

1	Course title	Fluency Disorders
2	Course number	1804321
3	Credit hours	2
	Contact hours (theory, practical)	2 (theory)
4	Prerequisites/corequisites	None
5	Program title	Bachelor in 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/Third year
11	Year of study and semester (s)	2023/2024; First semester
12	Other department (s) involved in teaching the course	None
13	Language of Instruction	English & Arabic
14	Teaching methodology	<input type="checkbox"/> Face to face learning <input checked="" type="checkbox"/> Blended <input type="checkbox"/> Fully online
15	Electronic platform(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	Date of production/revision	08/10/2023

18 Course Coordinator:

Name: Mohammad A. Damhoureyeh
Contact hours: Sunday: 1-2 and Thursday, 11:00-12:00
Office number: 427
Phone number: 5355000. Ex. 23261-23988
Email: m.damhoureyeh@ju.edu.jo

19 Other instructors:

NA

20 Course Description:

As stated in the approved study plan. This course will focus on theories of etiology (constitutional, developmental, and environmental factors); normal and abnormal disfluency; evaluation and diagnosis; stages of stuttering; therapeutic approaches of stuttering; the psychological, social, and academic effects.

This course also offers the students a modern method of learning through blended-learning course format. With blended-learning, students are given the opportunity to learn through both in-person and online asynchronous activities. This means that the student will not be required to attend in-person all times listed in the time-table outlined in the course syllabus. Instead, about 30% percent of the weekly meetings (i.e., about 10 lectures) will be conducted via asynchronous activities during which the required course hours are done by the student via the internet using online digital media and assigned electronic platforms instead of physically coming to class. This not only gives the students more time to interact and collaborate with other students (through online discussion forums and meetings during and outside class), but also helps students discover their own personalized learning style.

21 Course aims and outcomes:

A- Aims:

1. To provide an overview of the main characteristics, nature and development, and the main factors that may contribute to fluency disorders.
2. To provide students with basic information on the most recent clinical techniques used in the evaluation and treatment of persons who have fluency disorders across the life span.

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. Define fluency disorders.	✓											
2. Describe the different types of speech disfluencies.	✓											
3. Recognize the language and environmental factors that might play a role in fluency disorders.	✓						✓				✓	
4. Identify the main procedures used in the assessment of fluency disorders.		✓	✓				✓			✓	✓	
5. Describe the intervention procedures used with persons with fluency disorders from different age groups and varying severity levels.		✓	✓	✓		✓	✓	✓		✓		
6. Integrate the considerations of clients and their caregivers when making clinical decisions regarding the assessment and treatment of fluency disorders.			✓			✓			✓			✓
7. Recognize the role of family members and caregivers in the development and treatment of stuttering and other fluency disorders.									✓			✓
8. Collaborate with classmates during pair and group assignments.											✓	✓

9. Demonstrate understanding of ethical responsibility in the field of communication sciences and disorders in general and in relation to speech fluency disorders in specific.							✓						✓
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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.

22. 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	Course policies and requirements	11,12	In-person meeting	--	In-person meeting	NA	Lecture; Assigned reading
	1.2	Terminology: Core behaviors	1,11	In-person meeting	--	In-person meeting	Online individual activity: 1-minute response	Lecture; Assigned reading
2	2.1	Secondary behaviors	1,11	In-person meeting	--	In-person meeting	Online group activity: Video discussion	Lecture; Assigned reading
	2.2	Facts about stuttering	1,11	In-person meeting	--	In-person meeting	Online group discussion	Lecture; Assigned reading
3	3.1	Developmental levels of fluency	1,11	In-person meeting	--	In-person meeting	Online group activity: concept mapping	Lecture; Assigned reading
	3.2	Developmental levels of fluency	7, 11	Asynchronous activities: Microsoft Teams+ Moodle	Microsoft Teams+ Moodle	Asynchronous activities: Microsoft Teams+ Moodle	Online group activity: concept mapping	Lecture; Assigned reading
4	4.1	Assessment preliminaries	7, 11	In-person meeting	--	In-person meeting	Online individual activity: 1-minute reaction response	Lecture; Assigned reading
	4.2	Assessment protocol	7, 11	Asynchronous activities:	Microsoft Teams+ Moodle	Asynchronous activities:	Online individual	Lecture; Assigned

				Microsoft Teams+ Moodle		Microsoft Teams+ Moodle	activity: Survey	reading
				In-person meeting	--	In-person meeting		
5	5.1	Assessment: The case history	7, 11	In-person meeting	--	In-person meeting	Online individual activity: 1-minute response	Lecture; Assigned reading
	5.2	Assessment: Speech sample analysis	7, 11	Asynchronous activities: Microsoft Teams+ Moodle	Microsoft Teams+ Moodle	Asynchronous activities: Microsoft Teams+ Moodle	Online individual activity: 1-minute response	Lecture; Assigned reading
6	6.1	Assessment: Stuttering severity	7, 11	In-person meeting	--	In-person meeting	Online individual activity: Survey	Lecture; Assigned reading
	6.2	Assessment: Stuttering severity (cont.)	7, 11	Asynchronous activities: Microsoft Teams+ Moodle	Microsoft Teams+ Moodle	Asynchronous activities: Microsoft Teams+ Moodle	Online pair discussion	Lecture; Assigned reading
7	7.1	Assessment: Reporting results	7, 11	In-person meeting	--	In-person meeting	Online group activity: Empathy mapping	Lecture; Assigned reading
	7.2	Assessment: Reporting results (cont.)	7, 11	Asynchronous activities: Microsoft Teams+ Moodle	Microsoft Teams+ Moodle	Asynchronous activities: Microsoft Teams+ Moodle	Online pair work: 1-minute reaction response	Lecture; Assigned reading
8	8.1	Review session	1-11	In-person meeting	--	In-person meeting	Online discussion: individual contribution	Lecture; Assigned reading
	8.2	Mid-semester examination	1-11	To be announced most probably in-person. Will be	--	To be announced most probably in-person. Will	Mid semester exam	

