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| **1** | **Course title** | Studies in Language Disorders in Children |
| **2** | **Course number** | 1804750 |
| **3** | **Credit hours** | 3 (theory) |
| **Contact hours (theory, practical)** | 3 (theory per week) |
| **4** | **Prerequisites/corequisites** | 1804710 |
| **5** | **Program title** | MSc in speech language pathology |
| **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** | **Level of course** | Postgraduate/ First year |
| **11** | **Year of study and semester (s)** | 2020/2021, Second 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** | **Teaching methodology** | ☐Blended ☐Online (live) |
| **16** | **Electronic platform(s)** | ☐Moodle ☐Microsoft Teams ☐Skype ☐Zoom  ☐Others………… |
| **17** | **Date of production/revision** | 20/2/2021 |

**18 Course Coordinator:**

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| Name: Rana Alkhamra, Ph.D  Office number: 450  Phone number: Office : 5355000, ext. 23271 ; WhatsApp # 0797231633  Email: [r.khamra@ju.edu.jo](mailto:r.khamra@ju.edu.jo)  Online office hours on Teams:  **Sundays 9- 10 am**  **Tuesday: 3-4 pm** |

**19 Other instructors:**

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| Name:  Office number:  Phone number:  Email:  Name:  Office number:  Phone number:  Email: |

**20 Course Description:**

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| The course is intended to introduce students to language disorders in term of early identification of the different aspects of language (phonology, syntax, semantics, and pragmatics), assessment procedures, and intervention approaches. In addition to family and school role in maintaining a facilitative language environment. The students will collect language samples, and write a report and treatment plan. |

**21 Course aims and outcomes:**

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| A- Aims:  This course aims atfocusing on child language disorders including the dynamic and reciprocal relationship of the problem among the child, his family, and the environment. Language disorders from infancy through adolescence will be covered.  B- Intended Learning Outcomes (ILOs):  Upon successful completion of this course, students will be able to:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | PLOs  ILOs of the course | PLO (1) | PLO (2) | PLO (3) | PLO (4) | | 1) Demonstrate deep knowledge of the basic human communication processes, as well as the nature of speech, language, and hearing. | 1.1: To remember the four main domains of language (syntax, semantics, phonology and pragmatics) | 1.2: To remember the stages of speech and language development |  |  | | 2) Apply the basic principles and methods of prevention, assessment and intervention for individuals with communication disorders. | 2.1: To identify assessment methods implemented with children with language disorders in different developmental stages. | 2.2: To identify intervention approaches implemented with children with language disorders in different developmental stages |  |  | | 3) Write theses and reports to a professional standard, equivalent in presentational qualities to that of publishable papers. | 3.1: To read, summarize, and understand topic related research articles. |  |  |  | | 4) : Gather or collect information relevant to assessment and treatment of communication disorders and critically evaluate the information and samples collected | 4.1.: To identify assessment methods of children in different developmental stages. | 4.2: To identify intervention approaches of children in different developmental stages. |  |  | | 5) Formulate specific and appropriate patient management plans. Furthermore, conduct appropriate diagnostic monitoring procedures, treatment, therapy or other actions safely and skillfully. | 5.1: To formulate proper assessment and intervention plans | 5.2 : To suggest amendments to therapy methods and plans |  |  | | 6) Solve clinical problems using critical thinking skills. | 6.1: To analyze cases with language disorders using clinical reasoning and critical thinking. |  |  |  | | 7) Work, where appropriate, in partnership with other professionals, support staff, service users and their relatives. | 7.1: To highlight the importance of multidisciplinary approach | 7.2: To highlight the importance of collaborating with other professions and patients' families |  |  | | 8) Demonstrate understanding of ethical responsibility when working with patients with communication disorders and their families | 8.1 To read ASHA's code of ethics |  |  |  | | 9) Demonstrate commitment to lifelong learning, teamwork, scientific research, analysis, interpretation | 9.1 To learn the importance of commitment to lifelong learning, teamwork, scientific research, analysis, and interpretation of information | 9.2 To present research and topics related to language disorders |  |  | | 10) 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. | 10.1. To identify assessment tools and methods. | 10.2.: To identify the different therapy approaches. | 10.3: To learn about the hard to assess and intervene child. |  | | 11) Demonstrate the ability to take responsibilities and exercises their rights and duties within the value system of society and their public morals. | 11.1: To learn about the importance of abiding by ASHA code of ethics |  |  |  | |  |  |  |  |  | |

