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| **1** | **Course title** | Hearing Aids |
| **2** | **Course number** | 1804433 |
| **3** | **Credit hours** | 3 (theory) |
| **Contact hours (theory, practical)** | 3 (theory) |
| **4** | **Prerequisites/corequisites** | 1804331 |
| **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** | **Level of course** | Undergraduate/ fourth 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 |
| **15** | **Teaching methodology** | Online |
| **16** | **Electronic platform(s)** | ☐e-learning Microsoft Teams ☐Skype ☐Zoom  ☐Others………… |
| **17** | **Date of production/revision** | 2/14/2021 |

**18 Course Coordinator:**

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| Name: Soha N. Garadat, PhD  Office number: 434  Phone number: 23272  Email: [s.garadat@ju.edu.jo](mailto:s.garadat@ju.edu.jo)  Office hours: Sunday 10-12 |

**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.  Components, acoustic and electronic characteristics of hearing aids; evaluation; measurement procedures; prescription and fitting of hearing aids; types of hearing aids and other devices. |

**21 Course aims and outcomes:**

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| A- Aims:  This undergraduate level course aims to:   1. List, describe, and define the basic parts of hearing aids, as well as demonstrate the understanding of the principles and terminology of amplification devices including hearing aids, assistive listening devices, and implantable aids. 2. Describe the purpose and sequence of events involved in the electroacoustic analysis and troubleshooting of amplification devices. 3. Describe the purpose, rationale, and sequence of events involved in real- ear measurement of amplification performance. 4. Define the important elements and applications of earmold acoustics within hearing aid fitting procedures. 5. Demonstrate an understanding of prescriptive methods for determining hearing aid amplification characteristics including gain, frequency response, and output. 6. List and describe the issues involved in selecting and adjusting the hearing aid parameters to an individuals’ specific hearing loss.   B- Intended Learning Outcomes (ILOs):  Upon successful completion of this course, students will be able to:   |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | PLOs  ILOs 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. To demonstrate knowledge of basic anatomy and physiology of the auditory system. | X |  |  |  |  |  |  |  |  |  |  |  | | 1. To demonstrate knowledge of basic hearing science and acoustics. | X |  |  |  |  |  |  |  |  |  |  |  | | 1. To identify different types of hearing loss, including their impact on speech and language and the individual's life quality. | X |  |  |  |  |  |  |  |  |  |  |  | | 1. To know common causes of hearing impairment in children and adults. |  | X |  |  |  |  |  |  |  |  |  |  | | 1. Demonstrate an understanding of prescriptive methods for determining hearing aid amplification characteristics including gain, frequency response, and output. |  | X |  |  |  |  |  |  |  |  |  |  | | 1. Have a good understand of assistive and alternative devices available to those with varying degrees of hearing loss. |  | X |  |  |  |  |  |  |  |  |  |  | | 1. To demonstrate knowledge of causes of auditory disorders and their correlates and accordingly prescribe hearing aids. |  |  | X |  |  |  |  |  |  |  |  |  | | 1. Be able to identify patients who are candidate for hearing aids |  |  | X |  |  |  |  |  |  |  |  |  | | 1. Describe how hearing aid components and technological features work and apply the technology to appropriate patients. |  |  | X |  |  |  |  |  |  |  |  |  | | 1. Demonstrate familiarity and basic knowledge of the different software and hardware used for programming hearing aids. |  |  | X |  |  |  |  |  |  |  |  |  | | 1. Use hearing aid fitting procedures to appropriately set gain and output and explain the rationale behind the procedures. |  |  |  | X |  |  |  |  |  |  |  |  | | 1. Describe the acoustic effects of earmold and earshell characteristics and modifications. |  |  |  | X |  |  |  |  |  |  |  |  | | 1. Have a good understanding of the behavioral tests used in pediatric testing. |  |  |  | X |  |  |  |  |  |  |  |  | | 1. To identify the different objective tests used to determine hearing loss in children. |  |  |  | X |  |  |  |  |  |  |  |  | | 1. Be able to clinically manage patients with hearing aids |  |  |  |  | X |  |  |  |  |  |  |  | | 1. Use the correct methods to measure and interpret hearing aid gain and output using couplers and probe microphone measures to verify hearing aid fitting. |  |  |  |  | X |  |  |  |  |  |  |  | | 1. Appropriately recommend unilateral or bilateral amplification for (hypothetical) patients, and correctly describe the rationale for the recommendations. |  |  |  |  |  |  | X |  |  |  |  |  | | 1. Assess patient needs related to amplification and describe and explain the factors involved in making that determination and the rationale for any planned modifications. |  |  |  |  |  |  |  |  | X |  |  |  |   **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 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. 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. 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. |

