

1	Course title	Speech and Language Rehabilitation for Hearing Loss
2	Course number	1804424
3	Credit hours (theory, practical)	3
	Contact hours (theory, practical)	3
4	Prerequisites/corequisites	1804231
5	Program title	Hearing and Speech Sciences
6	Program code	4
7	Awarding institution	University of Jordan
8	School	Rehabilitation Sciences
9	Department	Hearing and Speech Sciences
10	Level of course	Bachelor
11	Year of study and semester (s)	Spring Semester , 2017
12	Final Qualification	Bachelor
13	Other department (s) involved in teaching the course	-----
14	Language of Instruction	English, Arabic
15	Date of production/revision	10/1/ 2017

**16. Course Coordinator:**

Name	Rana Alkhamra
Rank	Associate Professor
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**17. Other instructors:**

Name	(please follow the example: "Name", Ph.D. OR "Name", MA.)
Rank	
Office number	
Office hours	
Phone number	
Email addresses	
Name	
Rank	
Office number	
Office hours	
Phone number	
Email addresses	

**18. Course Description:**

Speech and language problems associated with hearing impairment, the study, analysis, and application of therapeutic procedures for developing and improving communication skills in hearing impaired children and adults.

## 1. 19. Course aims and outcomes:

<p><b>A- Aims: Students will learn the developmental processes that are underpinning for audition and spoken language acquisition. Specific Auditory Verbal Therapy approach principles, and strategies to develop listening and spoken language in individuals who are deaf or hard of hearing, especially children, will be explored.</b></p>	
<p>B- Intended Learning Outcomes (ILOs): Upon completing the program, students are expected to:</p>	
<p><b>1. Knowledge and understanding skills</b></p>	
<p>1.1. <u>Program ILO</u>: To demonstrate knowledge of the basic human communication processes, as well as the nature of speech, language, and hearing, including: biologic basis; acoustical basis; development bases, anatomy and physiology: and psychoacoustic bases.</p>	
<p><b>Specific Course ILO(s):</b></p>	<p>1.1.1 : To remember the normal auditory system and the different types of hearing loss.</p> <p>1.1.2 : To remember information pertaining acoustics of speech.</p> <p>1.1.3: To remember the developmental stages of listening, speech, and language in typically developing children.</p> <p>1.1.4: To remember the difference between a cochlear implant and a hearing aid .</p>
<p>1.2. <u>Program ILO</u>: To demonstrate basic knowledge of communication disorders.</p>	
<p><b>Specific Course ILO(s):</b></p>	<p><b>1.2.1:</b> To identify the effect of hearing loss on audition development</p> <p><b>1.2.2:</b> To identify the effect of hearing loss on speech development</p>

	<b>1.2.3:</b> To identify the effect of hearing loss on language development
1.3. <u>Program ILO:</u> To identify the differences between disorders including both communication disorders and swallowing disorders.	
<b>1.3.1: To discuss the evidence base therapy approach “ Auditory verbal therapy” in training individuals with hearing loss, particularly children, using hearing aids or cochlear implants compared to other therapy approaches.</b>	
<b>Specific Course ILO(s):</b>	
1.4. <u>Program ILO:</u> To identify and apply the basic principles and methods of prevention, assessment and intervention for individuals with communication and swallowing disorders.	
<b>Specific Course ILO(s):</b>	1.4.1: To discuss the importance of using cochlear implant and hearing aids on the development of auditory, speech and language skills 1.4.2. To discuss the history of AVT therapy approach 1.4.3: To discuss the principles of AVT therapy approach 1.4.4: To discuss the strategies applied in AVT therapy approach
1.5. <u>Program ILO:</u> To demonstrate knowledge of the basic clinical skills in working with individuals with communication and swallowing disorders.	
<b>Specific Course ILO(s):</b>	
1.5.1: To exercise methods of applying AVT training strategies and principles in providing therapy to individuals, particularly children, with hearing loss.	
<b>2. Intellectual skills</b>	
2.1. <u>Program ILO:</u> To be able to identify ongoing effectiveness of planned activity and modify it accordingly.	
<b>Specific Course ILO(s):</b>	2.1.1: To identify planned activities used in AVT therapy sessions. 2.1.2: To suggest amendments to AVT strategies and therapy goals used with different case scenarios
2.2. <u>Program ILO:</u> To analyze the criteria of each assessment and intervention approach and accordingly choose the best technique for each individual case.	
<b>Specific Course ILO(s):</b>	2.2.1: To analyse different case scenarios of individuals with hearing loss. 2.2.2: To specify training strategies and therapy goals used with different case scenarios.
2.3. <u>Program ILO:</u> To justify clinical practice using clinical reasoning skills	
<b>Specific Course ILO(s):</b>	2.3.1: To give reasoning to goals, activities and strategies suggested to different case studies
2.4. <u>Program ILO:</u> To solve clinical problems using critical thinking skills.	
<b>Specific Course ILO(s):</b>	2.4.1: To identify case study problems 2.4.2 : To suggest solutions to case study problems. 2.4.3. To suggest amendments to AVT strategies and therapy goals used with

