

## Course Syllabus

1	<b>Course title</b>	Voice Disorders	
2	<b>Course number</b>	1804420	
3	<b>Credit hours</b>	3 hours theory	3 hours theory
	<b>Contact hours (theory, practical)</b>	3 hours theory	
4	<b>Prerequisites/corequisites</b>	0502107, 1804100, 1804309	
5	<b>Program title</b>	Bachelor in Hearing and Speech sciences	
6	<b>Program code</b>	1804	
7	<b>Awarding institution</b>	The University of Jordan	
8	<b>School</b>	School of rehabilitation sciences	
9	<b>Department</b>	Department of Hearing and Speech Sciences	
10	<b>Course level</b>	Undergraduate/ Fourth year	
11	<b>Year of study and semester (s)</b>	1 <sup>st</sup> semester 2023-2024	
12	<b>Other department (s) involved in teaching the course</b>	None	
13	<b>Main teaching language</b>	Arabic and English	
14	<b>Delivery method</b>	<input checked="" type="checkbox"/> Face to face learning <input type="checkbox"/> Blended <input type="checkbox"/> Fully online	
15	<b>Online platforms(s)</b>	<input checked="" type="checkbox"/> Moodle <input checked="" type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....	
16	<b>Issuing/Revision Date</b>	30 <sup>th</sup> Oct 2023	

### 17 Course Coordinator:

Name	Dua Qutishat, PhD
Rank	Assistant Professor
Office number	Level 4/ room 402
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Phone number	Ext. 23275
Email addresses	qutishatdua@gmail.com

**18 Other instructors:**

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.*

The study of normal and abnormal vocal functions, etiologies and prevention of functional, organic and neurological voice disorders, assessment and treatment of functional, organic and neurological voice pathologies. The study of geriatric voice and professional voice. The study of Evidence Based Practice (EBP) of voice disorders.

**20 Course aims and outcomes:**

### A- Aims:

The major objectives of this course are to provide the students with a basic knowledge of:

- 1- To be able to identify the main voice disorders.
- 2- To be familiarized with the main voice disorders.
- 3- To be able to assess and treat adults with the main voice disorders.
- 4- To be able to use the evidence based practice of voice disorders.
- 5- To be able to write essays in the field of voice disorders.
- 6- To be able to search the literature and to do a critical appraisal in the field neurological speech disorders.

### 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 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.	×											
2. To demonstrate basic knowledge of communication disorders	×											
3. To identify the differences between disorders including both communication disorders and swallowing disorders.								×				
4. To identify and apply the basic principles and										×		

methods of prevention, assessment and intervention for individuals with communication and swallowing disorders.													
5. To demonstrate knowledge of the basic clinical skills in working with individuals with communication and swallowing disorders.												×	
6. To be able to identify ongoing effectiveness of planned activity and modify it accordingly.												×	
7. To analyze the criteria of each assessment and intervention approach and accordingly choose the best technique for each individual case.												×	
8. To justify clinical practice using clinical reasoning skills												×	
9. To solve clinical problems using critical thinking skills													×
10. To gather appropriate information that is related to the patient's condition.													×

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	Practice 1 on healthy voice	1,2	Face to face	Moodle and Microsoft teams	Synchronous	Homework, Quiz	1.YOR KSTON, K., BEUKELMAN, D., STRAND, E.
	1.2	Practice 2 on healthy voice	1,2	Face to face	Moodle and Microsoft teams	Synchronous	Homework, Quiz	
	1.3	Practice 1 on healthy voice	9	Face to face	Moodle and Microsoft teams	Asynchronous	Homework, Quiz	