**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 overview | NA | Teams | NA | NA | | 1.2 | Psychology of hearing loss | 1, 4, 8, 15 | Teams | Discussion, pop up quizzes, exams | Lecture, assigned readings | | 1.3 | Psychology of hearing loss | 1, 4, 8, 15 | Teams | Discussion, pop up quizzes, exams | Lecture, assigned readings | | 2 | 2.1 | Challenges of hearing loss | 1, 2, 3, 7, 15 | Teams | Discussion, pop up quizzes, exams | Lecture, assigned readings | | 2.2 | Challenges of hearing loss | 1, 2, 3, 7, 15 | Teams | Discussion, pop up quizzes, exams | Lecture, assigned readings | | 2.3 | Challenges of hearing loss | 1, 2, 3, 7, 15 | Teams | Discussion, pop up quizzes, exams | Lecture, assigned readings | | 3 | 3.1 | Speech acoustics and speech perception | 2, 3, 4, 15 | Teams | Discussion, pop up quizzes, exams | Lecture, assigned readings | | 3.2 | Speech acoustics and speech perception | 2, 3, 4, 15 | Teams | Discussion, pop up quizzes, exams | Lecture, assigned readings | | 3.3 | Historical development of HAs | 2 | Teams | Discussion, pop up quizzes, exams | Lecture, assigned readings | | 4 | 4.1 | Historical development of HAs | 2 | Teams | Discussion, pop up quizzes, exams | Lecture, assigned readings | | 4.2 | HA style | 2, 6 | Teams | Discussion, pop up quizzes, exams | Lecture, assigned readings | | 4.3 | HA style | 2, 6 | Teams | Discussion, pop up quizzes, exams | Lecture, assigned readings | | 5 | 5.1 | HA components | 9, 18 | Teams | Discussion, pop up quizzes, exams | Lecture, assigned readings | | 5.2 | HA components | 9, 18 | Teams | Discussion, pop up quizzes, exams | Lecture, assigned readings | | 5.3 | Compression | 1,9 | Teams | Discussion, pop up quizzes, exams | Lecture, assigned readings | | 6 | 6.1 | Compression | 1,9 | Teams | Discussion, pop up quizzes, exams | Lecture, assigned readings | | 6.2 | Compression | 1,9 | Teams | Discussion, pop up quizzes, exams | Lecture, assigned readings | | 6.3 | HA advanced features | 2, 9,15 | Teams | Discussion, pop up quizzes, exams | Lecture, assigned readings | | 7 | 7.1 | HA advanced features | 2, 9,15 | Teams | Discussion, pop up quizzes, exams | Lecture, assigned readings | | 7.2 | HA advanced features | 2, 9,15 | Teams | Discussion, pop up quizzes, exams | Lecture, assigned readings | | 7.3 | HA advanced features | 2, 9,15 | Teams | Discussion, pop up quizzes, exams | Lecture, assigned readings | | 8 | 8.1 | Midterm exam |  |  | Exam |  | | 8.2 | Earmold impression | 1,8, 12, 15, 17 | Teams | Discussion, pop up quizzes, exams | Lecture, assigned readings | | 8.3 | Earmold impression | 1,8, 12, 15, 17 | Teams | Discussion, pop up quizzes, exams | Lecture, assigned readings | | 9 | 9.1 | Earmold & earshell acoustics | 2, 13, 12, 15 | Teams | Discussion, pop up quizzes, exams | Lecture, assigned readings | | 9.2 | Earmold & earshell acoustics | 2, 13, 12, 15 | Teams | Discussion, pop up quizzes, exams | Lecture, assigned readings | | 9.3 | Earmold & earshell acoustics | 2, 13, 12, 15 | Teams | Discussion, pop up quizzes, exams | Lecture, assigned readings | | 10 | 10.1 | HA candidacy | 8, 18, 15,18 | Teams | Discussion, pop up quizzes, exams | Lecture, assigned readings | | 10.2 | HA candidacy | 8, 18, 15,18 | Teams | Discussion, pop up quizzes, exams | Lecture, assigned readings | | 10.3 | HA candidacy | 8, 18, 15,18 | Teams | Discussion, pop up quizzes, exams | Lecture, assigned readings | | 11 | 11.1 | HA selection | 10, 5, 7,11, 15 | Teams | Discussion, pop up quizzes, exams | Lecture, assigned readings | | 11.2 | HA selection | 10, 5, 7,11, 15 | Teams | Discussion, pop up quizzes, exams | Lecture, assigned readings | | 11.3 | Prefitting assessment | 13,14, 15, 18 | Teams | Discussion, pop up quizzes, exams | Lecture, assigned readings | | 12 | 12.1 | Prefitting assessment | 13,14, 15, 18 | Teams | Discussion, pop up quizzes, exams | Lecture, assigned readings | | 12.2 | Binaural and bilateral consideration in hearing aid fittings | 7, 15, 17, 18 | Teams | Discussion, pop up quizzes, exams | Lecture, assigned readings | | 12.3 | Binaural and bilateral consideration in hearing aid fittings | 7, 15, 17, 18 | Teams | Discussion, pop up quizzes, exams | Lecture, assigned readings | | 13 | 13.1 | HA hardware and software: the basics | 5,10 | Teams | Discussion, pop up quizzes, exams | Lecture, assigned readings | | 13.2 | HA hardware and software: the basics | 5,10 | Teams | Discussion, pop up quizzes, exams | Lecture, assigned readings | | 13.3 | Hearing aid prescription | 5,7,10,11, 18 | Teams | Discussion, pop up quizzes, exams | Lecture, assigned readings | | 14 | 14.1 | Hearing aid prescription | 5,7,10,11, 18 | Teams | Discussion, pop up quizzes, exams | Lecture, assigned readings | | 14.2 | Hearing aid prescription | 5,7,10,11, 18 | Teams | Discussion, pop up quizzes, exams | Lecture, assigned readings | | 14.3 | HA verification | 5, 10, 11, 15, 16 | Teams | Discussion, pop up quizzes, exams | Lecture, assigned readings | | 15 | 15.1 | HA verification | 5, 10, 11, 15, 16 | Teams | Discussion, pop up quizzes, exams | Lecture, assigned readings | | 15.2 | HA verification | 5, 10, 11, 15, 16 | Teams | Discussion, pop up quizzes, exams | Lecture, assigned readings | | 15.3 | Orientation & troubleshooting | 4, 5,15 | Teams | Discussion, pop up quizzes, exams | Lecture, assigned readings | | 16 | 16.1 | Orientation & troubleshooting | 4, 5,15 | Teams | Discussion, pop up quizzes, exams | Lecture, assigned readings | | 16.2 | Orientation & troubleshooting | 4, 5,15 | Teams | Discussion, pop up quizzes, exams | Lecture, assigned readings | | 16.3 | Review | NA | Teams | NA |  | |