	different case scenarios
<b>3. Practical skills (under supervision)</b>	
3.1. <u>Program ILO</u> : To gather appropriate information that is related to the patient's condition.	
<b>Specific Course ILO(s):</b>	3.1.1 : To identify hearing history of children with hearing loss from presented case studies.
3.2. <u>Program ILO</u> : To compare, select and use appropriate assessment techniques.	
<b>Specific Course ILO(s):</b>	3.2.1: To specify long term goals (language, speech and audition) for different case studies. 3.2.2: To specify short term goals (language, speech and audition) for different case studies. 3.2.3: To specify AVT strategies applied with different case studies.
3.3. <u>Program ILO</u> : To analyse and critically evaluate the information and samples collected.	
<b>Specific Course ILO(s):</b>	3.3.1: To analyse samples from cases with hearing loss. 3.3.2: To identify the level of performance of cases with hearing loss. 3.3.3: To identify the level the case with hearing loss is at, in his/her audition, speech and language skills. 3.3.4: To specify therapy goals for cases presented.
3.4. <u>Program ILO</u> : To formulate specific and appropriate intervention plans.	
<b>Specific Course ILO(s):</b>	3.4.1: To formulate specific and appropriate intervention long term and short term goals.
3.5. <u>Program ILO</u> : To conduct appropriate diagnostic monitoring procedures, therapy or other actions safely; and skillfully.	
<b>Specific Course ILO(s):</b>	3.5.1: To critique intervention procedures with children with hearing loss.
3.6. <u>Program ILO</u> : To write reports and required information related to the patient appropriately.	
<b>Specific Course ILO(s):</b>	3.6.1: To report on results and conclusions from data collected from individuals receiving auditory training.
3.7. <u>Program ILO</u> : To monitor and review the ongoing effectiveness of planned activity and modify it accordingly.	
<b>Specific Course ILO(s):</b>	3.7.1 : To reinforce the importance of maintaining assessment as a continuous process and modifying therapy goals based on performance and level of progress regularly.
3.8. <u>Program ILO</u> : To apply principles of evidence base practice in the assessment and intervention processes.	
<b>Specific Course ILO(s):</b>	

3.8.1: To show knowledge in how to apply principles and strategies of AVT on different case studies .	
<b>4. Transferable skills</b>	
4.1. <b>Program ILO:</b> To employ time management skills in dealing with caseloads and in delivering intervention for individual cases.	
<b>Specific Course ILO(s):</b>	4.1.1: To develop clinical skills in evaluating patients with hearing loss using AVT approach. 4.1.2: To develop clinical skills in intervening patients with hearing loss using AVT approach.
4.2. <b>Program ILO:</b> To work, where appropriate, in partnership with other professionals, support staff, and service users.	
<b>Specific Course ILO(s):</b>	4.2.1: To collaborate with other professionals as needed.
4.3. <b>Program ILO:</b> To demonstrate emotional resilience and balance to manage scenarios that might be faced in a work settings.	
<b>Specific Course ILO(s):</b>	4.3.1: To reinforce the importance of emotional resilience and balance in managing scenarios that might be faced in a work settings.
4.4. <b>Program ILO:</b> To support equality and value diversity.	
<b>Specific Course ILO(s):</b>	4.4.1: To reinforce the need to support equality and value diversity