2	2.1	Practice 2 on healthy voice	4,5,6,9,10	Face to face	Moodle and Microsoft teams	Synchronous	Homework, Quiz	and HAKEL, M., 2012. Management of motor speech disorders in children and adults. 3rd ed. Austin, Texas: pro.ed.
	2.2	Practice 3 on healthy voice	4,5,6,9,10	Face to face	Moodle and Microsoft teams	Synchronous	Homework, Quiz	
	2.3	Voice types-1	1,3,4,5,6,7,8,9,10	Face to face	Moodle and Microsoft teams	Asynchronous	Homework, Quiz	
Week	Lecture	Topic	Student Learning Outcome	Learning Methods (Face to Face/Blended/ Fully Online)	Platform	Synchronous / Asynchronous Lecturing	Evaluation Methods	Resources
3	3.1	Voice types-2	1,3,4,5,6,7,8,9,10	Face to face	Moodle and Microsoft teams	Synchronous	Homework, Quiz	<b>Boone, D.R., McFarlane, S. S., &amp; Von Berg, S. L (2005). The Voice and Voice Therapy” 7th ed.</b>
	3.2	Voice types-3	1,3,4,5,6,7,8,9,10	Face to face	Moodle and Microsoft teams	Synchronous	Homework, Quiz	
	3.3	Laryngeal Anatomy and Physiology-1	7,8,9	Face to face	Moodle and Microsoft teams	Asynchronous	Homework, Quiz	

4	4.1	Laryngeal Anatomy and Physiology-2	7,8,9	Face to face	Moodle and Microsoft teams	Synchronous	Homework, Quiz	<b>Allyn and Bacon</b>  Colton, R.H., and Casper, J. <i>Understanding voice problems: A physiological perspective for diagnosis and treatment</i> , 2nd edition. Singular Publishing. Hegdes. M.N.2008. Hegde's pocket guide to assessment in SLP. 3 <sup>rd</sup> ed. Thomson: USA. Hegdes. M.N.2008. Hegde's pocket guide to treatment
	4.2	Laryngeal Anatomy and Physiology-3	1,3,4,5,6,7,9	Face to face	Moodle and Microsoft teams	Synchronous	Homework, Quiz	
	4.3	Vocal Health and pathology	1,3,4,5,6,7,9	Face to face	Moodle and Microsoft teams	Asynchronous	Homework, Quiz	
5	5.1	Vocal Health and pathology	4,5,6,7,9	Face to face	Moodle and Microsoft teams	Synchronous	Homework, Quiz	
	5.2	Vocal Health and pathology	4,5,6,7,9	Face to face	Moodle and Microsoft teams	Synchronous	Homework, Quiz	
	5.3	Clinical session	4,5,6,7,9	Face to face	Moodle and Microsoft teams	Asynchronous	Homework, Quiz	
6	6.1	Management of voice disorders	3,4,5,6,7,9,10	Face to face	Moodle and Microsoft teams	Synchronous	Homework, Quiz	
	6.2	Revision	3,4,5,6,7,9,10	Face to face	Moodle and Microsoft teams	Synchronous	Homework, Quiz	
	6.3	<b>Clinical practice</b>	3,4,5,6,7,9,10	Face to face	Moodle and Microsoft teams	Asynchronous	Homework, Quiz	

7	7.1	<b>Clinical practice</b>	3,4,5,6,7,10	Face to face	Moodle and Microsoft teams	Synchronous	Homework, Quiz	t in SLP. 3 <sup>rd</sup> ed. Thomson: USA. Handouts, articles, and selected chapters given by the instructor. Sapienza, C., Hoffmann Ruddy, B. (2009). Voice Disorders. Plural Publishing Inc. San Diego
	7.2	<b>Lab visit</b>	3,4,5,6,7,10	Face to face	Moodle and Microsoft teams	Synchronous	Homework, Quiz	
	7.3	<b>Lab visit</b>	3,4,5,6,7,10	Face to face	Moodle and Microsoft teams	Asynchronous	Homework, Quiz	
8	8.1	Revision, & Discussion.	All SLOs	Face to face	Moodle and Microsoft teams	Synchronous	Homework, Quiz	
	8.2			Face to face	Moodle and Microsoft teams	Synchronous	Homework, Quiz	
	8.3	(Date and time will be announced by registration )			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
Quizzes and Participation	20	Announced to the class by the instructor	Test the students' learned knowledge	Announced to the class by the instructor	Announced to the class by the instructor