**22. Topic Outline and Schedule:**

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| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Week** | **Lecture** | **Topic** | **Intended Learning Outcome** | **Learning Methods\***  **/platform** | **Evaluation Methods\*\*** | **Resources** | | 1 | 1 | Course introduction; syllabus preview | 1.1; 1.2 | Online/interactive/Microsoft Teams (MT) & Moodle | Class discussion | Course syllabus | |  | | 2 | 2 | Models of child language disorders | 2.1; 1.1 | Online/interactive/Microsoft Teams (MT) & Moodle | Class discussion | Paul & Norbury (2017) ch. 1 +  ASHA code of ethics  <https://www.asha.org/uploadedFiles/ET2016-00342.pdf> | |  |  | |  |  | | 3 | 3 | Principles of Assessment | 2.1; 1.1; 1.2 | Online/interactive/Microsoft Teams (MT) & Moodle | -Discussing “ chapter 2  Class activity:  1. Describe **a language assessment too**l (norm referenced (other than the PPVT), criterion, dynamic, or functional tests)  2. Identify the assessment method that it comes under  3. What does it test; the age group that it assesses, the group that it assesses?  4. Whether it was tested for validity and reliability | Paul & Norbury (2012) ch. 2 +  Online search for language assessment tools | |  |  |  |  | |  |  |  |  | | 4 | 4 | Principles of intervention | 2.2; 1.1; 1.2 | Online/interactive/Microsoft Teams (MT) & Moodle | - Discussing ch.3  Team activity 2: Finding a video on Youtube that talks about the effectiveness of an intervention approach that is discussed in chapter 3. | Paul & Norbury (2012) ch. 3 + Youtube videos | |  | | 5 | 5 | Assessment and intervention in the prelinguistic periods | 4.1; 4.2; 7.1; 7.2 | Online/interactive/Microsoft Teams (MT) & Moodle | - Discussing ch.6  - Team activity: Answering an essay question from the study guide at the end of the chapter “Q VI. – F through J) “ | Reading Paul & Norbury (2012) ch. 6 | |  | |  |  |  | | 6 | 6 | Assessment for emerging language | 4.1; 5.1; 4.2; 7.1; 7.2; 10.1; 10.2; 10.3 | Online/interactive/Microsoft Teams (MT) & Moodle | - Discussing Assessment for emerging language -ch. 7  Team activity: Submitting answers to:  1. What are the main points that the article discusses?  2. Explain why ASD is defined as a “disorder of neuronal organization” by the neuropsychologic profile  3. What does the article say about the development of language in Autism?  4. What is the clinical implications of the article  5. What are the main points that you learned from this article? | Paul & Norbury (2012) ch. 7  +  <https://leader.pubs.asha.org/doi/full/10.1044/leader.FTR1.15052010.8> | |  | | 7 | 7 | Intervention for emerging language | 4.1; 5.1; 4.2; 7.1; 7.2; 10.1; 10.2; 10.3 | Online/interactive/Microsoft Teams (MT) & Moodle | Discussing **Intervention for emerging language** -ch.7 | Paul & Norbury (2012) ch.7 | |  | | 8 | 8 | Midterm Exam |  | Online/interactive/Microsoft Teams (MT) & Moodle |  |  | |  | | 9 | 9 | Assessment for developing children  **+**    **Case report description** | 3.1; 5.1; 6.1; 7.1; 7.2; 10.1; 10.2; 10.3; 9.1; 9.2 | Online/interactive/Microsoft Teams (MT) & Moodle + ppt recording | -Discussing Assessment for developing children- ch.8  -  -Students Presentation | Paul & Norbury (2012) ch. 8 | |  |  | - **Case report description**  (Dr. Rana) |  | |  |  |  |  | | 10 | 10 | Intervention for developing children | 3.1; 5.1; 6.1; 7.1; 7.2; 10.1; 10.2; 10.3; 9.1; 9.2  5.1; 5.2; 6.1 | Online/interactive/Microsoft Teams (MT) & Moodle + ppt recording | -Discussing Intervention for developing children- ch.9  -  -**Teams activity:** Case analysis | Paul & Norbury (2012) ch. 9 | |  | | 11 | 11 | Assessment for learning stage | 6.1; 4.1; 4.2; 9.1; 10.1; 10.2; 10.3; 9.1; 9.2  5.1; 5.2; 6.1 | Online/interactive/Microsoft Teams (MT) & Moodle + ppt recording | -Discussing **Assessment** for learning stage -ch.11  -  - Student presentation  -**Teams activity:** Case analysis + assessment plan | Paul & Norbury (2012) ch. 11 | |  | | 12 | 12 | Intervention for learning stage | 6.1; 4.1; 4.2; 9.1; 10.1; 10.2; 10.3; 9.1; 9.2  5.1; 5.2; 6.1; | Online/interactive/Microsoft Teams (MT) & Moodle + ppt recording | -Discussing Intervention for developing children- ch.9  -  -**Teams activity:** Case analysis + intervention plan | Paul & Norbury (2012) ) ch. 12 | |  | | 13 | 13 | Language reading, and learning in school | 6.1; 4.1; 4.2; 9.1; 10.1; 10.2; 10.3; 9.1; 9.2 | Online/interactive/Microsoft Teams (MT) & Moodle + ppt recording | Discussing chapter 10 + | Paul & Norbury (2012) ch. 10 | |  | | 14 | 14 | Presenting case reports about a case with a language disorder (e.g. language impairment; hearing loss; | 2.1.; 2.2; 3.1; 9.1; 9.2 | Online/interactive/Microsoft Teams (MT) & Moodle | ppt presentation+ video presentation+ written report submission |  | |  |  |  |  |  | | 15 | 15 | Presenting case reports | 9.1; 9.2 | Online/interactive/Microsoft Teams (MT) & Moodle | ppt presentation+ video presentation+ written report submission |  | |  | |  | |

