

1	Course title	Clinical Practicum in Speech-2	
2	Course number	1804452	
3	Credit hours	1 credit Practical	1 credit Practical
	Contact hours (theory, practical)	4 hours practical/ week	
4	Prerequisites/corequisites	Clinical Practicum in Speech 1 (1804351)	
5	Program title	Bachelor of 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 /Fourth year	
11	Year of study and semester (s)	2023-2024, First semester	
12	Other department (s) involved in teaching the course	None	
13	Main teaching language	Arabic and English	
14	Delivery method	<input type="checkbox"/> Face to face learning <input checked="" type="checkbox"/> Blended <input type="checkbox"/> Fully online	
15	Online platforms(s)	<input checked="" type="checkbox"/> Moodle <input checked="" type="checkbox"/> Microsoft Teams <input checked="" type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....	
16	Issuing/Revision Date	08/10/2023	

17 Course Coordinator:

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Contact hours: Sunday: 1:00-2:00 and Thursday: 11-12

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18 Other instructors:

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Name:

Office number:

Phone number:

Email:

Contact hours:

Name:

Office number:

Phone number:

Email:

Contact hours:

19 Course Description:

As stated in the approved study plan.

Gradual implementation and evaluation of individualized therapy programs for clients in the clinic:
presentations and discussion of clinical issues related to patients during clinician`s meetings

20 Course aims and outcomes:

A- Aims:

The major objective of this course is to provide the students with the knowledge of:

- 1- The advanced skills necessary to plan and execute assessments of clients with communication disorders such as hearing loss, Fluency disorders, articulation and phonological disorders and language delay and disorders.
- 2- The advanced skills necessary to plan and implement the treatment of clients with communication disorders at varying severity levels under the supervision of a certified SLP and to write the plans.

B- Student Learning Outcomes (SLOs):

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

SLOs ↓ SLOs of the course →	SL O (1)	SL O (2)	SL O (3)	SL O (4)	SL O (5)	SL O (6)	SL O (7)	SL O (8)	SL O (9)	SL O (10)	SL O (11)	SL O (12)
1. To be able to identify general objectives, procedures, materials and activities used in the assessment and treatment sessions	×											
2. Identify general objectives, procedures, materials, and activities used in the assessment and treatment sessions.		×										
3. Apply the basic clinical skills in the assessment and treatment with individuals with communication and hearing disorders			×									
4. Develop and select appropriate materials, activities and procedures for assessment and intervention.			×									

5. Develop and select appropriate materials, activities and procedures for assessment and intervention				×									
6. Formulate technical ways for writing lesson plans and different reports.				×									
7. To be able to use different assessment and treatment objectives, procedures, activities and materials for later assessment and treatment sessions.					×								
8. To be able to judge the correctness of lesson plans.						×							
9. To be able to measure the client's performance.							×						
10. Identify ongoing effectiveness of planned assessment or treatment and modify it accordingly.								×					
11. Analyse the criteria of each assessment and intervention approach and accordingly choose the best technique for									×				

each individual case.													
12. Employ time management skills in dealing with caseloads and in delivering intervention for individual cases.										×			
<ol style="list-style-type: none"> 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 skilfully. 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. 													

21. 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 guidelines and policies - Revision of ethics	1	Face to face	Moodle and Microsoft teams	Synchronous	Paperwork	1. Shipley , K. G., & McAfee, J. G. (2021). Assessment in speech-language pathology, a resource manual. 6 th ed. San Diego: Singular. 2. Roth, F, P and Worthington, C, K. (2021) . Treatment Resource Manual for Speech - Language Pathology. 6 th ed. Delmar: USA.
	1.2		1	Face to face	Moodle and Microsoft teams	Synchronous	Paperwork	
	1.3		1	Blended	Moodle and Microsoft teams	Asynchronous	Paperwork	
2	2.1	Revision of assessment and treatment	2+3+5+7+8	Face to face	Moodle and Microsoft teams	Synchronous	Paperwork	
	2.2		2+3+5+7+8	Face to face	Moodle and Microsoft teams	Synchronous	Paperwork	
	2.3		2+3+5+7+8	Blended	Moodle and Microsoft teams	Asynchronous	Paperwork	