Mid-term Exam	30	Announced to the class by the instructor	Test the students' learned knowledge	The Fifth week	On Campus
Final Exam	50	All topics	Test the students' overall learned skills and knowledge	Announced to the class by the registration	On Campus

### 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:

#### 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 ( 4 ) 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:

Boone, D.R., McFarlane, S. S., & Von Berg, S. L (2005). *The Voice and Voice Therapy* 7th ed. Allyn and Bacon

Colton, R.H., and Casper, J. *Understanding voice problems: A physiological perspective for diagnosis and treatment*, 2nd edition. Singular Publishing.

Hegdes. M.N.2008. *Hegde's pocket guide to assessment in SLP*. 3rd ed. Thomson: USA.

Hegdes. M.N.2008. *Hegde's pocket guide to treatment in SLP*. 3rd ed. Thomson: USA.

Handouts, articles, and selected chapters given by the instructor.

Sapienza, C., Hoffman Ruddy, B. (2009). *Voice Disorders*. Plural Publishing Inc. San Diego

Recommended books, materials, and media:

A list of suggested readings (journal articles) will be provided to during the course.

Andrews, M. L. (1995). Manual of voice treatment: Pediatrics through geriatrics. San Diego: Singular Publishing Group.

Andrews, M. L. (1988). Voice therapy for adolescents. Boston : Little, Brown.

Aronson, A. (1990). Clinical voice disorders: An interdisciplinary approach. New York, Thieme Inc.

Brown, W.S., Crary, M. and Vinson, B., eds. (1996). Organic voice disorders, San Diego: Singular Publishing Group.

Case, J.L. (1984). Clinical management of voice disorders. Rockville, Md. : Aspen Systems Corp

Colton, R.H., and Casper, J. (1996). Understanding voice problems: A physiological perspective for diagnosis and treatment, 2nd edition. Singular Publishing.

Ford, C.N. and Bless, D.M., eds. (1991). Phonosurgery: Assessment and management of voice disorders . New York: Raven press.

Hirano, M. (1981). Clinical examination of voice. Wien ; New York : Springer Verlag.

Leith, W. (1986). Handbook of voice therapy for the school clinician. San Diego, Calif. : College-Hill Press

Morrison, M. and Rammage, L. (1994). The management of voice disorders. San Diego: Singular Publishing Group

Prater, R., and Swift, R. (1984). Manual of voice therapy (1st Ed.). Boston: Little Brown.

Sataloff, R.T. (1991). Professional voice : the science and art of clinical care. New York : Raven Press

Stemple, J. C. (1993). Voice therapy : clinical studies. St. Louis : Mosby Year Book

Stemple, J. C. (1984). Clinical voice pathology : theory and management. Columbus : C.E. Merrill Pub. Co.

Titze, I.R. ((1994). Principles of voice production. New Jersey: Prentice Hall.

Tucker, H. M. (1993). The larynx , 2nd ed. New York : Thieme Medical Publishers, Inc.

What you need to know about cancer of the larynx (1995). Washington, D.C.: National Institutes of Health, National Cancer Institute.

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:

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.

Name of Course Coordinator: Dua Qutishat, PhD Signature: Dua Qutishat

Date: 30th Oct 2023

Head of Curriculum Committee/Department: Dr. Khader Judeh Signature: Dr. Khader Judeh

Head of Department: Dr. Khader Judeh Signature: Dr. Khader Judeh

Head of Curriculum Committee/Faculty: Prof. Kamal A. Hadidi Signature: KAH



Dean: Prof Kamal A. Hadidi

Signature: KAH