



Course Syllabus

1	Course title	Aural Rehabilitation
2	Course number	1804432
3	Credit hours	3 (theory)
	Contact hours (theory, practical)	3 (theory)
4	Prerequisites/corequisites	1804331
5	Program title	B.S. in hearing and speech
6	Program code	1804
7	Awarding institution	The University of Jordan
8	School	Rehabilitation Sciences
9	Department	Hearing & Speech Sciences
10	Course level	Undergraduate/ Third & Fourth Year
11	Year of study and semester (s)	2024-2025, First semester
12	Other department (s) involved in teaching the course	NA
13	Main teaching language	English
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	10/9/2022

17 Course Coordinator:

Name: Rana Alkhamra, Ph.D

Contact hours: Sundays 10:30-11:30 & Mondays 11:30-12:30

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18 Other instructors:

Name:
Office number:
Phone number:
Email:
Contact hours:
Name:
Office number:
Phone number:
Email:
Contact hours:

19 Course Description:

The effect of hearing disorders on speech and language; theory, procedures for assessment and rehabilitation of hearing impaired children and adults; hearing aids use and evaluation; cochlear implant and training programs. Experienced people are used to give lectures or a variety of interactive activities



- **20 Course aims and outcomes:** to introduce a topic of interest in speech and language pathology, as determined by the faculty member who teaches the course, to extend the knowledge of students in that topic.
- **Students Learning Outcomes (SLOs):**
 1. Develop and integrate knowledge from foundational courses; including basic sciences, medical sciences, and research methods to reflect on rehabilitation sciences practice.
 2. Demonstrate knowledge of the role of audiologists and speech therapists in working with patients with communication and hearing disorders.
 3. Demonstrate knowledge of the basic principles and methods of prevention, assessment, and intervention for individuals with communication and hearing disorders
 4. Apply and integrate evidence-based clinical skills (diagnosis, assessment, and intervention) in working with individuals with communication and hearing disorders.
 5. Compose effective oral and written communication for clinical and professional purposes including the use of information technology resources
 6. Operate within interprofessional teams of healthcare providers, clients, communities, and organizations in traditional and emerging practices and illustrate the qualities of a lifelong learner
 7. Apply leadership and management skills to advance Jordan and the global community scientifically, socially, and technologically in rehabilitation sciences.
 8. Generate scientific research that advances rehabilitation practices locally and globally.
 9. Analyze the needs of clients and develop comprehensive individualized rehabilitation plan and apply ethical principles to promote inclusion, participation, safety, and wellbeing for all clients.

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

- 1. Analyze individuals (children & adults) according to the different types and degrees of hearing loss**
- 2. Identify** the basic features of hearing aids, assistive listening devices, and cochlear implants for individuals with hearing loss and the differences between them.
- 3. Analyze** speech acoustics and auditory stimuli to improve communication outcomes for individuals with hearing loss.
- 4. Discuss** foundational aural rehabilitation therapy approaches and strategies for individuals across the lifespan, including pediatric and adult populations, addressing their unique communication and hearing needs.
- 5. Explore** current and emerging technologies in aural rehabilitation, including telepractice
- 6. Discuss** personalized rehabilitation plans based on individual auditory and cognitive profiles
- 7. Recognize** the key roles of various professionals involved in the rehabilitation process of individuals with hearing loss.

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21. 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	Evaluation Methods	Learning Resources
1	1.1	Course introduction	1	Face to face	Moodle & Teams	S	Students & instructor introduction	Conversation
	1.2	Introduction to aural rehabilitation	1	Face to face	Moodle & Teams	S	Course introduction	Course syllabus

	1.3							
2	2.1	Overview of audiologic rehabilitation	1 , 7	Face to face		S	Class discussion + presentation	Course handouts+ textbook+ Multidisciplinary team collaboration
	2.2	Overview of audiologic rehabilitation	1 , 7	Face to face		S	Class discussion & Moodle activity	Course handouts+ textbook+ Multidisciplinary team collaboration
	2.3							
3	3.1	Hearing aids	2	Face to face		S	Class discussion & moodle activities	Course handouts+ textbook+ online material
	3.2	Hearing aids	2	Face to face		S	Class discussion & Moodle activity	Course handouts+ textbook+ online material+ Newborn hearing screening & its guidelines
	3.3							
4	4.1	Cochlear implants	2	Face to face		S	Class discussion & moodle activities	Course handouts+ textbook+ online material+ Mondini malformation and cochlear implants presentation
	4.2	Cochlear implants	2	Face to face		S	Class discussion & moodle activities	Course handouts+ textbook+ online material+ Auditory neuropathy and cochlear implants
	4.3							
5	5.1	Implantable devices	2	Face to face		S	Class discussion & moodle activities	Course handouts+ textbook+ online material+ Unilateral hearing loss and cochlear implant
	5.2	Assistive listening devices	2	Face to face		S	Class discussion & Moodle activities on CI presentations	Course handouts+ textbook+ online material
	5.3							
6	6.1	Pediatric Aural Rehabilitation	4 , 7	Face to face		S	Class discussion & moodle activities	Course handouts+ textbook+ online material+ Newborn hearing screening & its guidelines presentation
	6.2	Pediatric Aural Rehabilitation	4 , 7	Face to face		S	Class discussion & Moodle activities	Course handouts+ textbook+ online material+ Newborn hearing screening & its guidelines (Guest speaker)
	6.3							
7	7.1	Speech Acoustics & Auditory stimuli	3	Face to face		S	Class discussion & moodle activities	Course handouts+ textbook+ online material WaveSurfer / spectrogram http://www.speech.kth.se/wavesurfer/

