

Course Syllabus

1	Course title	Neuromotor Speech Disorders	
2	Course number	1804425	
3	Credit hours	3 hours theory	3 hours theory
	Contact hours (theory, practical)	3 hours theory	
4	Prerequisites/corequisites	0502107, 1804100, 1804309	
5	Program title	Bachelor in Hearing and Speech sciences	
6	Program code	1804	
7	Awarding institution	The University of Jordan	
8	School	School of rehabilitation sciences	
9	Department	Department of Hearing and Speech Sciences	
10	Course level	Undergraduate/ Fourth year	
11	Year of study and semester (s)	1 st semester 2023-2024	
12	Other department (s) involved in teaching the course	None	
13	Main teaching language	Arabic and English	
14	Delivery method	<input checked="" type="checkbox"/> Face to face learning <input type="checkbox"/> Blended <input type="checkbox"/> Fully online	
15	Online platforms(s)	<input checked="" type="checkbox"/> Moodle <input checked="" type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....	
16	Issuing/Revision Date	30 th Oct 2023	

17 Course Coordinator:

Name	Dua Qutishat, PhD
Rank	Assistant Professor
Office number	Level 4/ room 402
Office hours	Sunday and Thursday: 12-1
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**18 Other instructors:**

Name:
Office number:
Phone number:
Email:
Contact hours:
Name:
Office number:
Phone number:
Email:
Contact hours:

19 Course Description:

As stated in the approved study plan.

Evaluation and treatment of dysarthria. Apraxia and other speech and voice problems associated with neuropathologies in children and adults, e.g., cerebral palsy.

20 Course aims and outcomes:

A- Aims:

The major objectives of this course are to provide the students with a basic knowledge of:

- 1- Evaluation and treatment of dysarthria. Apraxia and other speech and voice problems associated with neuropathologies in children and adults, e.g., cerebral palsy.

B- Student Learning Outcomes (SLOs):

Upon successful completion of this course, students will be able to:

SLOs ↓ SLOs of the course →	SL O (1)	SL O (2)	SL O (3)	SL O (4)	SL O (5)	SL O (6)	SL O (7)	SL O (8)	SL O (9)	SL O (10)	SL O (11)	SL O (12)
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 case loads and in delivering intervention for individual cases.													×
<ol style="list-style-type: none"> 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.

21. Topic Outline and Schedule:

Week	Lecture	Topic	Student Learning Outcome	Learning Methods (Face to Face/Blended/ Fully Online)	Platform	Synchronous / Asynchronous Lecturing	Evaluation Methods	Resources
1	1.1	Syllabus discussions , Introduction, and questions.	1,2	Face to face	Moodle and Microsoft teams	Synchronous	Homework, Quiz	1.YORKSTON, K., BEUKELMAN, D.,
	1.2	Introduction to MSD	1,2	Face to face	Moodle and Microsoft teams	Synchronous	Homework, Quiz	

	1.3	Understanding Motor Speech Disorders	9	Face to face	Moodle and Microsoft teams	Asynchronous	Homework, Quiz	STRAND, E. and HAKEL, M., 2012. Management of motor speech disorders in children and adults. 3rd ed. Austin, Texas: pro.ed.
2	2.1	Neurologic Bases of Motor Speech and its Disorders	4,5,6,9,10	Face to face	Moodle and Microsoft teams	Synchronous	Homework, Quiz	
	2.2	Neurologic Bases of Motor Speech and its Disorders	4,5,6,9,10	Face to face	Moodle and Microsoft teams	Synchronous	Homework, Quiz	
	2.3	Examination of Motor Speech Disorders	1,3,4,5,6,7,8,9,10	Face to face	Moodle and Microsoft teams	Asynchronous	Homework, Quiz	
Week	Lecture	Topic	Student Learning Outcome	Learning Methods (Face to Face/Blended/ Fully Online)	Platform	Synchronous / Asynchronous Lecturing	Evaluation Methods	Resources
3	3.1	Flaccid Dysarthria	1,3,4,5,6,7,8,9,10	Face to face	Moodle and Microsoft teams	Synchronous	Homework, Quiz	1.YORKSTON, K., BEUKELMAN, D., STRAND, E. and HAKEL, M., 2012. Manage
	3.2	Spastic Dysarthria	1,3,4,5,6,7,8,9,10	Face to face	Moodle and Microsoft teams	Synchronous	Homework, Quiz	
	3.3	Ataxic Dysarthria	7,8,9	Face to face	Moodle and Microsoft teams	Asynchronous	Homework, Quiz	

