



Form: Course Syllabus	Form Number	EXC-01-02-02A
	Issue Number and Date	2/3/24/2022/2963 05/12/2022
	Number and Date of Revision or Modification	
	Deans Council Approval Decision Number	2/3/24/2023
	The Date of the Deans Council Approval Decision	23/01/2023
	Number of Pages	06

1.	Course Title	Evaluation Diagnosis and Report Writing in Communication Disorder
2.	Course Number	1804227
3.	Credit Hours (Theory, Practical)	3
	Contact Hours (Theory, Practical)	3 hours (theory)
4.	Prerequisites/Corequisites	
5.	Program Title	Bachelor of Hearing and Speech Sciences
6.	Program Code	1804
7.	School/Center	Rehabilitation Sciences
8.	Academic Department	Hearing & Speech Sciences
9.	Course Level	Undergraduate/ 2 nd year
10.	Year of Study/Semester	2024/2025-Second semester
11.	Program Degree	Undergraduate
12.	Other Departments involved in Teaching the course	None
13.	Main Teaching Instruction	English
14.	Learning Types	<input type="checkbox"/> Face to Face <input type="checkbox"/> Blended <input checked="" type="checkbox"/> Fully Online
15.	Online Platform(s)	<input checked="" type="checkbox"/> Moodle <input checked="" type="checkbox"/> Microsoft Teams
16.	Issuing Date	10/12/2022
17.	Revision Date	29/9/2024

18. Course Coordinator

Name: Hanady Bani Hani, PhD.	Contact hours: Monday Wednesday 11-12 Tuesday 1:30-2:30
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19. Other Instructors

None

20. Course Description

As stated in the approved study plan.

The basic formal and informal assessment used in communication disorders, the analysis of the results obtained and the differential diagnostic procedures; the use of formal diagnostic instruments and informal observations are considered. How to write clinical reports in communication disorders. The basic formal and informal assessment used in hearing disorders, the analysis of the results obtained and the differential diagnostic procedures; the use of formal diagnostic instruments and informal observations are considered. How to write clinical reports in hearing disorders. Experienced people are used to give lectures or a variety of interactive activities

21. Program Learning Outcomes

Program Learning Outcomes Descriptors (PLOD)

PLO	National Qualification Framework Descriptors*		
	Knowledge (A)	Skills (B)	Competency (C)
1. Develop and integrate knowledge from foundational courses, including basic sciences, medical sciences, and research methods to reflect on rehabilitation sciences practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Demonstrate knowledge of the role of audiologists and speech therapists in working with patients with communication and hearing disorders.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrate knowledge of the basic principles and methods of prevention, assessment, and intervention for individuals with communication and hearing disorders	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Apply and integrate evidence-based clinical skills (diagnosis, assessment, and intervention) in working with individuals with communication and hearing disorders.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Compose effective oral and written communication for clinical and professional purposes including the use of information technology resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



6. Operate within interprofessional teams of healthcare providers, clients, communities, and organizations in traditional and emerging practices and illustrate the qualities of lifelong learner.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. Apply leadership and management skills to advance Jordan and the global community scientifically, socially, and technologically in rehabilitation sciences.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. Generate scientific research that advances rehabilitation practices locally and globally.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. Analyze the needs of clients and develop comprehensive individualized rehabilitation plans and apply ethical principles to promote inclusion, participation, safety, and wellbeing for all clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

*Choose only on descriptor for each PLO; either knowledge, or skills, or competencies.

22. Course Learning Outcomes: By the end of this course, the student is expected to achieve the following Learning outcomes:

1. Identify the components of the assessment protocol in different communication disorders
2. Identify the evidence-based assessment approaches and informal assessment techniques for children with communication disorders within a multidisciplinary team
3. Apply the theoretical knowledge on language and speech disorders in planning for assessment according to disorders
4. Demonstrate knowledge of the outline for assessment, treatment and progress reports for speech and language disorders.
5. Compose well-written assessment reports for speech and language disorders toward accurate diagnosis.

