

Course Syllabus

1	Course title	Special topic in audiology	
2	Course number	1804432	
3	Credit hours	3 (theory)	
	Contact hours (theory, practical)	3 (theory)	
4	Prerequisites/corequisites	None	
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 & Speech Sciences	
10	Course level	Undergraduate/fourth 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	
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 type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....	
16	Issuing/Revision Date	8/10/2023	

17 Course Coordinator:

Name: Dr Sara Alhanbali

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**18 Other instructors:**

NA

19 Course Description:

An in-depth treatment of a topic of interest in audiology; the exact topic is determined by the faculty member who teaches the course and the needs of the students.

20 Course aims and outcomes:

A- Aims:

The aim of this module is to provide students with basic understanding of auditory processing disorder and its proposed neurobiological bases. The module also to familiarise the students with methods and techniques that can be used in the screening, assessment, and management of auditory processing disorder.

B- Students 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)
SLOs of the course							
1-Evaluate and critique the origins of different conceptual frameworks underlying APD assessment.	✓						
2-Evaluate the inherent challenges facing audiologists in differential diagnosis of APD.	✓	✓					
3- Evaluate and critique the proposed neurobiological bases of APD		✓	✓	✓			
4- Evaluate the inherent challenges facing audiologists in differential diagnosis of APD.				✓	✓	✓	✓
5- Evaluate and critique the					✓	✓	✓



<p>rationales underlying different behavioural tests for APD, their clinical administration, and interpretation of results.</p>								
<p>6-Evaluate and critique the rationales, modes of implementation, and efficacy of different multidisciplinary approaches to APD management.</p>				✓	✓	✓		
<p>7- Evaluate and critique the rationales underlying different behavioural tests for speech discrimination difficulties their clinical administration, and interpretation of results.</p>						✓	✓	

21. Topic Outline and Schedule:

Week	Lecture	Topic	Teaching Methods*/platform	Evaluation Methods**	References
1	1.1	Anatomy of the peripheral auditory pathway	Synchronous lecturing / Microsoft Teams	Quiz	(Bellis, 2011)
	1.2	Anatomy of the central auditory pathway	Synchronous lecturing / Microsoft Teams	Quiz	(Bellis, 2011)
2	2.1	Anatomy of the central auditory pathway	Synchronous lecturing / Microsoft Teams	Quiz	(Bellis, 2011)
	2.2	Anatomy of the central auditory pathway	Synchronous lecturing / Microsoft Teams	Quiz	(Bellis, 2011)
3	3.1	Definition of APD	Synchronous lecturing / Microsoft Teams	Quiz	(Bellis, 2011)
	3.2	Mechanisms of auditory related processes	Synchronous lecturing / Microsoft Teams	Quiz	(Bellis, 2011)
4	4.1	Mechanisms of auditory related processes	Synchronous lecturing / Microsoft Teams	Quiz	(Bellis, 2011)
	4.2	Mechanisms of auditory related processes	Synchronous lecturing / Microsoft Teams	Quiz	(Bellis, 2011)
5	5.1	Mechanisms of auditory related processes	Synchronous lecturing / Microsoft Teams	Quiz	(Bellis, 2011)

	5.2	Screening of APD	Synchronous lecturing / Microsoft Teams	Quiz	(Bellis, 2011)
6	6.1	Screening of APD	Synchronous lecturing / Microsoft Teams	Quiz	(Bellis, 2011)
	6.2	Screening of APD	Synchronous lecturing / Microsoft Teams	Quiz	(Bellis, 2011)
7	7.1	Screening of APD	Synchronous lecturing / Microsoft Teams	Quiz	(Bellis, 2011)
	7.2	Assessment of APD	Synchronous lecturing / Microsoft Teams	Quiz	(Bellis, 2011)
8	8.1	Assessment of APD	Synchronous lecturing / Microsoft Teams	Quiz	(Bellis, 2011)
	8.2	Assessment of APD	Synchronous lecturing / Microsoft Teams	Quiz	(Bellis, 2011)
9	9.1	Assessment of APD	Synchronous lecturing / Microsoft Teams	Quiz	(Bellis, 2011)
	9.2	Assessment of APD	Synchronous lecturing / Microsoft Teams	Quiz	(Bellis, 2011)
10	10.1	APD management and service delivery	Synchronous lecturing / Microsoft Teams	Quiz	(Bellis, 2011)
	10.2	APD management and service delivery	Synchronous lecturing / Microsoft Teams	Quiz	(Bellis, 2011)

11	11.1	APD management and service delivery	Synchronous lecturing / Microsoft Teams	Quiz	(Bellis, 2011)
	11.2	Self-report scales	Synchronous lecturing / Microsoft Teams	Quiz	(Bellis, 2011)
12	12.1	Presentations	Synchronous lecturing / Microsoft Teams		(Bellis, 2011)
	12.2	Presentations			(Bellis, 2011)

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
Midterm exam	30%	Midterm exam			
Quizzes	10%	Quizzes			
Presentations	10%	New research in APD			
Final exam	50 %	Final exam			

23 Course Requirements

students should have a computer, internet connection, webcam, account on Microsoft 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 in-person and asynchronous activities.
- Students are expected to be on time.
- When the student is unable to attend the in-person class, it is a courtesy to notify the instructor in advance using either e-mail or phone.
- Repeated tardiness or leaving the in-person class meeting early will not be accepted.
- Students who miss a class (or any portion of the class) whether in-person or asynchronous 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.

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/asynchronous 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.

25 References:

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

B- Recommended books, materials, and media:

Assessment and Management of Central Auditory Processing Disorders in the educational setting from science to practice (Second Edition)

Author: Terry James Bellis

26 Additional information:

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: **Sara Alhanbali**-Signature: **Sara Alhanbali** Date: **11/6/2022**

Head of Curriculum Committee/Department: **Dr Khader Joudeh** Signature: **Dr Khader Joudeh**

Head of Department: **Dr Khader Joudeh** Signature: **Dr Khader Joudeh**

Head of Curriculum Committee/Faculty: **Professor Kamal Hadidi**

Signature: **KAH**

Dean: **Professor Kamal Hadidi** Signature: **KAH**