## 20. Topic Outline and Schedule:

Topic	Week	Instructor	Achieved ILOs	Evaluation Methods	Reference
Hearing and hearing loss	1	RK	1.1.1; 1.2.1	1; 2	Different sources
Cochlear implants & hearing aids	2	RK	1.1.4; 1.4.1	1;2;3	Different sources
Speech acoustics	3	RK	1.1.2; 4.1.2; 3.2.2; 3.3..2; 3.3.3; 3.3.4	1;2	Different sources
Hierarchy of Auditory behaviors Auditory Learning	4	RK	1.1.5; 1.4.1; 4.1.2; 3.2.2; 3.3..2; 3.3.3; 3.3.4	1;2	Different sources
Listening Skills Development post implant	5	RK	1.1.3; 3.1.1; 3.3.3; 3.3.4	1;2	Different sources
Midterm Exam	6				
History of AVT	6 & 7	RK	1.4.2	1;2;3;5	Estabrooks, 2016 + 2006
Auditory-Verbal Therapy & Practice	7	RK	1.3.1; 1.4.3	1;2;3;5	Estabrooks, 2016 + 2006
Auditory-Verbal Therapy & Assessment	8		3.3.2; 3.3.3; 3.3.4; 3.7.1;4.1.1	1;2;3;5	Estabrooks, 2016 + 2006
Auditory-Verbal Techniques & Strategies	8	RK	1.4.4; 1.5.1; 2.1.2; 2.2.2; 3.8.1; 3.3.4	1;2;3;5	Estabrooks, 2016 + 2006
Auditory Verbal Sessions	9 & 10	RK	2.1.1; 1.5.1; 2.2.2; 2.4.1; 2.4.3; 3.2.2; 3.5.1; 3.7.1	1;2;3;5	Estabrooks, 2016 + 2006
Language and speech skills development	11 & 12	RK	1.2.2; 1.2.3; 2.3.1; 3.3.3	1;2;3;5	Different sources

Red Flags	13	RK	1.2.1; 2.3.1; 2.4.2; 2.4.3	1;2	Different sources
Project & project presentation	13 & 14	RK	3.6.1; 4.1.1; 3.8.1; 3.6.1; 3.3.1; 3.3.2; 3.3.3	1;2'3;5	
Final Exam					

**21. Teaching Methods and Assignments:**

Please pick the approaches that will be used to achieve course and clinical objectives related to the ILOs:

Select if applied	Instructional Methods	Learning Activities (Examples)
√	1. Direct Instruction	<ul style="list-style-type: none"> <li>• Structured orientation lectures</li> <li>• Skills and procedures demonstrations</li> </ul>
√	2. Interactive Instruction	<ul style="list-style-type: none"> <li>• Clinical conferences and case presentations</li> <li>• Seminars and discussions</li> </ul>
√	3. Experiential Learning	<ul style="list-style-type: none"> <li>• Experiential learning in clinical setting</li> <li>- <b>Videos of cases</b></li> <li>• Hands-on learning</li> <li>- <b>When applying therapy plans based on cases presented</b></li> </ul>
X	4. Independent Study	<ul style="list-style-type: none"> <li>• Self-directed literature review and synthesis to address problems in a specific case study</li> <li>• Reflective Journaling</li> </ul>
√	5. Blended Learning	<ul style="list-style-type: none"> <li>• Combined face-to-face classroom practices with computer-mediated activities regarding content and delivery of course topics</li> </ul>
	6. Other (please specify)	