						be		
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				confirmed later in class		confirmed later in class		
9	9.1	Cluttering	1,2,3	In-person meeting	--	In-person meeting	Online individual activity: 1-minute response	Lecture; Assigned reading
	9.2	Cluttering	1,2,3	Asynchronous activities: Microsoft Teams+ Moodle	Microsoft Teams+ Moodle	Asynchronous activities: Microsoft Teams+ Moodle	Online group activity: Concept mapping	Lecture; Assigned reading
10	10.1	Treatment: Preschoolers	4, 7, 11	In-person meeting	--	In-person meeting	Online pair work: Concept mapping	Lecture; Assigned reading
	10.2	Treatment: Preschoolers	4, 7, 11	Asynchronous activities: Microsoft Teams+ Moodle	Microsoft Teams+ Moodle	Asynchronous activities: Microsoft Teams+ Moodle	Online individual activity: Video discussion	Lecture; Assigned reading
11	11.1	Treatment: School-age	4, 7, 11	In-person meeting	--	In-person meeting	Online individual activity: Video discussion	Lecture; Assigned reading
	11.2	Treatment: School-age	4, 7, 11	Asynchronous activities: Microsoft Teams+ Moodle	Microsoft Teams+ Moodle	Asynchronous activities: Microsoft Teams+ Moodle	Online individual activity: Video discussion	Lecture; Assigned reading
12	12.1	Treatment: Adults	4, 7, 11	In-person meeting	--	In-person meeting	Online individual activity: Video discussion	Lecture; Assigned reading
	12.2	Treatment: Adults	4, 7, 11	Asynchronous activities: Microsoft Teams+ Moodle	Microsoft Teams+ Moodle	Asynchronous activities: Microsoft Teams+ Moodle	Online individual activity: Video discussion	Lecture; Assigned reading

13	13.1	Treatment: Family role	12	In-person meeting	--	In-person meeting	Online individual activity: 1- minute response	Lecture; Assigne d reading
	13.2	Treatment: Family role	12	In-person meeting	--	In-person meeting	Online group activity: Concept mapping	Lecture; Assigne d reading
14	14.1	Treatment: Progress monitoring	12	In-person meeting	--	In-person meeting	Online individual activity: 1- minute response	Lecture; Assigne d reading
	14.2	Treatment: Progress monitoring	12	In-person meeting	--	In-person meeting	Online group activity: Concept mapping	Lecture; Assigne d reading
15	15.1 (Last day of classes)	--	--	--	--	--	--	--
	15.2	--	--	--	--	--	--	--

- Teaching methods include: In-person lecturing/meeting; Asynchronous activities
- Evaluation methods include: Quizzes, Contributions to group discussions, Exams.
- Please note that during the first two weeks and the last two weeks of the semester, lectures for both Sunday and Tuesday classes will be given in-person. Starting from week three until two weeks prior to the end of the semester, all Sunday class meetings will be in-person and all Tuesday class meetings will be asynchronous. Both the mid semester and final examinations will be in paper format and will be given in-person in the assigned lecture rooms in the University of Jordan campus. Exact exam dates will be announced later in class.

23 Evaluation Methods:

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

Evaluation Activity	Mark	Topic(s)	SLOs	Period (Week)	Platform
Quizzes or In-class assignments	30%	Same lecture topic	1-14;17;18	Throughout the semester	Teams/ Moodle or on campus
Mid-term Exam	30%	1-7	1-14;17;18	Week 8* (Will be announced).	In-person (date to be confirmed)
Final Exam	40%	1-15	1-18	To be announced	In-person (date to be confirmed)

24 Course Requirements

Students should have a computer/device with internet access, internet connection, and an account on Microsoft Teams and Moodle platform.

25 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.

Class time is not to be used to go over material with students who missed class(es).

- An absence of more than 15% of the in-class face-to-face meetings, 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 for further information on this issue.

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.

26 References:

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

Students can access selected reading material and handout material through the course e-learning website

Books:

Guitar, B. (2019). *Stuttering: An Integrated Approach (5th Ed.)*. Baltimore, MD: Lippincott, Williams & Wilkins.

B- Recommended books, materials and media:

Video series: Stuttering Foundation of America

<https://www.stutteringhelp.org/videos>

27 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: Mohammad Damhoureyeh	
Signature: <i>Mohammad Damhoureyeh</i>	Date: 8/10/2023
Head of Curriculum Committee/Department: Prof. Khader Joudeh Signature: - Khader Joudeh	
Head of Department: Prof. Khader Joudeh Signature: - Khader Joudeh	
Head of Curriculum Committee/Faculty: Prof. Kamal A. Hadidi Signature: - KAH	
Dean: Prof. Kamal Hadidi Signature: -----KAH-----	

