

1	Course title	Aural Rehabilitation
2	Course number	1804734
3	Credit hours (theory, practical)	3 (theory)
	Contact hours (theory, practical)	3 (theory per week)
4	Prerequisites/corequisites	1804730
5	Program title	Masters of Hearing and Speech Sciences
6	Program code	1814
7	Awarding institution	The University of Jordan
8	School	School of Rehabilitation Sciences
9	Department	Department of Hearing and Speech Sciences
10	Level of course	Postgraduate/ Second year
11	Year of study and semester (s)	2019, First semester
12	Final Qualification	Masters of Hearing and Speech Sciences
13	Other department (s) involved in teaching the course	NA
14	Language of Instruction	English, Arabic
15	Date of production/revision	17/9/2019

16. Course Coordinator:

Name	Rana Alkhamra, Ph.D
Rank	Associate Professor
Office number	450
Office hours	Tuesday 10-11 AM Thursday 10:30 -11:30 AM
Phone number	5355000, ext. 23271
Email addresses	<a href="mailto:ranaalkhamra@gmail.com">ranaalkhamra@gmail.com</a>

## 17. Other instructors:

Name	None
Rank	
Office number	
Office hours	
Phone number	
Email addresses	

## 18. Course Description:

This course focuses on the approaches to aural (auditory) rehabilitation of children and adults. Introduction to educational audiology and assistive technology and devices and its clinical application.

## 19. Course aims and outcomes:

**Aims:** This course aims at introducing aural rehabilitation of adults and children. Including information related to identification, assessment and remediation of hearing loss.

**B- Intended Learning Outcomes (ILOs):**

Upon completing the program, students are expected to:

Knowledge and understanding skills

**1. Program ILO:** 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.

Specific Course ILO(s): 1.1: To remember the normal auditory system.  
1.2: To recognize the acoustics of speech

**2. Program ILO:** To identify and apply the basic principles and methods of prevention, assessment and intervention for individuals with communication disorders.

Specific Course ILO(s): 2.1: To discuss assessment issues in individuals with hearing loss.  
2.2: To discuss intervention issues in individuals with hearing loss

**3. Program ILO:** To write theses and reports to a professional standard, equivalent in presentational qualities to that of publishable papers.

Specific Course ILO(s): 3.1: To write a paper based on a research finding students have conducted

**4. Program ILO:** To gather or collect information relevant to assessment and treatment of communication disorders and critically evaluate the information and samples collected

Specific Course ILO(s): 4.1: To identify appropriate assessment and intervention approach for patients with hearing loss  
4.2: To identify appropriate therapy goals for patients with hearing

**5. Program ILO:** To formulate specific and appropriate patient management plans. Furthermore,

conduct appropriate diagnostic monitoring procedures, treatment, therapy or other actions safely and skillfully.	
Specific Course ILO(s):	5.1: To understand the responsibilities of the speech therapist to formulate specific and appropriate patient management plans. Furthermore, conduct appropriate diagnostic monitoring procedures, treatment, therapy or other actions safely and skillfully
<u>6. Program ILO:</u> To solve clinical problems using critical thinking skills.	
Specific Course ILO(s):	6.1: To identify appropriate strategies to solve clinical problems 6.2: To suggest solutions for cases with different types and degrees with hearing loss
<u>7. Program ILO:</u> To work, where appropriate, in partnership with other professionals, support staff, service users and their relatives.	
Specific Course ILO(s):	7.1: To identify appropriate multidisciplinary collaborations according to disciplines.
<u>8. Program ILO:</u> To demonstrate understanding of ethical responsibility when working with patients with communication disorders and their families. 2.	
Specific Course ILO(s):	8.1: To understand the importance of ethical responsibility when working with patients with communication disorders and their families.
<u>9. Program ILO:</u> To demonstrate commitment to lifelong learning, teamwork, scientific research, analysis, interpretation 3.	
Specific Course ILO(s):	9.1: To understand the importance of commitment to lifelong learning, teamwork, scientific research, analysis, interpretation
<u>10. Program ILO:</u> To demonstrate the ability to think critically and solve problems, and use technology to monitor, manage, analyze, and transfer information to generate knowledge and employ it for future uses.	
Specific Course ILO(s):	10.1: To analyze case scenarios 10.2: To learn about the technology related to assessment and intervention of individuals with hearing loss
<u>11. Program ILO:</u> To demonstrate the ability to take responsibilities and exercises their rights and duties within the value system of society and their public morals.	
Specific Course LO(s):	NA

