to face with blended | Microsoft teams and Moodle |
| **Week** | **Lecture** | **Topic** | **Student Learning Outcome** | **Learning Methods (Face to Face/Blended/ Fully Online)** | **Platform** | **Synchronous / Asynchronous Lecturing** | **Evaluation Methods** | **Resources** |
| 11 | 11.1 |  Practicum sessions             Final exam  | 1-4 | Face to face with blended | Microsoft teams and Moodle | Synchronous | Submission of the forms for each sessionSeeappendix (form 2) |   1,2,3,4              |
| 11.2 | Face to face with blended | Microsoft teams and Moodle |
| 11.3 | Face to face with blended | Microsoft teams and Moodle |
| 12 | 12.1 | Face to face with blended | Microsoft teams and Moodle |
| 12.2 | Face to face with blended | Microsoft teams and Moodle |
| 12.3 | Face to face with blended | Microsoft teams and Moodle |
| 13 | 13.1 | Face to face with blended | Microsoft teams and Moodle |
| 13.2 | Face to face with blended | Microsoft teams and Moodle |
| 13.3 | Face to face with blended | Microsoft teams and Moodle |
| 14 | 14.1 | Face to face with blended | Microsoft teams and Moodle |
| 14.2 | Face to face with blended | Microsoft teams and Moodle |
| 14.3 | Face to face with blended | Microsoft teams and Moodle |
| 15 | 15.1 | Face to face with blended | Microsoft teams and Moodle |
| 15.2 | Face to face with blended | Microsoft teams and Moodle |
| 15.3 | Face to face with blended | Microsoft teams and Moodle |

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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** |
| Assignment  |  30 | **30 Marks:** 10: Assessment report  10: treatment report  5: progress report  5 : participation in online meeting Note:  **Assessment and treatment plans should be submitted within two weeks after assessment as determined by the course instructor**  | All SLOs that mentioned previously |  Assessment report & Treatment plan **(must be submitted within** 2 **weeks after the assessment session**). |  Teams and Moodle- On campus |
| Midterm  |  30 | **30 marks (Written Exam) :** Midterm materials: Chapter 6: Intervention for Autism Spectrum Disorder (ASD) &Chapter 8: Intervention for Motor-Speech Disorders: The Dysarthrias, Apraxia of Speech, and Dysphagia &Chapter 10: Intervention for Voice and Alaryngeal Speech. P.397-416 **Reference**: Roth, F, P and Worthington, C, K. (2021). Treatment Resource Manual for Speech- Language Pathology. 6th ed. Delmar: USA * The previous materials from previous clinical courses will be included in case study questions.
 | All SLOs that mentioned previously | During the 6 week -Announced during the semester |  On campus |
|       Final  |  40 | 1. Marks:
2. : Total marks of actual 3 sessions through the semester

 (I, M, F ) one session 10 marks: Assignments for example: case study, assessment kit, videos discussion, article discussion, brochures design, clinical research, tele practice discussion.  Sessions will be online and in campus. | All SLOs that mentioned previously |  Announced during the semester |  Teams and Moodle- On campus |

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| Assignments |
| Assignment 1:   |
| Assignment description:  | case study, assessment kit, videos discussion, article discussion, brochures design, clinical research, tele practice discussion. |
| Assignment objective: | To make sure that students are well prepared for working with their clients |
| Assignment due date: | During the 14th week |
| Grade:  | 10 marks   |
| Rubric:  | According to the assignment’s type-should be announced to students in advance.  |

**23 Course Requirements**

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| Equipment that will be used:* Computer
* Overhead projector
* Speakers

Websites that will be used for readings:* The University of Jordan website (E-Learning).
* American Speech, Language, and Hearing Association website
* Websites: Phonetic transcription, articulators' anatomy & Youtube video clips (communication disorders).

Note:Please make sure to check the E- Learning website a day before the lecture, download and print the worksheets or the reading material uploaded for the session. |

**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 (1) class, 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 be in direct contact with patients during this course.
* Students are expected to use any tools or procedures 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, misbehaviour:* 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 institution of higher education 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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| --- |
| Required book (s), assigned reading and audio-visuals:**Mid term exam Chapters:**Roth, F, P and Worthington, C, K. (2021). Treatment Resource Manual for Speech- Language Pathology. 6th ed. Delmar: USA * The previous materials from previous clinical courses will be included in case study questions.

Recommended books, materials, and media:Shipley, K. G., & McAfee, J. G. (2016). Assessment in speech- language pathology, a resource manual. 5th ed. San Diego: Singular. Chapters 11,12,13, and 14[Hegde](https://www.amazon.com/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&text=M.N.+Hegde&search-alias=books&field-author=M.N.+Hegde&sort=relevancerank) M.N and [Pomaville](https://www.amazon.com/Frances-Pomaville/e/B00J0WJ9CE/ref%3Ddp_byline_cont_book_2), F. (2017). Assessment of Communication Disorders in Children: Resources and Protocols. 3rd Ed. Plural publishing: USA.* Hegde, M. N. (2009). *A Coursebook on Scientific and Professional Writing*. Nelson Education.
* Hegde, M. N. (2018). *Hegde's Pocketguide to treatment in speech-language pathology*. Plural Publishing.
* Landis K, Woude JV, Jongsma AE. The speech-language pathology treatment planner. 1 st ed.
* Articles, chapters from different books and websites will be provided during the semester.
* American Speech, Language, and Hearing Association website
* Websites: Phonetic transcription, articulators' anatomy & Youtube video clips (communication disorders).
 |