Week	Lecture	Topic	Student Learning Outcome	Learning Methods (Face to Face/Blended/ Fully Online)	Platform	Synchronous / Asynchronous Lecturing	Evaluation Methods	Resources
3	3.1	Assessment of various cases of communication disorders	2+3+5+7+8	Face to face	Moodle and Microsoft teams	Synchronous	Paperwork	3. Shipley, K. G., & McAfee, J. G. (2021). Assessment in speech-language pathology, a resource manual. 6 th ed. San Diego: Singular. 4. F
	3.2		2+3+5+7+8	Face to face	Moodle and Microsoft teams	Synchronous	Paperwork	
	3.3		2+3+5+7+8	Face to face	Moodle and Microsoft teams	synchronous	Paperwork	
4	4.1	Treatment of various cases of communication disorders	2+3+4+5+7+8+10	Face to face	Moodle and Microsoft teams	Synchronous	- Paperwork Treatment and evaluation sessions	oth, F, P and Worthington, C, K. (2021). Treatment Resource Manual for Speech - Langua
	4.2		2+3+4+5+7+8+10	Face to face	Moodle and Microsoft teams	Synchronous	- Paperwork Treatment and evaluation sessions	
	4.3		2+3+4+5+7+8+10	Face to face	Moodle and Microsoft teams	synchronous	- Paperwork Treatment and evaluation	

							n sessions	ge Pathology. 6 th ed. Delmar : USA.
5	5.1	Treatment of various cases of communication disorders - Mid-term Exam	2+3+4+5+7 +8+10	Face to face	Moodle and Microsoft teams	Synchronous	- Paperwork Treatment and evaluation sessions	
	5.2		2+3+4+5+7 +8+10	Face to face	Moodle and Microsoft teams	Synchronous	- Paperwork Treatment and evaluation sessions	
	5.3		2+3+4+5+7 +8+10	Face to face	Moodle and Microsoft teams	synchronous	- Paperwork Treatment and evaluation sessions Mid-term exam	
6	6.1	Treatment of various cases of communication disorders	2+3+4+5+7 +8+10	Face to face	Moodle and Microsoft teams	Synchronous	- Paperwork Treatment and evaluation sessions	
	6.2		2+3+4+5+7 +8+10	Face to face	Moodle and Microsoft teams	Synchronous	- Paperwork Treatment and evaluation sessions	

	6.3		2+3+4+5+7 +8+10	Face to face	Moodle and Microso ft teams	synchronou s	- Paperwo rk Treatme nt and evaluatio n sessions
7	7.1	Treatment of various cases of communicat ion disorders	2+3+4+5+7 +8+10	Face to face	Moodle and Microso ft teams	Synchrono us	- Paperwo rk Treatme nt and evaluatio n sessions
	7.2		2+3+4+5+7 +8+10	Face to face	Moodle and Microso ft teams	Synchrono us	- Paperwo rk Treatme nt and evaluatio n sessions
	7.3		2+3+4+5+7 +8+10	Face to face	Moodle and Microso ft teams	synchronou s	- Paperwo rk Treatme nt and evaluatio n sessions
8	8.1	Treatment of various cases of communicat ion disorders	2+3+4+5+7 +8+10	Face to face	Moodle and Microso ft teams	Synchrono us	- Paperwo rk Treatme nt and evaluatio n sessions
	8.2		2+3+4+5+7 +8+10	Face to face	Moodle and Microso ft teams	Synchrono us	- Paperwo rk Treatme nt and evaluatio n sessions

	8.3		2+3+4+5+7 +8+10	Face to face	Moodle and Microsoft teams	synchronous	- Paperwork Treatment and evaluation sessions
9	9.1	Treatment of various cases of communication disorders	2+3+4+5+7 +8+10	Face to face	Moodle and Microsoft teams	Synchronous	- Paperwork Treatment and evaluation sessions
	9.2		2+3+4+5+7 +8+10	Face to face	Moodle and Microsoft teams	Synchronous	- Paperwork Treatment and evaluation sessions
	9.3		2+3+4+5+7 +8+10	Face to face	Moodle and Microsoft teams	synchronous	- Paperwork Treatment and evaluation sessions
10	10.1	Treatment of various cases of communication disorders	2+3+4+5+7 +8+10	Face to face	Moodle and Microsoft teams	Synchronous	- Paperwork Treatment and evaluation sessions
	10.2		2+3+4+5+7 +8+10	Face to face	Moodle and Microsoft teams	Synchronous	- Paperwork Treatment and evaluation sessions