## 20. Topic Outline and Schedule:

4.					
Topic	Week	Instructor	Achieved ILOs	Evaluation Methods	Reference
Course Introduction	1 <sup>st</sup>				
Chapter 3 : Listening devices and related technology	2 <sup>nd</sup> & 3 <sup>rd</sup>	Rana Alkhamra	2.1 2.2 4.1 6.2	Presentations & Class discussions	Tye-Murray & assigned readings

			8.1 10.1		
Chapter 4 : Auditory training + Auditory verbal therapy approach	4 <sup>th</sup> & 5	Rana Alkhamra	4.1 4.2 6.1 6.2 8.1 10.1	Presentations & Class activity + discussions & assigned readings	Tye-Murray & Article
Chapter 5 : Speechreading	6 <sup>th</sup>	Rana Alkhamra	1.4.1 1.4.2	Presentations & Class discussions	Tye-Murray
Chapter 6 : Speechreading training	7 <sup>h</sup>	Rana Alkhamra	4.1 4.2 6.2 10.1	Presentations & Class discussions	Tye-Murray & Article
Midterm Exam	8 <sup>th</sup>  <b>12/10/2019</b>	Rana Alkhamra		Written Exam	
Chapter 7: Communication strategies and conversation styles	9 <sup>th</sup>	Rana Alkhamra	4.2	Presentations & Class discussions	Tye-Murray
Chapter 8 Assessment of communication difficulties	10 <sup>th</sup>	Rana Alkhamra	4.1	Presentations & Class discussions	Tye-Murray
Chapter 9: Communication strategies training	11 <sup>th</sup>	Rana Alkhamra	4.2 6.1 6.2 8.1 10.1	Presentations & Class discussions	Tye-Murray
Chapter 10: Counselling and assistive training	12 <sup>th</sup> &	Rana Alkhamra	6.1 7.1	Presentations & Class discussions	34. Tye-Murray
Aural Rehabilitation in adults	13 <sup>th</sup>		6.1 6.2 8.1 10.1	Presentations & Class discussions	34. Tye-Murray & assigned readings
<b>ASSIGNMENT</b> Project Presentations	13 <sup>th</sup> & 14 <sup>h</sup>	37. Rana Alkhamra	3.1 9.1	Assignment submission	
Final meeting	15 <sup>th</sup>				

## 21. Teaching Methods and Assignments:

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

## 22. Evaluation Methods and Course Requirements:

Select if applied	Instructional Methods	Learning Activities (Examples)
✓	Direct Instruction	<ul style="list-style-type: none"> <li>Structured orientation lectures</li> <li>Skills and procedures demonstrations</li> </ul>
✓	Interactive Instruction	<ul style="list-style-type: none"> <li>Clinical conferences and case presentations</li> <li>Seminars and discussions</li> </ul>
✓	Experiential Learning	<ul style="list-style-type: none"> <li>Experiential learning in clinical setting</li> <li>Simulation</li> <li>Hands-on learning</li> </ul>
✓	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>
	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>
✓	Evidence Based Practice	<ul style="list-style-type: none"> <li>Integrate research methods &amp; results in the learning process</li> <li>Reflective assignments &amp; projects</li> </ul>
	Other (please specify)	

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

Exams		
Exam	Date	Grade
Midterm	12/10/2019	30%
Final	Assigned by registration	40%
Presentation & class discussion	Course related material	10%
Assignment	See assignments section below	20%
Assignments		
Group research project		

