

Course Syllabus

1	Course title	Vestibular disorders	
2	Course number	1804434	
3	Credit hours	3 hours per week	
	Contact hours (theory, practical)	3 hours per week (theory)	
4	Prerequisites/corequisites	1804231	
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/ First year	
11	Year of study and semester (s)	2025-2026/ first semester	
12	Other department (s) involved in teaching the course	None	
13	Main teaching language	English and Arabic	
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	1/9/2025	

17 Course Coordinator:

Name: Dr. Faten Obaidat, PhD, MSc (104489)

Contact hours: Sunday and Tuesday 1-2 pm

Office number: 523

Phone number:

Email: faten.obeidat@ju.edu.jo



18 Other instructors:

Name:

Office number:

Phone number:

Email:

Contact hours:

Name:

Office number:

Phone number:

Email:

Contact hours:

19 Course Description:

The general aim of the course is that the student should acquire the basic knowledge about the anatomy and physiology of the human vestibular system. The role of the vestibular system in maintaining balance will also be covered. The objective testing techniques for investigating vestibular end organ function, including otolith organs and the three canals are going to be covered. Managing horizontal canal hypofunction will be provided. Introduction to BPPV and its management will also be covered. Discussing the differential diagnosis for some common vestibular diseases will be conducted in this course. Clinical observation at balance clinic is included.

20 Course aims and outcomes:

A- Aims:

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

1. The anatomy and physiology of the human vestibular system
2. The function of the vestibular system in balance maintenance
3. Objective testing methods for evaluating vestibular end organ function, including the otolith organs and the three semicircular canals
4. Approaches to the management of selected vestibular disorders

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

SLOs	SLO (1)	SLO (2)	SLO (3)	SLO (4)
SLOs of the course				
1. List, identify and explain the anatomy and physiology of the vestibular system.	X			
2. Explain the role of the vestibular apparatus in maintaining balance	X			
3. Critically evaluate the range of vestibular assessment techniques for investigating labyrinth function		X		
4. Explain the managing techniques for balance dysfunction			X	
5. Discuss some of the common vestibular disorders				X
B- Students Learning Outcomes (SLOs): <ol style="list-style-type: none"> 1. Understand the anatomy and physiology of the human vestibular system and the role of the vestibular apparatus in maintaining balance 2. Critically evaluate the range of vestibular assessment techniques for investigating labyrinth function 3. know the managing techniques for balance hypofunction 4. Critically differentiate between some of the common vestibular disorders 				

21. Topic Outline and Schedule:

Topic	Week	Instructor	Achieved ILOs	Evaluation Methods	Reference
Anatomy and physiology of the human vestibular system	1 st week	Dr Faten Obeidat	Understand the anatomy and physiology of the vestibular system	Examination, participation and presentations	1,2,3,4
Introduction to vestibular testing (ENG/VNG) And Assessing otolith organ's function using Ocular and cervical Vestibular evoked myogenic potentials	2 nd week	Dr Faten Obeidat	Understand the vestibular assessment techniques of ENG and VNG Understand both types of VEMP test, , why its done, when and how?	Examination, participation and presentations	1,2,3,4
Assessing horizontal canal function using Caloric testing and Assessing all canals function using Video head impulse test	3rd week	Dr Faten Obeidat	Understand Caloric test, why its done, when and how? Understand vHIT testing, why its done, when and how?	Examination, participation and presentations	1,2,3,4

Clinical observation at balance clinic for some vestibular testing (VNG and VEMP)	4 th week	Dr Faten Obeidat		Examination, participation and presentations	1,2,3,4,6,7
Assessing and managing Benign paroxysmal positional vertigo	5 th week	Dr Faten Obeidat	Understand BPPV (diagnosis, and treatment)	Examination, participation and presentations	1,2,3,4
Clinical observation at balance clinic for BPPV	6 th week	Dr Faten Obeidat		Examination, participation and presentations	
Electrocochleography	7 th week	Dr Faten Obeidat	Understand ECoChG testing, why it's done, when and how?	Examination, participation and presentations	1,2,3,4
clinical observation at balance clinic for Electrocochleography	7 th week	Dr Faten Obeidat		Examination, participation and presentations	
Midterm exam					
Differential diagnosis for some common vestibular diseases plus case studies	9 th week	Dr Faten Obeidat	Be able to differentiate between some of the common vestibular diseases	Examination, participation and presentations	1,2,3,4,5
Presentations	10 th week	Dr Faten Obeidat		presentations	5
Presentations	11 th week	Dr Faten Obeidat		presentations	5

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
Case studies and Presentation	20	Announced to the class by the instructor	Test the students' learned knowledge	Announced to the class by the instructor	On campus
Mid-term Exam	30	Announced to the class by the instructor	Test the students' learned knowledge	The Eighth week	On campus
Final Exam	50	All topics	Test the students' overall learned skills and knowledge related to Anatomy and Physiology of hearing and speech.	The Sixteenth week	On campus

23 Course Requirements

Students should have a computer, internet connection, and account on a specific software/platform

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 (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.

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:

1. Jacobson, G.P. & Shepard, N.T. (2021) Balance function assessment and management (3rd Ed) Plural Publishing: San Diego
2. Katz, J. (2015). Handbook of clinical audiology. *Katz J. 7th ed. Philadelphia: Wolters Kluwer*, 3-8.



3. Herdman, S.J. & Clendaniel, R.A .(2015) Vestibular Rehabilitation, FA Davis: Philadelphia
4. Jacobson, G.P., Newman, C & Kartush, JM. (1997) Handbook of Balance Function Testing, Delmar Cengage Learning:NY
5. Joseph M. Furman, Stephen P. Cass, Susan L. Whitney. (2010) Vestibular disorders A Case-study Approach to Diagnosis and Treatment, Oxford University Press
6. Obeidat, F. S., & Lewis Bell, S. (2019). Comparing the sensitivity and specificity of cervical vestibular-evoked myogenic potentials and electrocochleography in the diagnosis of Ménière's disease. *International Journal of Audiology*, 58(11), 738-746.
7. Obeidat, F. S., Alghwiri, A. A., Mansieh, A. J., Aqrabawi, W., & Bell, S. L. (2023). Evidence for a left ear bias in incidence of Meniere's disease. *International Journal of Audiology*, 62(9), 893-899.

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, and activate the Microsoft team's account.

Name of Course Coordinator: Dr. Faten Obaidat Signature: Faten Obaidat Date: 1/9/2025

Name of the Head of Quality Assurance Committee/ Department

Dr. Hala Al Omary

Signature:

... Hala Al Omary

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Date:

5/10/2025

Name of the Head of Department

Dr. Hala Al Omary

Signature:

... Hala Al Omary

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Date:

5/10/2025

Name of the Head of Quality Assurance Committee/ School or Centers

Lara khlaifat

Signature:

L.K

Date:

2/11/2025

Name of the Dean or the Director

Lara Khlaifat

Signature:

L.K.....

Date:

2/11/2025