Matrix of Course Learning Outcomes according to National Qualification Framework Descriptors

CLO Number	Knowledge		Skills				Competencies
	Remember	Understand	Apply	Analyze	Evaluate	Create	
1	x	x					
2	x	x					
3			x		x		
4			x			x	x
5			x				x



23. Matrix linking Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLO \ PLO*	1	2	3	4	5	6	7	8	9	**Descriptors		
										A	B	C
1.	x									x		
2.			x							x		
3.									x		x	
4.				x								x
5.					x							x

*Map each Course Learning Outcome to ONLY one Program Learning Outcome based on Courses Matrix

** Descriptors are assigned based on (PLO) that was chosen and specified in the program learning outcomes matrix in item (21)



23. Topic Outline and Schedule:

Week	Lecture	Topic	ILO/s Linked to the Topic	Learning Types (Face to Face/ Blended/ Fully Online)	Platform Used	Synchronous / Asynchronous Lecturing	Evaluation Methods	Learning Resources
1	1.1	Requirements and policies		Fully Online	Microsoft teams & moodle	Synchronous	Discussion and quizzes	Syllabus and student regulations determined by higher council of education
	1.2	Introduction to the course	1	Fully Online	Microsoft teams & moodle	Synchronous	Discussion and quizzes	Handout Ref 5&6
2	2.1	Foundations of assessment	1, 2, 3, 4	Fully Online	Microsoft teams & moodle	Synchronous	Discussion and quizzes	Ch. 1 ref. 3 - Ch. 1 ref. 1
	2.2	Foundations of assessment	1, 2, 3, 4, 5	Fully Online	moodle	ASynchronous	Discussion and quizzes	Ch. 1 ref. 3 - Ch. 1 ref. 1
3	3.1	Foundations of assessment	1, 2, 3, 4, 5	Fully Online	Microsoft teams & moodle	Synchronous	Discussion and quizzes	Ch. 1 ref. 3 - Ch. 1 ref. 1
	3.2	Psychometric Principles	1, 2, 3, 4, 5	Fully Online	Microsoft teams & moodle	Synchronous	Discussion and quizzes	Ch. 1 ref. 3 - Ch. 3 ref. 1



4	4.1	Psychometric Principles	1, 2, 3, 4, 5	Fully Online	Microsoft teams & moodle	Synchronous	Discussion and quizzes	Ch. 1 ref. 3 - Ch. 3 ref. 1
	4.2	Obtaining and evaluating preassessment information	2, 3,5,	Fully Online	Microsoft teams & moodle	Synchronous	Discussion and quizzes	Ch. 3 & 4 ref. 3 Ch 2 ref 4
5	5.1	Hands on learning Case history	4,5	Fully Online	moodle	ASynchronous	Discussion and quizzes	Ch. 3 & 4 ref. 3 Ch 2 ref 4
	5.2	Assessment procedures common to most communicative disorders	1, 2, 3,5	Fully Online	Microsoft teams & moodle	Synchronous	Discussion and quizzes	Ch. 5 ref. 3 Ch. 1 &2 ref. 1
6	6.1	Assessment procedures common to most communicative disorders	1, 2, 3,5	Fully Online	Microsoft teams & moodle	Synchronous	Discussion and quizzes	Ch 5 ref 3
	6.2	Assessment procedures common to most communicative disorders	1, 2, 3,5	Fully Online	moodle	ASynchronous	Discussion and quizzes	Videos
7	7.1	Assessment of language impairment in children	1, 2, 3,5	Fully Online	Microsoft teams & moodle	Synchronous	Discussion and quizzes	Ch. 7 ref. 3 Ch. 7 & 8 ref. 1 Ref 7 ch 6 Ref 8
	7.2	Assessment of language impairment in children	1, 2, 3,5	Fully Online	Microsoft teams & moodle	Synchronous	Discussion and quizzes	Ch. 7 ref. 3 Ch. 7 & 8 ref. 1 Ref 7 ch 6 Ref 8
8	8.1	Assessment of	1, 2, 3,5	Fully Online	moodle	ASynchronous	Discussion and quizzes	video



