

1	Course title	Clinical Practicum in Speech- Special topic
2	Course number	1804356
3	Credit hours (theory, practical)	3
	Contact hours (theory, practical)	12 practical
4	Prerequisites/corequisites	Clinical Observation in Speech
5	Program title	B.S. in hearing and speech
6	Program code	4
7	Awarding institution	The University of Jordan
8	Faculty	Faculty of Rehabilitation
9	Department	Department of Hearing & Speech Sciences
10	Level of course	Undergraduate/ Third year
11	Year of study and semester (s)	2018/2019, Second semester
12	Final Qualification	B.Sc. in hearing and speech
13	Other department (s) involved in teaching the course	None
14	Language of Instruction	Arabic and English
15	Date of production/revision	2019

16. Course Coordinator:

Name	Jehad A. Alaraifi
Rank	Instructor
Office number	445
Office hours	
Phone number	5155000 Ext. 23263
Email addresses	j.alaraifi@ju.edu.jo

17. Other instructors:

--

18. Course Description:

A clinical topic of interest in speech and language pathology is determined by the faculty member who teaches the course, and the needs of the students.

19. Course aims and outcomes:

A- Aims:

This course is to further develop student's practical skills. The students will be able to demonstrate

adequate assessment and treatment procedures in the clinic.	
B- Intended Learning Outcomes (ILOs): Upon completing the program, students are expected to:	
1. Program ILO: Demonstrate deep knowledge of human communication processes, as well as the nature of speech, language, and hearing .	
Specific Course ILO(s):	1.1. To be able to identify communication disorders.
2. Program ILO: Identify and apply the basic principles and methods of prevention, assessment and intervention for individuals with communication and hearing disorders.	
Specific Course ILO(s):	2.1. To be able to demonstrate adequate assessment of communication disorders. 2.2. To be able to demonstrate adequate treatment of communication disorders.
3. Program ILO: Apply the basic clinical skills in working with individuals with communication and hearing disorders.	
Specific Course ILO(s):	3.1. To be able to use adequate evaluation approaches. 3.2. To be able to select adequate treatment approaches.
4. Program ILO: Formulate specific and appropriate intervention plans.	
Specific Course ILO(s):	4.1. To be able to design adequate plan based on the patient's disorder.
5. <u>Program ILO</u> : Conduct appropriate diagnostic monitoring procedures, therapy or other actions safely and skilfully.	
Specific Course ILO(s):	5.1. To be able to conduct health and safety procedures during evaluation. 5.2. To be able to conduct health and safety procedures during treatment.
6. Program ILO: Write professional reports for patient with communication and hearing disorders.	
Specific Course ILO(s):	6.1. To write adequately designed session plan based on the patient's needs.
7. <u>Program ILO</u> : Apply principles of evidence-based practice in the assessment and intervention processes.	
Specific Course ILO(s):	7.1. To prepare adequate evaluation and treatment plans based on evidence based practice guidelines. 7.2. To select adequate evaluation and treatment materials based on different criteria including age, gender, disorder, and individual interests.
8. Program ILO: Identify ongoing effectiveness of planned activity and modify it accordingly.	
Specific Course ILO(s):	8.1.1. To document the patient's progress. 8.1.2. To formulate treatment plan based on ongoing progress.
9. Program ILO: Analyze the criteria of each assessment and intervention approach and accordingly choose the best technique for each individual case.	
Specific Course ILO(s):	9.1.1. To be able to analyse assessment and treatment sections and how to apply them. 9.1.2. To monitor and review treatment goals and procedures based on the patients' performance change. 9.1. To be able to justify why a specific treatment approach is conducted.

	9.2. To analyse session plan, and other used reports sections and relate them to the conducted session.
10. Program ILO: Employ time management skills in dealing with caseloads and in delivering intervention for individual cases.	
Specific Course ILO(s):	10.1. To be able to take a patient that is not on the schedule.
11. Program ILO: 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.	
Specific Course ILO(s):	11.1. To be able to relate research to the used evaluation and treatment approaches.
12. Program ILO: Demonstrate the ability to take responsibilities and exercises their rights and duties within the value system of society and their public morals.	
Specific Course ILO(s):	12.1. To be able to know how to demonstrate adequate crisis management during working with patients and family members (e.g., parents refuse to a specific treatment approach). 12.2. To consider and value the differences in dialects, cultures, and other differences between patients.

