

Course Syllabus

1	Course title	Introduction to Speech-Language & Hearing Disorders	
2	Course number	1804140	
3	Credit hours	3 credit hours	
	Contact hours (theory, practical)	3 hours per week (theory)	
4	Prerequisites/corequisites	None	
5	Program title	BSc. In Hearing and Speech Sciences	
6	Program code	1804	
7	Awarding institution	The University of Jordan	
8	School	Rehabilitation Sciences	
9	Department	Hearing and Speech Sciences	
10	Course level	Undergraduate/ first year	
11	Year of study and semester (s)	2023/2024- first semester	
12	Other department (s) involved in teaching the course	N. A	
13	Main teaching language	English and Arabic	
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 type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others:	
16	Issuing/Revision Date	8/10/2023	

17 Course Coordinator:

Name: Mohammad A. Damhoureyeh	Contact hours: Sunday: 1-2	and Thursday, 11:00-12:00
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18 Other instructors:

Name: **None**

Office number:

Phone number:

Email:

Contact hours:

Name: **None**

Office number:

Phone number:

Email:

Contact hours:

19 Course Description:

As stated in the approved study plan.

The nature of speech and language pathology, deviations from normal speech and language patterns, e.g., disorders of language, articulation, voice, and stuttering, aphasia and neuromotor speech disorders. Types, degrees, causes, signs, and symptoms of hearing loss; mechanisms of hearing; simple clinical tests and brief anatomy and physiology of the ear.

7. Differentiate between language disorders including developmental language disorders and aphasia.	✓											
8. Differentiate between speech components including articulation, voice, resonance, and fluency	✓											

9. Differentiate between language and speech components	✓													
10. Name the basic organs of communication	✓													
11. Relate the organs of communication with their functions	✓													
12. Be familiar with the basic knowledge of screening, evaluation, and treatment.		✓												
13. Demonstrate understanding of the basic screening and evaluation goals and procedures			✓											

14. Summarise the main procedures of each of screening and evaluation			✓										
15. The student will learn how to figure out communication disorders.			✓										
16. Demonstrate the basic principles of speech therapy including evidence-based practice			✓										
17. Explain the rationale for diagnosing the patient with a specific disorder.				✓									
18. To be familiar with the recommendations conducted following the evaluation.				✓									

19. The student will be familiar with the speech pathologist and audiologist duties					✓								
20. The student will be able to point out patients who present with communication disorders					✓								
21. The student will be able to refer a patient who present with communication disorders.					✓								
22. The student will demonstrate the basic knowledge about code of ethics regarding: Explain the rationale of applying specific ethics and their effect on patient/ professional life and profession.						✓							

PLOs

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 skillfully.
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 exercise 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	*Speech Pathology: Discussion of Syllabus	1	Face to Face	Moodle/ Teams	Synchronous	Participation, Quizzes	Owens, Farinella, & Metz (2019).
	1.2	Related Professions Interdisciplinary Team	1	Face to Face	Moodle/ Teams	Synchronous	Participation, Quizzes	Introduction to Communication Disorders:
	1.3	Multidisciplinary Team Clinical Settings Ethics.	1	Asynchronous Activities	Moodle/ Teams	Asynchronous	Participation, Quizzes	A Lifespan Evidence-Based Perspective (6 th Edition). Pearson Education, Inc.
2	2.1	*Normal Human Communication	1	Face to Face	Moodle/ Teams	Synchronous	Participation, Quizzes	

Week	Lecture	Topic	Student Learning Outcome	Learning Methods (Face to Face/Blended/ Fully Online)	Platform	Synchronous / Asynchronous Lecturing	Evaluation Methods	Resources
	2.2	- Human Communication (Con)	1	Face to Face	Moodle/ Teams	Synchronous	Participation, Quizzes	
	2.3	- Speech Pathology	1	Asynchronous Activities	Moodle/ Teams	Asynchronous	Participation, Quizzes	
3	3.1	Anatomy of hearing, speech, and language	6	Face to Face	Moodle/ Teams	Synchronous	Participation, Quizzes	
	3.2	Physiology of hearing, speech, and language	6	Face to Face	Moodle/ Teams	Synchronous	Participation, Quizzes	
	3.3	Physiology of hearing, speech, and language (Con)	6	Asynchronous Activities	Moodle/ Teams	Asynchronous	Participation, Quizzes	
4	4.1	Speech Development (Introduction)	2+3	Face to Face	Moodle/ Teams	Synchronous	Participation, Quizzes	
	4.2	Normal phonology and Articulation	2+3	Face to Face	Moodle/ Teams	Synchronous	Participation, Quizzes	
	4.3	Phonological Disorders Articulation Disorders	2+3	Asynchronous Activities	Moodle/ Teams	Asynchronous	Participation, Quizzes	
5	5.1	Normal Language Development	3+4+5	Face to Face	Moodle/ Teams	Synchronous	Participation, Quizzes	
	5.2	Language Disorders (Intro)	3+4+5	Face to Face	Moodle/ Teams	Synchronous	Participation, Quizzes	Owens, Farinella, & Metz (2019). Introduction to Communication Disorders: A Lifespan Evidence-Based Perspective (6 th Edition). Pearson Education, Inc.