* Teaching methods include: Synchronous lecturing/meeting; Asynchronous lecturing/meeting
* Evaluation methods include: Homework, Quiz, Exam, pre-lab quiz…etc

**23 Evaluation Methods:**

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| Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Evaluation Activity** | **Mark** | **Topic(s)** | **Intended Learning Outcome** | **Period (Week)** | **Platform** | | Midterm exam | 30% | Topics in week 1- week 7 | 2.2; 1.1; 1.2; 4.1; 5.1; 4.2; 7.1; 7.2; 10.1; 10.2; 10.3 | 8th week | JU exams | | Final exam | 40% | Topics in week 5 – week 15 | 2.1.; 2.2; 3.1; 4.1; 5.1; 5.2; 6.1; 4.2; 7.1; 7.2; 10.1; 10.2; 10.3; 3.1; 5.1; 6.1; 7.1; 7.2; 9.1; 10.1; 10.2; 10.3 | 16th | JU exams | | Team activities+ class participation | 10% | All semester topics | 2.1.; 2.2; 3.1; 4.1; 5.1; 5.2; 6.1; 4.2; 7.1; 7.2; 10.1; 10.2; 10.3; 3.1; 5.1; 6.1; 7.1; 7.2; 9.1; 10.1; 10.2; 10.3 | Week 1 – 15 | Teams & Moodle | | Group presentation | 5% | Weeks 9 -13 | 6.1; 4.1; 4.2; 9.1; 10.1; 10.2; 10.3; 9.1; 9.2 | Weeks 9 through 13 | Teams & Moodle | | Case report+ presentation | 10%+5% | Weeks 14 +15 | 9.1; 9.2 | Weeks 14 and 15 | Teams & Moodle | |  |  |  |  |  |  | |  |  |  |  |  |  | |

**24 Course Requirements**

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

**25 Course Policies:**

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| A- Attendance policies:  B- Absences from exams and submitting assignments on time:  C- Health and safety procedures:  D- Honesty policy regarding cheating, plagiarism, misbehavior:  E- Grading policy:  F- Available university services that support achievement in the course: |

**26 References:**

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| A- Required book(s), assigned reading and audio-visuals:   * Paul, R. & Norbury, C. F. (2017). Language disorders from infancy through adolescence: listening, speaking, reading, writing, and communicating (4th & 5th Edition). St Louis, MO: Elsevier Mosby. (Register at http://evolve.elsevier.com/Paul/language/ for access to video clips and other resources.) * Reed, V. (2017). An introduction to children with language disorders, 5th ed. . James Madison University. Boston : Pearson   B- Recommended books, materials and media:   * Roth, R. & Worthington, C. (2016). Treatment Resource Manual for Speech Language Pathology 5 th Ed. USA, Delmar, Cengage Learning * Shipley , K. & McAfee, J. (2021). Assessment in Speech-Language Pathology: A Resource Manual 6th Ed . USA, Delmar, Cengage Learning |

**27 Additional information:**

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Name of Course Coordinator: -------Rana Alkhamra--------Signature: --------  ---------- Date: 21/2/2021

Head of Curriculum Committee/Department: Soha Garadat Signature: Soha Garadat

Head of Department: Soha Garadat Signature: Soha Garadat

Head of Curriculum Committee/Faculty: Professor Ziad Hawamdeh Signature: Z.H-------------------

Dean: Professor Ziad Hawamdeh Signature: --Z.H----------------