<p>Assignment: Students can choose one of the following topics or suggest a course related topic to research e.g.:</p> <ol style="list-style-type: none"> <li>1- Aural rehabilitation in children with cochlear implants</li> <li>2- Challenges of children with hearing loss in the school setting</li> <li>3- Everyday challenges of parents of children with hearing loss</li> <li>4- Reading skills of school age children with cochlear implants</li> <li>5- Phonological processing in children with hearing loss</li> <li>6- Language or speech development in children with cochlear implants or children using hearing aids.</li> </ol>	
<u>Assignment description:</u>	<ol style="list-style-type: none"> <li>1- Students will review literature on the selected topic</li> <li>2- Students will design a study</li> <li>3- Students will write a proposal about the research project</li> <li>4- students will assign participants and collect data</li> <li>5- students will enter data</li> <li>6- Student will statistically analyze data</li> <li>7- Students will present their findings in a paper (13%) and in a ppt class presentation (7%)</li> </ol>
<u>Assignment objective:</u>	<ol style="list-style-type: none"> <li>1. To review literature on the selected topic</li> <li>2. To design a study</li> <li>3. To write a proposal about the research project</li> <li>4. To assign participants and collect data</li> <li>5. To enter data</li> <li>6. To statistically analyze data</li> <li>7. To present their findings in a paper and in a ppt class presentation</li> </ol>
<u>Assignment due date:</u>	Weeks 13 <sup>th</sup> and 14 <sup>th</sup> of classes
<u>Grade:</u>	20%
<u>Rubric:</u>	<u>See appendix</u>

### 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</li> </ul>
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material with students who missed class (es).

- An absence of more than 15% of all the number of classes, which is equivalent of (6) 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.

#### 24. Required equipment:

The presentation of information will be through the use of lecture slides, class discussion, interactive research project mentoring, and use of text and extra readings.

#### 25. References:

- Tye-Murray, N. (2015). Foundations of Aural Rehabilitation: Children, Adults, and Their Family Members (4th Edition) Clifton Park, NY: Delmar.


#### Recommended books, materials, and media:

- Additional selected readings will be assigned throughout the semester. These will be posted on E-learning Course material will be uploaded on e-learning. Students should check the course site frequently for handouts, course related articles, and announcements. In addition, all email from the instructor to students will be sent through e-learning. Please be sure to check your e-learning account.



## 26. Additional information:

None
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Name of Course Coordinator: Dr. Rana Alkhamra Signature:  Date: 17/9/2019

Head of curriculum committee/Department: Dr. Hanadi Bani Hani Signature: H.B.H

Head of Department: Dr. Hanadi Bani Hani

Signature: H.B.H

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

Dean: Professor Ziad Hawamdeh Signature: Z.H.

Copy to:

Head of Department  
Assistant Dean for Quality Assurance  
Course File

## AURAL REHABILITATION “1804734”

## Assignment

## RUBRIC FOR THE RESEARCH PAPER &amp; PRESENTATION (= 20 POINTS)

Written Paper= 13%	Poor	Moderate	Excellent	Score
1. Abstract = 1 points  Poor: 0.5 Moderate: 1 Excellent: 2	Abstract is not the proper length. Not very informative or understandable. Abstract is weak.	Abstract is proper length. Somewhat informative and understandable.	Abstract is proper length. Highly informative, complete and easy to understand. Appropriate vocabulary is used. Abstract makes you want to read the paper.	
2. Purpose of the study & research questions= 1 points  Poor: 0 Moderate: 0.5 Excellent: 1	Does not clearly state the central purpose, arguments, or goals of the project; displays lack of focus or detail	Clearly identifies the central purpose, arguments, or goals of the project, but sometimes may digress	Effectively describes and explains the central purpose, arguments, or goals of the project; explanation is focused, detailed, and compelling	
3. Content + data file = 2 points  Poor: 0-1 Moderate: 2-3 Excellent: 4-5	Content is unclear, inaccurate, and/or incomplete; support for the central purpose, arguments, or goals of the project is weak or poorly discussed; displays only rudimentary knowledge of the content area; reader gains few if any insights	Presents clear and appropriate information that adequately supports the central purpose, arguments, or goals of the project; demonstrates satisfactory knowledge of the content area; reader gains some insights	Presents balanced, significant, and valid information that clearly and convincingly supports the central purpose, arguments, or goals of the project; demonstrates in-depth knowledge of the content area; reader gains important insights	
4. Organization= 2 points Poor: 0.5-1 Moderate: 1.5-2 Excellent: 3	Information/content is not logically organized or presented; topics/paragraphs are frequently disjointed and fail to make sense together; reader cannot identify a line of reasoning	Information/content is presented in a clear and reasonable sequence; topic/paragraph transition is usually good with clear linkages for the most part; reader can generally understand and follow the line of reasoning	Information/content is presented in a logical, interesting, and effective sequence; topics flow smoothly and coherently from one to another and are clearly linked; reader can easily follow the line of	