* 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:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Evaluation Activity** | **Mark** | **Topic(s)** | **Intended Learning Outcome** | **Period (Week)** | **Platform** | | Quizzes (2x) | 10 % | TBA | 1-15 | Week 5 | Canvas | | Pop up quizzes (5x) | 10% | Same lecture topic | 1-15 | Throughout the semester | canvas | | Midterm exam | 30% | TBA | 1, 2, 3, 4, 6, 7, 8, 9, 15, 18 | Week 8 | Canvas | | Final exam | 50% | TBA | 1-18 | TBA | Canvas | |

**24 Course Requirements**

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| **(e.g: students should have a computer, internet connection, webcam, account on a specific software/platform…etc):**  Computer, stable internet connection, webcam and microphone, access to platforms used in this course. |

**25 Course Policies:**

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| 1. 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 (7) 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.  1. Absences from exams and submitting 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.  1. 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  1. 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.  1. 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.   1. 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. Harvey Dillon, *Hearing Aids* 2. Mueller HG, Ricketts T, and Bentler R. (2013) Modern Hearing Aids: Pre-Fitting Testing and Selection Considerations. San Diego, CA: Plural Publishing Inc 3. Fitting and dispensing hearing aids, Brian taylor & Gustave Mueller   *All chapters will be available on the course website.*  B- Recommended books, materials and media:   * Bentler, R., Muller, G., Ricketts, T. (2016). Modern Hearing Aids: Verification, Outcome Measures, and Follow-Up. San Diego, CA: Plural Publishing Inc * AAA Task Force on Audiologic Management of Adult Hearing Impairment. (2006). *Guidelines for the Audiologic Management of Adult Hearing Impairment*. Available at:   *<https://audiology-web.s3.amazonaws.com/migrated/haguidelines.pdf_53994876e92e42.70908344.pdf>*  Additional references available online or on the course Canvas website. |

**27 Additional information:**

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| Class Attendance, Participation, & Professionalism  Participation and professionalism are extremely important aspects of this course. I expect you to be interested in the material, engaged in the class, and willing to put forth the effort required in order to learn. |

Name of Course Coordinator: ------Soha Garadat--------Signature: -- Soha Garadat ---- Date: ---2/21/21--

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----------------