	10.3		2+3+4+5+7 +8+10	Face to face	Moodle and Microso ft teams	synchronou s	- Paperwo rk Treatme nt and evaluatio n sessions
11	11.1	Treatment of various cases of communicat ion disorders	2+3+4+5+7 +8+10	Face to face	Moodle and Microso ft teams	Synchrono us	- Paperwo rk Treatme nt and evaluatio n sessions
	11.2		2+3+4+5+7 +8+10	Face to face	Moodle and Microso ft teams	Synchrono us	- Paperwo rk Treatme nt and evaluatio n sessions
	11.3		2+3+4+5+7 +8+10	Face to face	Moodle and Microso ft teams	synchronou s	- Paperwo rk Treatme nt and evaluatio n sessions
12	12.1	Treatment of various cases of communicat ion disorders	2+3+4+5+7 +8+10	Face to face	Moodle and Microso ft teams	Synchrono us	- Paperwo rk Treatme nt and evaluatio n sessions
	12.2		2+3+4+5+7 +8+10	Face to face	Moodle and Microso ft teams	Synchrono us	- Paperwo rk Treatme nt and evaluatio n sessions

	12.3		2+3+4+5+7 +8+10	Face to face	Moodle and Microso ft teams	synchronou s	- Paperwo rk Treatme nt and evaluatio n sessions
13	13.1	Treatment of various cases of communicat ion disorders	2+3+4+5+7 +8+10	Face to face	Moodle and Microso ft teams	Synchrono us	- Paperwo rk Treatme nt and evaluatio n sessions
	13.2		2+3+4+5+7 +8+10	Face to face	Moodle and Microso ft teams	Synchrono us	- Paperwo rk Treatme nt and evaluatio n sessions
	13.3		2+3+4+5+7 +8+10	Face to face	Moodle and Microso ft teams	synchronou s	- Paperwo rk Treatme nt and evaluatio n sessions
14	14.1	Treatment of various cases of communicat ion disorders	2+3+4+5+7 +8+10	Face to face	Moodle and Microso ft teams	Synchrono us	- Paperwo rk Treatme nt and evaluatio n sessions
	14.2		2+3+4+5+7 +8+10	Face to face	Moodle and Microso ft teams	Synchrono us	- Paperwo rk Treatme nt and evaluatio n sessions

	14.3		2+3+4+5+7 +8+10	Face to face	Moodle and Microsoft teams	synchronous	- Paperwork Treatment and evaluation sessions
15	15.1	Treatment of various cases of communication disorders	2+3+4+5+7 +8+10	Face to face	Moodle and Microsoft teams	Synchronous	- Paperwork Treatment and evaluation sessions
	15.2		2+3+4+5+7 +8+10	Face to face	Moodle and Microsoft teams	Synchronous	- Paperwork Treatment and evaluation sessions
	15.3	Final Exam		Face to face	On Campus Microsoft teams		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
Assignments:	30 marks	average of total marks of actual sessions throughout the	Test the students' learned knowledge	During the semester	Teams & Moodle

		semester or quizzes			
Mid-term Exam	30 marks	<p>20 marks: written exam on Assessment methods in the disorders; DLD, ART, Phonology, Stuttering.</p> <p>10 marks: average of total marks of session plan</p>	Test the students' learned knowledge	The Seventh week	On Campus
<p>Final Exam</p> <p>material: 1) shipley book: part one : obtaining interpreting and reporting assessment information (chapter 1, 2 and 3)</p> <p>2) Roth book; treatment of language disorder, articulation and phonology and stuttering</p>	40 grades	<p>- 20 marks: written exam</p> <p>- 20 marks: paper works</p>	Test the students' overall learned skills and knowledge related to assessment and treatment of communication disorders.	The Fourteenth week	On Campus
Assignments					
Assignment 1: Sessions					
<u>Assignment description:</u>	The student will conduct sessions.				
<u>Assignment objective:</u>	Apply principles of evidence-based practice in the assessment and intervention processes.				
<u>Assignment due date:</u>	N.A.				
<u>Grade:</u>	30				
<u>Rubric:</u>	Appendix 1				

Assignment 2: Writing session plans and other reports	
<u>Assignment description:</u>	The student will write session plans that include all the required components. Writing the basic sections of other reports including evaluation reports, treatment plan, and progress reports (only the basic sections by imitation of ready designed reports).
<u>Assignment objective:</u>	Write professional reports for patient with communication and hearing disorders.
<u>Assignment due date:</u>	Session plans should be written and sent by email before 3 days of the session conduction. Other reports should be handed after each report discussion and demonstration (the student will be asked to look at a readymade report and write required information in it).
<u>Grade:</u>	10 - Session plan 20-paper works
<u>Rubric:</u>	Appendix 2

23 Course Requirements

Students should have a computer, internet connection, webcam, and account on a specific software/platform (E-learning and Teams).