20. Topic Outline and Schedule:

Topic	Week	Instructor	Achieved ILOs	Evaluation Methods	Reference
Introduction and Ethics of the profession and writing reports.	1 st week		To be able to identify general objectives, procedures, materials and activities used in the assessment and treatment sessions.	Assignments	Syllabus Report templates
Introduction of assessment and writing reports for various cases of communication disorders.	2 nd + 3 rd week		To formulate adequate evaluation and treatment plans based on evidence based practice guidelines.	Assignments	1+2+3+4
Treatment of various cases of communication disorders	4 th – 15 th week		To be able to use different assessment and treatment objectives, procedures, activities and materials for	Dynamic assessment of report writing and session plan conduction.	1+2+3+4

			later assessment and treatment sessions.		

21. Teaching Methods and Assignments:

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

Select if applied	Instructional Methods	Learning Activities (Examples)
✓	Direct Instruction	<ul style="list-style-type: none"> Structured orientation lectures Skills and procedures demonstrations
✓	Interactive Instruction	<ul style="list-style-type: none"> Clinical conferences and case presentations Seminars and discussions
✓	Experiential Learning	<ul style="list-style-type: none"> Experiential learning in clinical setting Simulation Hands-on learning
✓	Independent Study	<ul style="list-style-type: none"> Self-directed literature review and synthesis to address problems in a specific case study Reflective Journaling
	Blended Learning	<ul style="list-style-type: none"> Combined face-to-face classroom practices with computer-mediated activities regarding content and delivery of course topics
✓	Evidence Based Practice	<ul style="list-style-type: none"> Integrate research methods & results in the learning process Reflective assignments & projects
	Other (please specify)	

22. Evaluation Methods and Course Requirements:

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

Exams		
Exam	Date	Grade
Writing session plan	Each session	10 (see appendix 2)

Writing other reports	Dynamic assessment	20 (See appendix 3)
Conduction of session plans	Each session	40 (see appendix 1)
Written exam	During the 16 th week	30
Assignments		
Assignment 1: (see appendix 2 and 3)		
<u>Assignment description:</u>	Writing session plans before each treatment session 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>	The student will be able to write session plans The student will be able to demonstrate the basic criteria of writing other used reports.	
<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>	Session plan: 10 grades Other reports: 20 grades	
<u>Rubric:</u>	(can be in an appendix)	

23. 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 (5) 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 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:

Equipments that will be used:

- Computer
- Data-show Projector

Websites that will be used for readings:

The University of Jordan website (E-Learning)

25. References:

1. Required book (s), assigned reading and audio-visuals:

Colleen K (2010). Treatment Resource Manual for Speech- Language Pathology, Worthington, M. S

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

Hegde, M. N. (1994). A Course Book on Scientific and Professional Writing in Speech- Language Pathology. San Diego, CA, Singular Publishing Group, Inc

Shipley, K. G., & McAfee, J. G. (2009). Assessment in speech- language pathology, a resource manual. San Diego: Singular.

2. Recommended books, materials, and media:

Landis K, Woude JV, Jongsma AE. (2004). The speech-language pathology treatment planner. 1 st ed. New Jersey: John Wiley & Sons, Inc.

Websites: Phonetic transcription, articulators' anatomy & Youtube video clips (communication disorders).

Hegde, M. N. (1996). Pocket Guide in Treatment in Speech- Language Pathology

Hegde, M. N. (1996). Pocket Guide to Assessment in Speech- Language Pathology

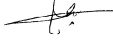
Articles, chapters from different books and websites will be provided during the semester.

American Speech, Language, and Hearing Association website: www.asha.org

26. Additional information:

This course is a basic course in practicum and one of the first steps in learning how to demonstrate evaluation and therapy, and writing reports.