		language impairment in children						
	8.2	Assessment of language impairment in children	1, 2, 3,5	Fully Online	Microsoft teams & moodle	Synchronous	Discussion and quizzes	Ch. 7ref. 3 Ch. 7 & 8 ref. 1
9	9.1	Mid term		Face to face			mid term exam	All covered topics
	9.2	Assessment of language impairment in children	1, 2, 3,5	Fully Online	moodle	ASynchronous	Discussion and quizzes	Video and report
10	10.1	Assessment of language impairment in children	1, 2, 3,5	Fully Online	moodle	ASynchronous	Discussion and quizzes	Video and report
	10.2	Assessment of language impairment in children	1, 2,3,4,5	Fully Online	Microsoft teams & moodle	Synchronous	Discussion and quizzes	Ch. 7 ref. 3 Ch. 7 & 8 ref. 1
11	11.1	speech sound disorders Revision	1, 2,3,4,5	Fully Online	Microsoft teams & moodle	ASynchronous	Discussion and quizzes	Handout
	11.2	Assessment of speech sound disorders	1, 2,3,4,5	Fully Online	Microsoft teams & moodle	Synchronous	Discussion and quizzes	Ch 6 ref. 3 Ch 5 and 6 ref. 1
12	12.1	Assessment of speech sound disorders	1, 2,3,4,5	Fully Online	Microsoft teams & moodle	Synchronous	Discussion and quizzes	Ch 6 ref. 3 Ch 5 and 6 ref. 1
	12.2	Assessment of speech sound disorders	1, 2,3,4,5	Fully Online	Microsoft teams & moodle	Synchronous	Discussion and quizzes	Ch 6 ref. 3 Ch5 and 6 ref. 1



	12.3	Assessment of speech sound disorders	1, 2,3,4,5	Fully Online	Microsoft teams & moodle	ASynchronous	Discussion and quizzes	Recorded lecture
13	13.2	Treatment plan	1, 2,3,4,5	Fully Online	Microsoft teams & moodle	Synchronous	Discussion and quizzes	handout
14	14.1	Progress report and SOAP	1, 2,3,4,5	Fully Online	Microsoft teams & moodle	Synchronous	Discussion and quizzes	Ref 3 ch 4 And handout
	14.2	Progress report and SOAP	1, 2,3,4,5	Fully Online	Microsoft teams & moodle	Synchronous	Discussion and quizzes	Ref 3 ch 4 And handout
15	15.1	Case study	1, 2,3,4,5	Fully Online	Microsoft teams & moodle	Synchronous	Discussion and quizzes	handout
	15.2	Case study	1, 2,3,4,5	Fully Online	Microsoft teams & moodle	Synchronous	Discussion and quizzes	handout

Course Evaluation Plan

Course Learning Outcomes

25. Evaluation Methods:

Evaluation Activity		Mark*	Course Learning Outcomes				
			1	2	3	4	5
First Exam (mid exam)		30	X	X	X		
Second Exam		----					
Final Exam		40	X	X	X	X	X
Classwork		30	X	x	x	x	x
Evaluation of Semester work	Projects\Reports	10	x	x	x	x	x
	Research\Worksheets	---					
	Fieldwork visits	---					
	Clinical and practical performance	---					
	Portfolio	---					
	Presentations						
	Simulation/Modeling	---					
	Discussion	---					
Quizzes	20	X	X	X	x	x	



	Exercises	---						
	Interviews	---						
	Conferences	---						
	Any other evaluation activities approved by the faculty committee	---						
Total Marks (100%)		100						

* According to the instructions for granting a bachelor's degree

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**According to the instructions of organizing semester work, tests, examinations, and grades for the bachelor's degree.

