

1	Course title	The Life of Hearing-impaired Child
2	Course number	1804430
3	Credit hours (theory, practical)	3 (theory)
	Contact hours (theory, practical)	3 (theory)
4	Prerequisites/corequisites	1804331
5	Program title	Bachelor of hearing and speech sciences
6	Program code	1804
7	Awarding institution	The University of Jordan
8	School	School of Rehabilitation Sciences
9	Department	Hearing and Speech Sciences
10	Level of course	Undergraduate/ fourth year
11	Year of study and semester (s)	2018/2019, first semester
12	Final Qualification	Bachelor degree in Hearing and Speech Sciences
13	Other department (s) involved in teaching the course	None
14	Language of Instruction	English
15	Date of production/revision	20/01/2019

16. Course Coordinator:

Name	
Rank	
Office number	
Office hours	
Phone number	
Email addresses	

17. Other instructors:

Name	(please follow the example: "Name", Ph.D. OR "Name", MA.)
Rank	
Office number	
Office hours	
Phone number	
Email addresses	
Name	
Rank	
Office number	
Office hours	
Phone number	
Email addresses	

18. Course Description:

As stated in the approved study plan.

Social, familial, and psychological aspects of the hearing-impaired child; causes, evaluation, treatment, and remediation; speech and linguistic effects of hearing loss; counselling, rehabilitation and educational alternatives.

19. Course aims and outcomes:

A- Aims:

This undergraduate level course aims to:

1. Understand how the auditory skills develop in typically developing children
2. Understand normal and disordered auditory behaviour in children
3. Explain and demonstrate the different behavioural and physiological measures used to evaluate children.
4. Understand and describe the relationship between listening and spoken language
5. Understand the elements that need to be in place for a child with hearing loss to learn language through audition, and the rationale for doing so.
6. Recognize the different educational settings for children with hearing loss
7. Identify the different technologies available to manage children with hearing impairment.

B- Intended Learning Outcomes (ILOs): Upon successful completion of this course, students will be able to:

1. Program ILO: Demonstrate deep knowledge of the basic human communication processes, as well as the nature of speech, language, and hearing.

Specific Course ILO(s):	<ol style="list-style-type: none"> 1.1 To demonstrate knowledge of basic anatomy and physiology of the auditory system 1.2 The understand the neurological basis of listening and talking 1.3 To identify different types of hearing loss, including their impact on speech and language and the individual's life quality. 1.4 To understand speech characteristics in relation to hearing impairment
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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 know common causes of hearing impairment in children. 2.2 Have a good understand of assistive and alternative devices available to those with varying degrees of hearing loss.
3. Program ILO: Apply the basic clinical skills in working with individuals with communication and hearing disorders.	
Specific Course ILO(s):	3.1 To develop the basic clinical skills in managing children with hearing impairment 3.2 To understand the challenges involved in clinically managing hearing-impaired children with multiple disabilities 3.3 To develop understanding of the challenges to the process of learning spoken language in hearing impaired children
4. Program ILO: Formulate specific and appropriate intervention plans	
Specific Course ILO(s):	4.1 Be able to clinically manage pediatric patients with hearing impairment 4.2 To be able to understand the different audiologic options 4.3 To understand the importance of early intervention and its impact on speech and language development
5. Program ILO: Conduct appropriate diagnostic monitoring procedures, therapy or other actions safely and skilfully.	
Specific Course ILO(s):	5.1 Have a good understanding of the behavioural tests used in paediatric testing. 5.2 To identify the different objective tests used to determine hearing loss in children.
6. Program ILO: Write professional reports for patient with communication and hearing disorders.	
Specific Course ILO(s):	Not applicable
7. Program ILO: Apply principles of evidence-based practice in the assessment and intervention processes.	
Specific Course ILO(s):	7.1 To understand the different methodologies applied in auditory intervention 7.2 To identify the different educational programs available to children with hearing loss 7.3 To understand differences in sense modalities in providing spoken language input to hearing impaired children
8. Program ILO: Identify ongoing effectiveness of planned activity and modify it accordingly.	
Specific Course ILO(s):	Not applicable
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 Assess patient needs related to amplification and describe and explain the factors involved in making that determination and the rationale for any planned modifications. 9.2 Understand the different educational options for children with hearing loss per their age group. 9.3 To understand the importance of effective relationship between parent and child in relation to language acquisition
10. Program ILO: : Employ time management skills in dealing with case loads and in delivering intervention for individual cases.	
Specific Course ILO(s):	Not applicable
11. Program ILO: 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):	Not applicable
12. Program ILO: 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):	Not applicable

20. Topic Outline and Schedule: (use numbers for ILOs and references).

#	Topic	Week	Instructor	Achieved ILOs	Evaluation Methods	Reference
1	Course outline and introduction	1			Discussion, exams	Lecture, Assigned readings
2	Neurological foundations of listening and talking	2		1.1, 1.2, 1.3	Discussion, exams	Lecture, Ch 1
3	The auditory system	3		1.1	Discussion, exams	Lecture, Ch 2
4	Hearing and hearing loss in infants and children	4		1.3, 2.1, 3.2	Discussion, exams	Lecture, Ch 3
5	Diagnosing hearing loss	5		5.1, 5.2	Discussion, exams	Lecture, Ch 4
6	Diagnosing hearing loss	6		5.1, 5.2	Discussion, exams	Lecture, Ch 4
7	Hearing aids	7		3.1, 4.1, 4.2, 9.1	Discussion, exams	Lecture, Ch 5
8	Cochlear implants & FM system	8		2.2, 3.1, 4.1, 4.2, 9.1	Discussion, exams	Lecture, Ch 5
9	Midterm exam	9			Discussion, exams	Lecture, Assigned readings
10	Intervention issues	10		4.3, 7.1, 7.2, 7.3, 9.2	Discussion, exams	Lecture, Ch 6
11	Auditory work	11		1.4	Discussion, exams	Lecture, Ch 7
12	Spoken language learning	12		3.3, 4.3, 8.1	Discussion, exams	Lecture, Ch 8
13	Constructing meaningful communication	13		3.3, 9.2	Discussion, exams	Lecture, Ch 9
14	Interacting in ways that promote listening and talking	14		7.3, 9.3	Discussion, exams	Lecture, Ch 10
15	Conclude & Review	15			Discussion, exams	Lecture, Assigned readings

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 semi-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)	<ul style="list-style-type: none"> • Structured orientation lectures • Skills and procedures demonstrations

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
First exam	TBA	30%
Midterm	3/21/2019	30%
Final	TBA	40%

Assignments	
Assignment 1:	
<u>Assignment description:</u>	
<u>Assignment objective:</u>	
<u>Assignment due date:</u>	
<u>Grade:</u>	
<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 (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.

24. Required equipment:

Computer
Overhead projector
Speakers

25. References:

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

1. Cole, Elizabeth B., and Carol A. Flexer. Children with Hearing Loss: Developing Listening and Talking Birth to Six, Plural Publishing, Inc., 2010.

B. Recommended books, materials, and media:

- Additional references will be available online or on the course website.

26. Additional information:

Name of Course Coordinator: Soha Garadat

Signature: *SG*

Date: 22-2-2019

Head of curriculum committee/Department: Yaser Al Natour Signature: *Y. Al Natour*Head of Department: Dr. Yaser Natour Signature: *Y. Natour*

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

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

Copy to:

Head of Department

Assistant Dean for Quality Assurance

Course File