24 Course Policies:

<p>A- Attendance policies:</p> <ul style="list-style-type: none"> • 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 (4) classes, requires that the student provides an official excuse to the instructor and the dean.
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- 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:

- Required book (s), assigned reading and audio-visuals:
 1. Shipley, K. G., & McAfee, J. G. (2021). Assessment in speech- language pathology, a resource manual. 6th ed. San Diego: Singular.
 2. Roth, F, P and Worthington, C, K. (2021). Treatment Resource Manual for Speech- Language Pathology. 6th ed. Delmar: USA.
 3. Hegde M.N and Pomaville, F. (2017). Assessment of Communication Disorders in Children: Resources and Protocols. 3rd Ed. Plural publishing: USA.
- Recommended books, materials, and media:
 1. Landis K, Woude JV, Jongsma AE. (2004). The speech-language pathology treatment planner. 1 st ed. New Jersey: John Wiley & Sons, Inc.
 2. Hegde, M. N. (1996). Pocket Guide in Treatment in Speech- Language Pathology
 3. Hegde, M. N. (1996). Pocket Guide to Assessment in Speech- Language Pathology
 4. Hegde, M. N. (1994). A Course Book on Scientific and Professional Writing in Speech- Language Pathology. San Diego. CA, Singular Publishing Group, Inc
 5. Articles, chapters from different books and websites will be provided during the semester.
 6. American Speech, Language, and Hearing Association website: www.asha.org
 7. Colleen K (2010). Treatment Resource Manual for Speech- Language Pathology, Worthington, M. S

8. Dwight, D.M. (2006). Here's how to do therapy: Hands-on core skills in speech-language pathology. San Diego, CA: Plural Publishing Inc

- American Speech, Language, and Hearing Association website
- Websites: Phonetic transcription, articulators' anatomy & Youtube video clips (communication disorders).
- Websites: Phonetic transcription, articulators' anatomy & Youtube video clips (communication disorders).

The use of technology is highly recommended, for example, the use of the mobile applications for students and patients (such as the pitch pipe app

26 Additional information:

This course is a moderately advanced course in practicum where the student gets to practice the skills he learned in evaluation and therapy, and writing reports.

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 A. Hadidi Signature: -----KAH-----

Clinical Practicum-Speech- 1-
Session Evaluation Form

Student: -----
Date: -----

Client: -----
Diagnosis: -----

	Item	Mark
1	Setting and organization: Arrange seating to facilitate movement Using the session time properly Organizing the room and tools (during and after finishing activities)	1/
2	Activity structure Variation of activities (should follow session plan) Appropriateness of activities for patient age Activities should serve the goals	/1
3	Clarity and fluency Using appropriate intonation Clear and adequately presented speech	1/
4	Materials Appropriate for age Appropriate for objectives	/1
5	Procedure: Gives clear instruction to the patient before each activity Gives adequate feedback (using adequate timing) Can correctly judge on the response Use appropriate reinforcement	/3
6	Relationship and motivation Relationship with the client Able to motivate and engage the patient during activities	/1
7	Family: Involvement in the session Gives clear instructions to the family	/1
8	Assignments Giving homework as should be mentioned in session plan Gives homework (both students should do that), Discussing homework with parents	/1
		10 TOTAL

Notes -----



Appendix 2

WEEKLY SESSION PLAN (Total marks: 10)

1 Mark

Name of client:	Student name:	Supervisor:
Diagnosis:	Date:	Number of sessions:
Age:	Time:	

Objectives (2 Marks)	Procedures (2 Marks)	Activities & Materials (1 Mark)	Reinforcement (1 Mark)

(If applicable) References



Homework (1 Mark)

data collection sheets (1 Mark)

SOAP notes 1 Mark (either 1 or 0)