	and loses interest		reasoning	
5. Writing & grammar= <b>2 points</b>  Poor: 0-1 Moderate: 2-3 Excellent: 4-5	The written project exhibits multiple errors in grammar, sentence structure, and/or spelling; inadequate writing skills (e.g., weaknesses in language facility and mechanics) hinder readability and contribute to an ineffective research project	Written research project displays good word choice, language conventions, and mechanics with a few minor errors in spelling, grammar, sentence structure, and/or punctuation; errors do not represent a major distraction or obscure meaning	Readability of the project is enhanced by facility in language use/word choice, excellent mechanics, and syntactic variety; uses language conventions effectively (e.g., spelling, punctuation, sentence structure, paragraphing, grammar, etc.)	
6. Analysis/ Results Tables and graphs = <b>2 points</b>  Poor: 0-1 Moderate: 2-3 Excellent: 4-5	Some analysis; Results does not include tables or figures	Good analysis. Results include some tables or figures	Excellent analysis. Excellent results using effective tables and graphs	
7. Conclusion = <b>1 points</b>  Poor: 0.5 Moderate: 1 8. Excellent: 2	Lack of summary of topic.	Good summary of topic with clear concluding ideas.	Excellent summary of topic with concluding ideas that impact reader.	
9. References = <b>1 points</b>  Poor: 0.5 Moderate: 1 Excellent: 2	Most of the references are from sources that are not peer reviewed or professional, and have uncertain reliability; few if any appropriate citations are provided; reader doubts the validity of much of the material; references are outdated	Professionally legitimate references are generally used; clear and fair citations are presented in most cases; most of the information/content/evidence comes from sources that are reliable	Presents compelling evidence from professionally legitimate sources; attribution is clear accurate; and up to date references are primarily peer-reviewed professional journals or other approved sources	
10. Formatting= <b>1point</b>	Research project exhibits frequent and significant	APA formatting is employed appropriately in the research project with a few minor	APA format is used accurately and consistently	

Poor: 0 Moderate: 0.5 Excellent: 1	errors in APA formatting	errors	throughout the research project	
Oral presentation = 7%	2-to- 3points	4-to- 6 points	7 points	Score
	Oral presentation cannot be understood because there is no logical sequencing of research information; presenter uses superfluous graphics or no graphics; graphics do not support or relate to the information presented; presenter reads most or all of the project notes with little or no eye contact; presenter mumbles, incorrectly pronounces terms, and/or speaks too quietly; oral presentation rambles, is unclear, and cannot be followed by the audience; presenter is unprofessional, lacks confidence, is uncomfortable, and cannot answer basic questions	Research information is presented in a sequence that the audience can follow; graphics support and are related to the content of the project; presenter maintains eye contact with the audience with a few minor exceptions; presenter reads from notes on a few occasions; presenter uses good voice dynamics and clearly enunciates terms; presenter is comfortable for the most part and adequately answers questions; overall, the oral presentation is delivered in a satisfactory manner and meets expectations with respect to oral communication skills	Research information is presented in a logical, interesting, and effective sequence, which the audience can easily follow; oral presentation uses effective graphics to explain and reinforce the information presented; presenter maintains eye contact with audience, seldom returning to notes; presenter speaks in a clear voice and uses correct, precise pronunciation of terms; oral presentation is thorough, clear, compelling, informative, and professionally delivered; presenter is professional, confident, comfortable, and answers questions effectively	