Assignments	
Assignment 1: 10 marks (see rubric below)	
<u>Assignment description:</u>	<p>In a group of 5 students, each group is expected to submit a screening tool and a case history form for language disorder created to one of the following age groups:</p> <p>KG1 and KG2</p> <p>Grade 1</p> <p>Grade 2</p> <p>Grade 3</p> <p>The screening tool should include all language aspects that should be covered to screen a child for language disorder and it should include the pictures to be used.</p>
<u>Assignment objective:</u>	To be familiar with the information included in the case history form and the language aspects to investigate to screen for language disorders in children based on their age.
<u>Assignment due date:</u>	15/5/2025

descriptions table*

CLO no.	CLO Weight	Total no. of questions	Total exam mark	No. of questions per CLO	No. of questions/ cognitive level					
					Remember 30%	Understanding 20%	Applying 20%	Analyze 10%	Evaluate 10%	Create 10%



* A table of descriptions is added in the case of courses that require a second exam.

Final exam descriptions table

CLO no.	CLO Weight	Total no. of questions	Total exam mark	No. of questions per CLO	No. of questions/ cognitive level					
					Remember 30%	Understanding 20%	Applying 20%	Analyze 10%	Evaluate 10%	Create 10%

26. Course Requirements

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

Equipment that will be used:

- Computer

Websites that will be used for readings:

- The University of Jordan website (E-Learning).
- American Speech, Language, and Hearing Association website
- Using audio- visual materials when possible (e.g., power point, DVDs, audio tapes)

Note:

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.

27. Course Policy

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 (2) 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 submitting 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.

28. References

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

- 1 Hegde M.N and Pomaville, F. (2017). Assessment of Communication Disorders in Children: Resources and Protocols. 3rd Ed. Plural publishing: USA.
- 2 Pannbacker, M., Middleton, G., Vekovius, G.T., & Sanders, K. L., (2001). Report Writing for Speech- Language Pathologists and Audiologists, (2nd ed.). Austin, TX: PRO-ED, Inc.
- 3 Shipley, K. G., & McAfee, J. G. (2021). Assessment in speech- language pathology, a resource manual. 6th ed. San Diego: Singular.
- 4 Pindzola, R. H., Plexico, L. W., Haynes, W. O., & Haynes, W. O. (2016). *Diagnosis and evaluation in speech pathology*.

5. Berkman ND, Wallace I, Watson L, et al. Screening for Speech and Language Delays and Disorders in Children Age 5 Years or Younger: A Systematic Review for the U.S. Preventive Services Task Force [Internet]. Rockville (MD): Agency for Healthcare Research and Quality (US); 2015 Jul. (Evidence Syntheses, No. 120.) 1, Introduction. Available from: <https://www.ncbi.nlm.nih.gov/books/NBK305676/>

6. ASHA website

7. Prelock, P. A., & Hutchins, T. L. (2018). *Clinical Guide to Assessment and Treatment of Communication Disorders*. Springer International Publishing

8. Stein-Rubin, C., & Fabus, R. (2018). *A guide to clinical assessment and professional report writing in speech-language pathology*. Delmar.

B- Recommended books, materials and media:

29. Additional Information

Concerns or complaints should be expressed in the first instance to the module lecturer ; if no resolution is forthcoming , then the issue should be brought to the attention of the module coordination (for multiple sections) who will take the concerns to the module representative meeting . Thereafter, problems are dealt with by the Department Chair and if still unresolved the Dean and the ultimately the Vice President. For final complaints, there will be a committee to review grading the final exam.



- For more details on University regulations please visit :

<http://www.ju.edu.jo/rules/index.htm>

Name of the Instructor or the Course Coordinator:	Signature:	Date:
Hanady Bani Hani	<i>HBH</i>	29\9\2024
Name of the Head of Quality Assurance Committee/ Department	Signature:	Date:
Sara Alhanbali	SH.....	24/10/2024
Name of the Head of Department	Signature:	Date:
Sara Alhanbali	SH.....	24/10/2024
Name of the Head of Quality Assurance Committee/ School or Center	Signature:	Date:
Prof. Kamal Al Hadidi	KAH	24/10/2024
Name of the Dean or the Director	Signature:	Date:
Prof. Kamal Al Hadidi	KAH.....	24/10/2024