Appendix 2: Rubric for Writing Assessment Reports

تقسيم العلامات	أجزاء الأقسام التي يتم مراعاتها في تقييم الطالب	القسم الذي يتم فحصه
		المعلومات الشخصية
1	ذكر جميع أجزاء معلومات المريض ما عدا تفاصيل الإسم والعنوان	
		تاريخ الحالة
2	ذكر جميع أجزاء تاريخ الحالة	
1	معلومات صحيحة	
		تقييم المريض الفعلي
1	ذكر تفاصيل فحص الفم	
1	ذكر تفاصيل فحص اللغة الإستقبالية والتعبيرية والطلاقة والنطق	
1	وضع أمثلة على الأجزاء التي تم تقييمها	
1	التشخيص	
		(4) التوصيات (العلامة من
1	ذكر جميع أجزاء التوصيات المطلوب	

1	ذكر عدد الجلسات في الأسبوع ومدة الجلسة	
10		المجموع النهائي

(تقييم التقرير بشكل عام (يتم خصم العلامات من المجموع العام	
2-	تأخر تسليم الواجب
2-	الأخطاء القواعدية والإملائية والكتابة الصوتية
1-	أخطاء طباعية
2-	ذكر المعلومات الشخصية للمريض بالتفصيل مثل اسمه كامل
-3	عدم مناقشة التقرير مع الأهل

Rubrics for Writing Treatment Plan

القسم الذي يتم فحصه	أجزاء الأقسام التي يتم مراعاتها في تقييم الطالب	تقسيم العلامات
1	ذكر جميع أجزاء معلومات المريض ما عدا تفاصيل الإسم والعنوان	المعلومات الشخصية
الأهداف طويلة المدى		
1	مناسبة الأهداف	
1	(إكمال عناصر الأهداف طويلة المدى (تكون الجمل كاملة	
الأهداف قصيرة المدى		
1	مناسبة الأهداف	
2	(إكمال عناصر الأهداف قصيرة المدى (تكون الجمل كاملة	
التعزيز		
1	نوع التعزيز ومناسبه للمريض	
1	(... طريقة عرضه (هل مستمر أو متقطع	
خطة التعميم		
1	مناسبة خطة التعميم	

	إكمال جميع الأجزاء	
		دور الأهل
1	مناسبة الأهداف التي توضع لدور الأهل	
	إكمال جميع الأجزاء	
10		المجموع النهائي

تقييم التقرير بشكل عام (يتم خصم العلامات من المجموع العام)	
2-	تأخر تسليم الواجب
2-	الأخطاء القواعدية والإملائية والكتابة الصوتية
1-	أخطاء طباعية
2-	ذكر المعلومات الشخصية للمريض بالتفصيل مثل اسمه كامل

Rubrics for Writing Progress Reports

القسم الذي يتم فحصه	أجزاء الأقسام التي يتم مراعاتها في تقييم الطالب	تقسيم العلامات
		المعلومات الشخصية
minus one if missing	ذكر جميع أجزاء معلومات المريض ما عدا تفاصيل الإسم والعنوان	
		وصف الحالة
1		
		الأهداف العلاجية
2	ذكر جميع الأهداف العلاجية	
2	تطابق الأهداف مع الخطة العلاجية	
		التحسن
1	ذكر جميع نقاط التحسن	
	صحة نسبة التحسن	
		الأهداف المتبقية
1	ذكر جميع الأهداف المتبقية	

		خطة التعزيز
1	generalization and reinforcement used	
		التوصيات
1	recommendations	
10		المجموع النهائي

تقييم التقرير بشكل عام (يتم خصم العلامات من المجموع العام)	
2-	تأخر تسليم الواجب
2-	الأخطاء القواعدية والإملائية والكتابة الصوتية
1-	أخطاء طباعية
2-	ذكر المعلومات الشخصية للمريض بالتفصيل مثل اسمه كامل

تقسيم العلامات كاملا

المجموع م 100	النهائي (50)		(30) اعمال الفصل			اسم الطالب	#
	خطط علاجية 20	إمتحان 30	تقرير التقدم (10)	الخطة العلاجية (10)	تقرير التقييم (10)		
						اجمال الفصل جلسات فعالية (30)	

ملاحظة مهمة: سيتم احتساب علامات على ترتيب الملف وإكمال التقارير المطلوبة في أي وقت من الفصل.