Name of Course Coordinator: Jehad A. Alaraifi Signature: J.A.A. Date: 14-4-2019

Head of curriculum committee/Department: Yaser Al Natour Signature: 

Head of Department: Dr. Yaser Natour Signature: 

Head of curriculum committee/School: Professor Ziad Hawamdeh Signature: - Z.H

Dean: Professor Zeyad Hawamdeh Signature: Z.H

Copy to:

Head of Department
Assistant Dean for Quality Assurance
Course File

Appendix 1

Student Evaluation Form for Training

Student:

Client:

Date:

Diagnosis:

	Skills	
A	Preparedness for session	
1	Arrange seating to facilitate movement	/1
2	Using the session time properly	/1
B	Session activities	
3	Variation of activities and procedures	/1
4	Appropriateness of activities for patient age repetition, indirect repetition, conversation	/1
5	Applying the goal yes, did all the required tasks	/4
6	Data collection procedure	/1
7	Ready tally sheet	/1
C	Feedback to parents	
8	Gives clear instruction to the pt. ahead and at the end of session	/1
9	Gives a homework (materials handed to parents) with instruction	/1
D	Feedback to patient	
10	Gives clear instruction to the patient before each activity	/1
11	Gives adequate feedback (using adequate timing)	/1
12	Can correctly judge on the response	/1
13	Use appropriate intonation- she is an adult pt.	/1
14	Use appropriate reinforcement	/1
F	File and documentation	
15	Organizing the room and tools after the session	/1
16	Having required documents in file	/1
17	Documenting Attendance	/1
	TOTAL	/20

Notes:

Supervisor: ----- Date: -----

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

Session Details:

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 and data collection sheets (1 Mark)

SOAP notes 2 Marks

Appendix 2: Rubric for Writing Assessment Reports

تقسيم العلامات	أجزاء الأقسام التي يتم مراعاتها في تقييم الطالب	القسم الذي يتم فحصه
		المعلومات الشخصية (العلامة من 4)
1	ذكر جميع أجزاء معلومات المريض ما عدا تفاصيل الإسم والعنوان	
		تاريخ الحالة (العلامة من 8)
4	ذكر جميع أجزاء تاريخ الحالة	
2	معلومات صحيحة	
		تقييم مالمريض الفعلي (العلامة من 14)
2	ذكر تفاصيل فحص الفم	
5	ذكر تفاصيل فحص اللغة الإستقبالية والتعبيرية والطلاقة والنطق	
2	وضع أمثلة على الأجزاء التي تم تقييمها	
1	التشخيص	
		التوصيات (العلامة من 4)
1	ذكر الفحص/ المسح السمعي	
1	ذكر جميع أجزاء التوصيات المطلوب	
1	ذكر عدد الجلسات في الأسبوع ومدة الجلسة	
20		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 (من 4 علامات)
		الأهداف طويلة المدى (من 7 علامات)
2	مناسبة الأهداف	
4	إكتمال عناصر الأهداف طويلة المدى (تكون الجمل كاملة)	
		الأهداف قصيرة المدى (من 10 علامات)
2	مناسبة الأهداف	
5	إكتمال عناصر الأهداف قصيرة المدى (تكون الجمل كاملة)	
		التعزيز (3 علامات)
1	نوع التعزيز ومناسبه للمريض	
1	طريقة عرضه (هل مستمر أو متقطع ...)	
		خطة التعميم (3 علامات)
1	مناسبة خطة التعميم	
1	إكتمال جميع الأجزاء	
		دور الأهل (3 علامات)
1	مناسبة الأهداف التي توضع لدور الأهل	
1	إكتمال جميع الأجزاء	
20		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
1	ذكر جميع أجزاء معلومات المريض ما عدا تفاصيل الإسم والعنوان	
		وصف الحالة
2	إكمال المعلومات	
		الأهداف العلاجية
7	ذكر جميع الأهداف العلاجية	
5	تطابق الأهداف مع الخطة العلاجية	
		التحسن
1	ذكر جميع نقاط التحسن	
1	صحة نسبة التحسن	
		الأهداف المتبقية
1	ذكر جميع الأهداف المتبقية	
		خطة التعزيز
1	ذكر نوع التعزيز	
		التوصيات
1	إكمال جميع الأجزاء	
20		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 من 100	الإمتحان النهائي (30)	معدل الثلاث تقارير: التقييم والخطة العلاجية وتقرير التقدم (20)			العمل في الجلسة الفعلية (40)	الخطة الأسبوعية (10)	اسم الطالب	#
		تقرير التقدم	تقرير الخطة العلاجية	تقرير التقييم				