	7.2	Speech Acoustics & Auditory stimuli	3	Face to face		S	Class discussion & moodle activities	Course handouts+ textbook+ online material Auditory Hierarchy + auditory learning guide
	7.3							
	8.1	Midterm (25/11/2024)				S		
8	8.2	Auditory-Verbal Therapy (AVT) and Auditory-Oral Approaches	4	Face to face		S	Class discussion & moodle activities	Course handouts+ textbook+ online material Family-centered approach
	8.3							
	9.1	Auditory-Verbal Therapy (AVT) and Auditory-Oral Approaches	4	Face to face		S	Class discussion & moodle activities	Course handouts+ textbook+ online material Strategies and techniques used in auditory therapy & Learning to listen sounds
9	9.2	Auditory-Verbal Therapy (AVT) and Auditory-Oral Approaches	4	Face to face		S	Class discussion & moodle activities	Course handouts+ textbook+ online material Case analysis (Class group activity)
	9.3							
	10.1	Visual stimuli in communication and speech reading	4	Face to face		S	Class discussion & moodle activities	Course handouts+ textbook+ online material
10	10.2	Visual stimuli in communication and speech reading	4	Face to face		S	Class discussion & moodle activities	Course handouts+ textbook+ online material
	10.3							
	11.1	Aural rehabilitation for adults	4	Face to face		S	Class discussion & moodle activities	Course handouts+ textbook+ online material Communication strategies that can be used to improve interaction for adults with hearing loss 1. 7 Strategies for Residents with Hearing Loss in Long-Term Care - Eversound (eversoundhq.com) 2. Living Made Easy - Adapting your home: vision and hearing impairment or loss
11	11.2	Aural rehabilitation for adults	4	Face to face		S	Class discussion & moodle activities	Course handouts+ textbook+ online material Case analysis & AR plan (Class group activity)



	11. 3							
1 2	12. 1	Telepractice and Aural Rehabilitation	5	Face to face		S	Class discussion & moodle activities	Course handouts+ textbook+ online material Platforms and tools for remote aural rehabilitation
	12. 2	Holiday				S		
	12. 3							
1 3	13. 1	Telepractice and Aural Rehabilitation	5	Face to face		S	Class discussion & moodle activities	Course handouts+ textbook+ online material Challenges of telepractice
	13. 2	Holiday						
	13. 3							
1 4	14. 1	Emerging Technologies in Aural Rehabilitation	5	Face to face		S	Class discussion & moodle activities	Readings+ Handouts+ online material AI-Powered Hearing Aids
	14. 2	Emerging Technologies in Aural Rehabilitation	5	Face to face		S	Class discussion & moodle activities	Readings+ Handouts+ online material LACE (Listening and Communication Enhancement)
	14. 3							
1 5	15. 1	Extra topics	5			S	Presentations	Auditory processing disorder
	15. 2	Extra topics	5			S	Presentations	Sensory processing disorder and hearing loss
	15. 3							



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		Platform
Moodle & class participation	5 %		1 through 7		Moodle ; Teams
Exercises / Case analysis	10 %	Child and adult cases analysis	1;2;3;4		
Presentation	5%	<i>All course topics</i>	1 through 7	<i>Throughout the semester</i>	
Midterm Exam	30%	As presented in the schedule above	1;2;3;4;7		F to F
Final Exam	50%	All course material is included	Applies to all SLOs	As assigned by registration	F to F

23 Course Requirements

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

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. Everyone should be in class during the first 10 minutes of the lecture
- When the student is unable to attend the in-person class, it is a courtesy to notify the



instructor in advance using e-mail or teams.

- Repeated tardiness or leaving the in-person class meeting early will not be accepted.
- 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.

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.

25 References:

A- Textbook



- Schow, R. L. & Nerbonne, M. A. (2018). Introduction to Audiologic Rehabilitation, 7th Edition, Boston, MA: Pearson.
- Schow, R. L., Nerbonne, M. A., Barga, G. A., Blaiser, K. M., & Sanford, C. A. (2024). *Introduction to audiologic rehabilitation: Facilitating communication across the lifespan* (8th ed.). **Plural Publishing Inc.**
- Additional selected readings will be assigned throughout the semester. These will be posted on E-learning Course material.

26 Additional information:

Name of Course Coordinator: Rana Alkhamra, PhD

Signature:

Date: 10/10/2023

Head of Curriculum Committee/Department: Sara Alhanbali, Ph.D

Signature:

Head of Department: Sara Alhanbali, Ph.D

Signature: SH

Head of Curriculum Committee/Faculty: Prof. Kamal Al-Hadidi

Signature: ----- KAH -----

Dean: ----- Prof. Kamal Al-Hadidi -----

Signature: -KAH-----



RESEARCH ARTICLE VIDEO/PRESENTATION ASSIGNMENT RUBRIC

The research article project will be assessed based on the points below:		NO	PARTLY	YES
1	The article addresses an important topic	0	1	2
2	The article is published in a peer reviewed journal	0		2
3	The article is published after the year 2020	0		2
4	The article adds new knowledge to its targeted audience	0	1	2
5	The video/presentation reflected the content of the article clearly and shows good understanding of the research	0	1	2
6	The video/presentation included short background of the topic researched, clear methodology, results, and discussion/conclusion	0	1	2
7	There is creativity in presenting the research in the video	0	1	3
8	It is evident that each of the group members participated in the video.	0		1
9	The video/presentation is well organized and presented	0	1	2
10	The group members collaborated in an organized manner to execute the project.	0	1	2
TOTAL SCORE				