

1	Course title	Clinical Practicum in Speech -Observation	
2	Course number	1804350	
3	Credit hours	1 (Practical)	
	Contact hours (theory, practical)	4 (Practical)	
4	Prerequisites/co requisites	1804220	
5	Program title	Bachelor of science in Hearing and Speech Sciences	
6	Program code	1804	
7	Awarding institution	The University of Jordan	
8	School	Rehabilitation Sciences	
9	Department	Department of Hearing & Speech Sciences	
10	Course level	Undergraduate/third year	
11	Year of study and semester (s)	2023/2024, first semester	
12	Other department (s) involved in teaching the course	None	
13	Main teaching language	English and Arabic	
14	Delivery method	<input type="checkbox"/> Face to face learning <input checked="" type="checkbox"/> Blended <input type="checkbox"/> Fully online	
15	Online platforms(s)	<input checked="" type="checkbox"/> Moodle <input checked="" type="checkbox"/> Microsoft Teams <input checked="" type="checkbox"/> Skype <input checked="" type="checkbox"/> Zoom <input type="checkbox"/> Others.....	
16	Issuing/Revision Date	2017- 10/10/2023	

17 Course Coordinator:

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18 Other instructors:

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Name: Hanady Bani Hani, PhD.	Contact hours: Sunday 3-4:30 or by appointment
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19 Course Description:

As stated in the approved study plan.
Supervised observations of assessment, treatment, parent counseling, and other clinical services provided in speech clinics; referrals and cooperation with other specialists.

20 Course aims and outcomes:

A- Aims:

The major objective of this course is to provide the students with the basic knowledge of:

1- Various communicative disorders.

2- Various objectives, procedures, materials, and activities implemented in the clinical assessment and treatment sessions.

B- Student Learning Outcomes (SLOs):

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

SLOs ↓	SLO (1)	SLO (2)	SLO (3)	SLO (4)	SLO (5)	SLO (6)	SLO (7)	SLO (8)	SLO (9)	SLO (10)	SLO (11)	SLO (12)
SLOs of the course →												
1. Develop knowledge of common terminology utilized in the field of communication disorders.	x		x			x						
2. identify the symptoms of the common speech and language disorders	x	x		x		x			x			
3. Identify the procedures involved in developing treatment sequences and therapeutic activities for a variety of communication disorders	x	x	x				x		x	x	x	
4. become familiar with the fundamentals of observing and evaluating different clinical situations and with assessment and therapeutic procedures in communicative disorders.		x		x	x		x	x		x	x	
5. Understand the process of generalizing and maintaining skills		x		x	x		x	x				
6. Identify therapeutic goals and generally writing behavioural objectives for a variety of communication disorders.		x	x			x		x			x	
7. Develop knowledge of the principles of reinforcement strategies			x			x			x		x	

for different therapeutic sessions.												
8. Identify the components of appropriate therapy sessions		x	x		x	x					X	X
9 understand the concepts of ethical practice and general clinical protocols expected in the field of communication disorders	x		x		x						x	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 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.

21. Topic Outline and Schedule:

Week	Lecture	Topic	Intended Learning Outcome	Learning Methods (Face to Face/Blended/ Fully Online)	Platform	Synchronous / Asynchronous Lecturing	Evaluation Methods	Resources
1	1.1	Introduction to the process of observation		Online	Teams/ moodle	Asynchronous		
2	2.1	Introduction to the observation form and how to conduct observation.	1, 9	Online	Teams/ moodle	Asynchronous	Paper work	video 1
3	3.1	How to write a behavioural goal.	2,4,6	Online	Teams/ moodle	Synchronous	Paper work	video 2
4	4.1	Parameters of successful intervention and Session design.	2,4,6,10	Online	Teams/ Moodle	Asynchronous	Paper work	video 3
5	5.1	Behavioral Modification	2	Online	Teams/ Moodle	Asynchronous	Paper work	video 4
6-14		Observation that involves videotaped presentations (diagnostic or therapeutic sessions)	6,8,9,10,11,12	Face to face or online	Teams Moodle Skype Zoom	Synchronous / Asynchronous	Observation sheets	

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
Mid term	30	Written exam: (Chapter One in reference 1	2.1 4.1 4.2 6.1 10.1	Will be announced	
Final	40	Written exam: ref 1,2,3	2.1 4.1 4.2 6.1 10.1	15 th week	ref 1, 2,3
Assignments	30	Observation/se ssion plan forms (20 marks) Quiz in class (10 marks)	6.1 8.1 8.2 9.1 10.1 11.1 11.2	Thorough-out the semester	4 reports randomly

23 Course Requirements

(e.g: students should have a computer, internet connection, webcam, account on a specific software/platform...etc):

24 Course Policies:

A- Attendance policies:

- Attendance will be taken periodically throughout the semester.
- Students are expected to attend and actively participate in the Microsoft teams
- When the student is unable to attend class, it is a courtesy to notify the instructor in advance using either e-mail or phone.
- Students who miss the lecture (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.