**26 Additional information:**

|  |
| --- |
| All patients have to be informed in advance that speech therapy is provided in a teaching clinic. 4th year student clinicians will work under supervision. |

Name of Course Coordinator: Dr. Dua Qutishat

Signature: *Dua Qutishat* Date: 9/4/2023

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

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

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

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

Session Evaluation Form

|  |  |
| --- | --- |
| Student: --------------------------------------- |           Client: --------------------------------------- |
| Date: ------------------------------------------- |           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 |
| 10TOTAL  |  |  |

Notes ----------------------------------------------------------------------------------------------------

Appendix 2

DAILY SESSION PLAN (Total marks: 15)

1 Mark

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

Short term goals \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| Reinforcement(1 Mark) | Activities & Materials (2 Mark) | Procedures(3 Marks) | Objectives& Allocated time for each objective(3 Marks) |
|  |  |  |  |
|  |  |  |  |

(If applicable) References

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Homework and data collection sheets (2 Marks)

SOAP notes   4 Marks

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Appendix 2: Rubric for Writing Assessment Reports

|  |  |  |
| --- | --- | --- |
| القسم الذي يتم فحصه | أجزاء الأقسام التي يتم مراعاتها في تقييم الطالب | تقسيم العلامات |
| المعلومات الشخصية  |  |  |
|  | ذكر جميع أجزاء معلومات المريض ما عدا تفاصيل الإسم 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 |
| تقييم التقرير بشكل عام (يتم خصم العلامات من المجموع العام) |
| تأخر تسليم الواجب | 2- |
|  الأخطاء القواعدية والإملائية والكتابة الصوتية  | 2- |
| أخطاء طباعية | 1- |
| ذكر المعلومات الشخصية للمريض بالتفصيل مثل اسمه كامل | 2- |
| عدم مناقشة التقرير مع الأهل | -3 |

Rubrics for Writing Treatment Plan

|  |  |  |
| --- | --- | --- |
|  | أجزاء الأقسام التي يتم مراعاتها في تقييم الطالب | تقسيم العلامات |
| Minus one if missing or incorrect  | ذكر جميع أجزاء معلومات المريض ما عدا تفاصيل الإسم والعنوان | المعلومات الشخصية  |
| 2 | يعكس فهم الحالة حسب نتائج التقييم و لمادا تم اختيار الاهداف | ملخص الحالة |
|  |
|  |  | ألأهداف طويلة المدى  |
| 1 | مناسبة الأهداف |  |
| 1 | إكتمال عناصر الأهداف طويلة المدى (تكون الجمل كاملة) |  |
|  |
|  |  | الأهداف قصيرة المدى  |
| 1 | مناسبة الأهداف |  |
| 2 | لإكتمال عناصر الأهداف قصيرة المدى (تكون الجمل كاملة) |  |
|   |
|  |  | التعزيز  |
| 1 | نوع التعزيز ومناسبته للمريض |  |
|  | طريقة عرضه (هل مستمر أو متقطع ...) |  |
|  |
|  |  | خطة التعميم  |
| 1 | مناسبة خطة التعميم |  |
|  | إكتمال جميع ألأجزاء |  |
|  |  |  |
|  |  | دور الأهل |
| 1 | مناسبة الأهداف التي توضع لدور الأهل |  |
|  | إكتمال جميع ألأجزاء |  |
| 10 |  | المجموع النهائي |

|  |
| --- |
| تقييم التقرير بشكل عام (يتم خصم العلامات من المجموع العام) |
| تأخر تسليم الواجب | 2- |
|  الأخطاء القواعدية والإملائية والكتابة الصوتية  | 2- |
| أخطاء طباعية | 1- |
| ذكر المعلومات الشخصية للمريض بالتفصيل مثل اسمه كامل | 2- |

Rubrics for Writing Progress Reports

|  |  |  |
| --- | --- | --- |
| القسم الذي يتم فحصه | أجزاء الأقسام التي يتم مراعاتها في تقييم الطالب | تقسيم العلامات |
|  |  | المعلومات الشخصية |
| minus one if missing | ذكر جميع أجزاء معلومات المريض ما عدا تفاصيل الإسم والعنوان |  |
|  |
|  |  | وصف الحالة |
| 1 |  |  |
|  |
|  |  | الأهداف العلاجية |
| 2 | ذكر جميع الأهداف العلاجية |  |
| 2 | تطابق الأهداف مع الخطة العلاجية |  |
|  |
|  |  | التحسن |
| 1 | ذكر جميع نقاط التحسن |  |
|  | صحة نسبة التحسن |  |
|  |
|  |  | الأهداف المتبقية |
| 1 | ذكر جميع الأهداف المتبقية |  |
|  |
|  |  | خطة التعزيز |
| 1 | generalization and reinforcement used  |  |
|  |
|  |  | التوصيات |
| 1 |      |  |
| 10 |  | المجموع النهائي |

|  |
| --- |
| تقييم التقرير بشكل عام (يتم خصم العلامات من المجموع العام) |
| تأخر تسليم الواجب | 2- |
|  الأخطاء القواعدية والإملائية والكتابة الصوتية  | 2- |
| أخطاء طباعية | 1- |
| ذكر المعلومات الشخصية للمريض بالتفصيل مثل اسمه كامل | 2- |