## 22. Evaluation Methods and Course Requirements:

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

Exams		
Exam	Date	Grade
Midterm	12/3	30%
Final	Registration base	50%
<b>Quizzes</b>	Will be announced during the semester	5%

Assignments	
Assignment 1:	
<b>Assignment description:</b>	<p>Case Study (15%): Every student will complete <u>One</u> case speech analyses of a child, age 2-8, receiving auditory training for at least 6 months and is communicating using spoken language. Different children should be targeted by different students.</p> <p>Students will be required to:</p> <ol style="list-style-type: none"> <li>1- Collect information about the child hearing history; types of services received, type of device used etc..... Whether using a hearing aid or a cochlear implant.</li> <li>2- Apply Amayreh's test articulation test (a copy of the test</li> </ol>

	<p>will be provided during the semester. Training on administering the test will be targeted too).</p> <p>3- You are expected to present results in a ppt presentation and submit data excel file with all data entered as directed during the semester.</p>
<b><u>Assignment objective:</u></b>	<p>1- To learn about the speech intelligibility level of children with hearing loss receiving auditory training; using a hearing aid or a cochlear implant.</p> <p>2- To develop experiences in collecting, entering, analysing and interpreting data.</p> <p>3- To develop students' presentation skills.</p>
<b><u>Assignment due date:</u></b>	5/5/2017
<b><u>Grade:</u></b>	15%
<b><u>Rubric:</u></b>	<b>(can be in an appendix)</b>

### 23. Course Policies:

<p>A- Attendance policies:</p> <ul style="list-style-type: none"> <li>• Attendance will be taken periodically throughout the semester.</li> <li>• Students are expected to attend and actively participate in all classes.</li> <li>• Students are expected to be on time.</li> <li>• When the student is unable to attend class, it is a courtesy to notify the instructor in advance using either e-mail or phone.</li> <li>• Repeated tardiness or leaving early will not be accepted.</li> <li>• 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).</li> <li>• An absence of more than 15% of all the number of classes, which is <b>equivalent of ( 2 ) classes</b>, requires that the student provides an official excuse to the instructor and the dean.</li> <li>• If the excuse was accepted the student is required to withdraw from the module.</li> <li>• 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.</li> </ul> <p>B- Absences from exams and handing in assignments on time:</p> <ul style="list-style-type: none"> <li>• The instructor will not do any make-up exams.</li> <li>• 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).</li> <li>• Make-up exams will be arranged if justifications for missing the exam satisfy the above. It is the</li> </ul>
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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.

**24. Required equipment:**

Computer, overhead projector, videos to cases.

**25. References:**

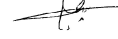
A- Required book (s), assigned reading and audio-visuals:  
Auditory-Verbal Therapy: For Young Children with Hearing Loss and Their Families, and the Practitioners Who Guide Them  
Warren Estabrooks, Karen MacIver-Lux, Ellen A. Rhoades  
**ISBN-10:** 1597568880  
Plural Publishing; 1 edition (2016)

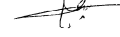
***Auditory-Verbal Therapy and Practice***  
By Warren Estabrooks, Editor  
ISBN 978-0-88200-223-1  
2006, Alexander Graham Bell Association for the Deaf & Hard of Hearing  
Plural Publishing: (866) 758-7251

B- Recommended books, materials, and media:  
Handouts, related links and files will be provided on E-learning

**26. Additional information:**

Name of Course Coordinator: --Rana Alkhamra --Signature: ----RK----- Date: -----20/1/2017-----

Head of curriculum committee/Department: Prof. Yaser Natour Signature: 

Head of Department: Prof. Yaser Natour Signature: 

Head of curriculum committee/Faculty: Professor Ziad Hawamdeh Signature: - Z.H

Dean: Professor Ziad Hawamdeh Signature: - Z.H

Copy to:

Head of Department  
Assistant Dean for Quality Assurance  
Course File