4	4.1	Hypokinetic Dysarthria	7,8,9	Face to face	Moodle and Microsoft teams	Synchronous	Homework, Quiz	ment of motor speech disorders in children and adults. 3rd ed. Austin, Texas: pro.ed.
	4.2	Hyperkinetic Dysarthria	1,3,4,5,6,7,9	Face to face	Moodle and Microsoft teams	Synchronous	Homework, Quiz	
	4.3	Unilateral Upper Motor Neuron Dysarthria	1,3,4,5,6,7,9	Face to face	Moodle and Microsoft teams	Asynchronous	Homework, Quiz	
5	5.1	Mixed Dysarthria	4,5,6,7,9	Face to face	Moodle and Microsoft teams	Synchronous	Homework, Quiz	
	5.2	Apraxia of Speech	4,5,6,7,9	Face to face	Moodle and Microsoft teams	Synchronous	Homework, Quiz	
	5.3	Management of Dysarthrias	4,5,6,7,9	Face to face	Moodle and Microsoft teams	Asynchronous	Homework, Quiz	
6	6.1	Management of Apraxia of Speech	3,4,5,6,7,9,10	Face to face	Moodle and Microsoft teams	Synchronous	Homework, Quiz	
	6.2	Revision	3,4,5,6,7,9,10	Face to face	Moodle and Microsoft teams	Synchronous	Homework, Quiz	
	6.3	Clinical practice	3,4,5,6,7,9,10	Face to face	Moodle and Microsoft teams	Asynchronous	Homework, Quiz	

7	7.1	Clinical practice	3,4,5,6,7,10	Face to face	Moodle and Microsoft teams	Synchronous	Homework, Quiz
	7.2	Lab visit	3,4,5,6,7,10	Face to face	Moodle and Microsoft teams	Synchronous	Homework, Quiz
	7.3	Lab visit	3,4,5,6,7,10	Face to face	Moodle and Microsoft teams	Asynchronous	Homework, Quiz
8	8.1	Revision, & Discussion. Final Exam	All SLOs	Face to face	Moodle and Microsoft teams	Synchronous	Homework, Quiz
	8.2	(Date and time will be announced by registration)		Face to face	Moodle and Microsoft teams	Synchronous	Homework, Quiz
	8.3			Face to face	On Campus Microsoft teams		Final exam

22 Evaluation Methods:

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

Evaluation Activity	Mark	Topic(s)	SLOs	Period (Week)	Platform
Quizzes and Participation	20	Announced to the class by the instructor	Test the students' learned knowledge	Announced to the class by the instructor	Announced to the class by the instructor
Mid-term Exam	30	Announced to the class by the instructor	Test the students' learned knowledge	The Fifth week	On Campus



Final Exam	50	All topics	Test the students' overall learned skills and knowledge	Announced to the class by the registration	On Campus
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23 Course Requirements

Students should have a computer, internet connection, webcam, and account on a specific software/platform (E-learning and Teams).

24 Course Policies:

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 (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 and exams. All work will be evaluated on completeness, organization, clarity of information, and the integration and application of the material.

F- Available university services that support achievement in the course:

The University of Jordan provides many services to support social, health, and mental well-being of students in general and students with disabilities in specific. Students are advised to visit the Faculty of Students Affairs to learn more about those services. If you are a student with a disability for which you may request accommodations, please notify the staff of Services for Student with Disabilities (Faculty of Students Affairs) as soon as possible. Please also contact the instructor as soon as possible (email is acceptable) so the appropriate accommodations for this course can be made.

25 References:

A- Required book (s), assigned reading and audio-visuals:

- YORKSTON, K., BEUKELMAN, D., STRAND, E. and HAKEL, M., 2012. Management of motor speech disorders in children and adults. 3rd ed. Austin, Texas: pro.ed.
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- Recommended books, materials, and media:
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- A list of suggested readings (journal articles) will be provided to during the course.
- Barnes, M and Good, D editors. (2013). Neurological rehabilitation. In Aminoff, M, Boller, F and Swaab, D. Handbook of clinical neurology. 110- 3rd series. Elsevier: Amsterdam.
- DUFFY, J.R., 2005. Motor speech disorders; substrates, differential diagnosis, and management. 2nd ed edn. USA: Elsevier Mosby.
- Love, R and Webb, W. (1992). Neurology of the Speech- language pathologist. 2nd ed. Butterworth-Heinemann.
- SWIGERT, N., 1997. The source for dysarthria. 1st edn. East Moline: LinguiSystems.
- YORKSTON, K., BEUKELMAN, D., STRAND, E. and HAKEL, M., 2012. Management of motor speech disorders in children and adults. 3rd ed. Austin, Texas: pro.ed.
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- BATEMAN, C., LESLIE, P. and DRINNAN, M., 2007. Adult dysphagia assessment in the UK and Ireland: are SLTs assessing the same factors? Dysphagia, 22, pp. 174-186.
- BRITTON, R., 2009. Macleod's clinical examination. 12th ed edn. Churchill Livingstone: Edinburgh.
- DONALD, F., 2012. Motor speech disorders, diagnosis and treatment. 2nd ed edn. USA: Delmar.
- DUFFY, J.R., 2005. Motor speech disorders; substrates, differential diagnosis, and management. 2nd ed edn. USA: Elsevier Mosby.

**26 Additional information:**

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, and activate the Microsoft teams.

Name of Course Coordinator: Dua Qutishat, PhD Signature: Dua Qutishat Date:
30th Oct 2023 Head of Curriculum Committee/Department: Dr. Khader
Judeh Signature:

Head of Department: Dr. Khader Judeh Signature:

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

Dean: Prof. Kamal A. Hadidi Signature: KAH