	5.3	Language Disorders: Congenital and acquired	3+4+5	Asynchronous Activities	Moodle/ Teams	Asynchronous	Participation, Quizzes
6	6.1	Fluency Dysfluency: Cluttering	3+4+5	Face to Face	Moodle/ Teams	Synchronous	Participation, Quizzes
	6.2	Fluency Dysfluency: Stuttering	3+4+5	Face to Face	Moodle/ Teams	Synchronous	Participation, Quizzes
	6.3	Fluency Dysfluency: Stuttering (Con)	3+4+5	Asynchronous Activities	Moodle/ Teams	Asynchronous	Participation, Quizzes
7	7.1	Normal Voice	3+4+5	Face to Face	Moodle/ Teams	Synchronous	Participation, Quizzes
	7.2	Voice and its disorders	3+4+5	Face to Face	Moodle/ Teams	Synchronous	Participation, Quizzes
	7.3	Voice Disorders (Con)	3+4+5	Asynchronous Activities	Moodle/ Teams	Asynchronous	Participation, Quizzes
8	8.1	Neurologically based communication disorders (Intro)	3+4+5	Face to Face	Moodle/ Teams	Synchronous	Participation, Quizzes
	8.2	Aphasia	3+4+5	Face to Face	Moodle/ Teams	Synchronous	Participation, Quizzes
	8.3	Aphasia (Con) Mid Exam	3+4+5 Test the students' learned knowledge	Asynchronous Activities	Teams + Moodle	Synchronous	Participation, Mid Exam
9	9.1	The revision of the Mid-term exam	3+4+5	Face to Face	Moodle/ Teams	Synchronous	Participation, Quizzes
	9.2	Motor Speech Disorders	3+4+5	Face to Face	Moodle/ Teams	Synchronous	Participation, Quizzes
	9.3	Motor Speech Disorders (Con)	3+4+5	Asynchronous Activities	Moodle/ Teams	Asynchronous	Participation, Quizzes

10	10.1	Craniofacial Anomalies (Intro)	3+4+5	Face to Face	Moodle/ Teams	Synchronous	Participation, Quizzes	
	10.2	Cleft Palate	3+4+5	Face to Face	Moodle/ Teams	Synchronous	Participation, Quizzes	
	10.3	Cleft Palate (Con)	3+4+5	Asynchronous Activities	Moodle/ Teams	Asynchronous	Participation, Quizzes	
Week	Lecture	Topic	Student Learning Outcome	Learning Methods (Face to Face/Blended/ Fully Online)	Platform	Synchronous / Asynchronous Lecturing	Evaluation Methods	Resources
11	11.1	Hearing: Normal Hearing	3+4+5	Face to Face	Moodle/ Teams	Synchronous	Participation, Quizzes	
	11.2	Normal Hearing (Con)	3+4+5	Face to Face	Moodle/ Teams	Synchronous	Participation, Quizzes	
	11.3	Hearing Impairment	3+4+5	Asynchronous Activities	Moodle/ Teams	Asynchronous	Participation, Quizzes	
12	12.1	Hearing Impairment (Con)	3+4+5	Face to Face	Moodle/ Teams	Synchronous	Participation, Quizzes	
	12.2	Assistive Devices (Hearing Aids, F.M. Systems)	3+4+5	Face to Face	Moodle/ Teams	Synchronous	Participation, Quizzes	
	12.3	Assistive Devices (Hearing Aids, F.M. Systems) (Con)	3+4+5	Asynchronous Activities	Moodle/ Teams	Asynchronous	Participation, Quizzes	
13	13.1	Cochlear Implantation	3+4+5	Face to Face	Moodle/ Teams	Synchronous	Participation, Quizzes	Owens, Farinella, & Metz (2019). Introduction to Communication
	13.2	Cochlear Implantation (Con)	3+4+5	Face to Face	Moodle/ Teams	Synchronous	Participation, Quizzes	
	13.3	Aural Rehabilitation	3+4+5	Asynchronous Activities	Moodle/ Teams	Asynchronous	Participation, Quizzes	

14	14.1	Aural Rehabilitation (Con)	3+4+5	Face to Face	Moodle/Teams	Synchronous	Participation, Quizzes	Disorders: A Lifespan Evidence-Based Perspective (6 th Edition). Pearson Education, Inc.
	14.2	Aural Rehabilitation (Con)	3+4+5	Face to Face	Moodle/Teams	Synchronous	Participation, Quizzes	
	14.3	Augmentative and Alternative Communication	4+ 6	Asynchronous Activities	Moodle/Teams	Asynchronous	Participation, Quizzes	
15	15.1	Augmentative and Alternative Communication (Con)	4+ 6	Face to Face	Moodle/Teams	Synchronous	Participation, Quizzes	
	15.2	Augmentative and Alternative Communication (Con)	4+ 6	Face to Face	Moodle/Teams	Synchronous	Participation, Quizzes	
	15.3	Revision Final Exam	4+ 6 Test the students' overall learned skills and knowledge related to the introduction of communication disorders.	-----	Teams +Moodle	Synchronous	Participation. 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
Quizzes and Participation	30	Each 3 Chapters	Test the students' learned knowledge	The third, sixth, ninth and twelfth week	On Campus

Mid-term Exam	30	All first Seven topics	Test the students' learned knowledge	The Eighth week (Will be announced)	On Campus
Final Exam	40	All topics	Test the students' overall learned skills and knowledge related to the introduction of communication disorders.	The Fifteenth week	On Campus

23 Course Requirements

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

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. Owens, Farinella, & Metz (2019). Introduction to Communication Disorders: A Lifespan Evidence-Based Perspective (6th Edition). Pearson Education, Inc.

B- Recommended books, materials, and media:

1. Glen Tellis & M.N. Hegde (2019). Introduction to communicative Disorders.
2. Handouts from www.asha.org (American Speech- Language and Hearing Association).
3. <http://www.mnsu.edu/comdis/kuster2/welcome.html>
4. Youtube: vocal cords, larynx, and speech therapy sessions

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 for the session, and activate the Microsoft teams account



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Name of Course Coordinator: Mohammad A. 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-----