- An absence of more than 15% of all the number of classes, which is equivalent of (2 labs) requires that the student provides an official excuse to the instructor and the dean.

B- Absences from exams and handing in assignments on time:

- 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. 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 while attending the vedios.

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:

Microsoft teams Moodle

25 References:

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

1. Roth F. P., Worthington C. K. (2021). *Treatment resource manual for speech- language pathology* (5th Ed.) U.S: Delmar Cengage Learning.
2. ASHA codes of ethics, <https://inte.asha.org/Code-of-Ethics/>
3. Cason, J., & Cohn, E. R. (2014). Telepractice: An overview and best practices. *Perspectives on Augmentative and Alternative Communication*, 23(1), 4-17.

B- Recommended books, materials, and media:

1. Dwight, D. (2006). *Here's how to do therapy hands- on core skills in speech- language pathology*. U.K: Plural Publishing.
2. Hegde, M. N. (1994). *A Coursebook on scientific and professional writing in speech- language pathology*, San Diego, CA: Singular Publishing Group.
3. Hegde M.H. (1996). *Pocket guide to assessment in speech- language pathology*. San Diego: Singular Publishing Group, Inc.
4. Landis K., Woude V. J., Jongsma A. E. (2004). *The speech- language pathology treatment planner*. Hoboken, N.J: Wiley.

6. الخطيب, جمال (2003). تعديل السلوك الانساني. الكويت: مكتبة الفلاح

7. Shipley, K. G., & McAfee, J. G. (2021). *Assessment in speech- language pathology, a resource manual*(4th Ed.). San Diego: Singular.

8. Hegde M.H. (1996). *Pocket guide in treatment in speech- language pathology*.

San Diego: Singular Publishing Group, Inc.

26 Additional information:

Name of Course Coordinator: Hana Mahmoud	Signature: MH	Date: -17/10/2023
Head of Curriculum Committee/Department Signature: -Dr. Khader Joudeh		
Head of Department: -	Dr. Khader Joudeh	Signature: -
Head of Curriculum Committee/Faculty: -----Prof. Kamal A. Hadidi---- Signature: -----KAH-----		

Dean: -----Prof. Kamal A. Hadidi---- Signature: -----KAH-----

Appendix A

The University of Jordan

Clinical Observation Form (out of 20)

Student name:

Supervisor name:

Student signature:

Supervisor signature:

Client name:

Session date:

Client Age:

Session time:

Diagnosis:

Therapist:

___/1

1. Session Objectives:

___/3

You get 1 mark for “do statement” component for all objectives

You get 1 mark for “condition” component for all objectives

You get 1 mark for “criterion” component for all objectives

Each component is graded by 0 or 1

2. Setting: _____/1

Seating situation should be described clearly
This section is graded by 0 or 1

3. Client's speech and language characteristics: _____/3

1 mark: identifying the problem
1 mark: describing it
1 mark: giving an example

For each part you will be you are either awarded a 0 or 1 grade

4. Materials and activities used: _____/2

1 mark for materials
1 mark for activities

For each part you will be you are either awarded a 0 or 1 grade

5. Clinical procedures: _____/5

1 mark for describing the beginning of the session (introduction)
3 marks for describing the body of the session (procedures):
 { 1 mark for "stimulus" across all procedures
 1 mark for "response" across all procedures
 1 mark for "consequence" across all procedures
1 mark for describing the termination of the session

For each part you will be you are either awarded a 0 or 1 grade

6. Reinforcement used: _____/2

1 mark for identifying the type of behavior modification used
1 mark for the schedule of behavior modification used

You are either awarded a 0 or 1 grade

7. Family role:
_____/1

Describe the family role during the session

You are either awarded a 0 or 1 grade

8. Homework activities: _____/1

Describe the homework and how it is submitted

You are either awarded a 0 or 1 grade

9. Overall impression and general notes:

___/1

DAILY SESSION PLAN

Name of client:	Student name:
Diagnosis:	Date:
Age:	Time:

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