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| **1** | **Course Title** | **Rehabilitation for Clients with Special Needs** |
| **2** | **Course number** | **1804421** |
| **3** | **Credit hours** | **(3) Credit hours (Theoretical)** |
| **Contact hours (theory, practical)** | **(3) Credit hours (Theoretical)** |
| **4** | **Prerequisites/corequisites** | --------------- |
| **5** | **Program title** | **Hearing and Speech Sciences** |
| **6** | **Program code** | 4 |
| **7** | **Awarding institution** | **The University of Jordan** |
| **8** | **School** | **Rehabilitation Sciences** |
| **9** | **Department** | **Department of Hearing and Speech Sciences** |
| **10** | **Level of course** | **Undergraduate/ Third year)** |
| **11** | **Year of study and semester (s)** | **2020- 2021 second semester** |
| **12** | **Final Qualification** | **BSC** |
| **13** | **Other department (s) involved in teaching the course** | ---------------- |
| **14** | **Language of Instruction** | **English** |
| **15** | **Teaching methodology** | **Online** |
| **16** | **Electronic platform(s)** | **e-learning and Microsoft Teams** |
| **17** | **Date of production/revision** | **Production:2003, Revision: 2021** |

**18 Course Coordinator:**

|  |
| --- |
| Name: Sana Mohammad Kamal  Office number: 452  Phone number:23262  Online office hours: 12:00-1:00 Tuesday and Thursday  Email: s.kamal@ju.edu.jo |

**19 Other instructors:**

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

**20 Course Description:**

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| Acquainting students with the various types of handicaps such as mental retardation, cerebral palsy, autism, Down Syndrome; the effects of these handicaps on speech and language: the basic principles of evaluation and treatment; aspects of cooperation with professional in special education. |

**21 Course aims and outcomes:**

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| A- Aims:  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, including: biologic basis; acoustical basis; development bases, anatomy and physiology: and psychoacoustic bases. | | | | **Specific Course ILO(s):** | | NA | | 2.Program ILO: Identify and apply the basic principles and methods of prevention, assessment and intervention for individuals with communication and swallowing disorders. | | | | **Specific Course ILO(s):** | | 2.1. Identify the basic information related to the diagnosis and treatment for different disorders for special population. | | 3.Program ILO: Apply the basic clinical skills in working with individuals with communication and hearing disorders. | | | | **Specific Course ILO(s):** | | NA | | 4.Program ILO: Formulate specific and appropriate intervention plans. | | | | **Specific Course ILO(s):** | | 4.1 Specify treatment plans for different communication disorders. | | 5.Program ILO: Conduct appropriate diagnostic monitoring procedures, therapy or  **other actions safely and skillfully.** | | | | **Specific Course**  **ILO (s);** | | NA | | 6.Program ILO: Write professional reports for patient with communication and hearing disorders. | | | | **Specific Course ILO(s):** | | NA | | 7. Program ILO: Apply principles of evidence- based practice in the assessment and intervention processes. | | | | **Specific Course ILO(s):** | | 7.1. Specify the basic evidence -based practice for variable ways in assessment and therapy techniques. | | 8.Program ILO: Identify ongoing effectiveness of planned activity and modify  **it accordingly.** | | | | **Specific Course ILO(s):** | | 8.1. Judge the correctness of the plans for different communication disorders. | | 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. Have the ability to use a specific technique for a specific case. | | 10. Program ILO: Employ time management skills in dealing with caseloads and in delivering intervention for individual cases | | | | **Specific Course ILO(s):** | | NA | | 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):** | | NA | | **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):** | **NA** | | |

**22. Topic Outline and Schedule: Two lectures in the week**

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| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Week** | **Lecture** | **Topic** | **Intended Learning Outcome** | **Learning Methods\***  **/platform** | **Evaluation Methods\*\*** | **Resources** | | 1 | 1.1 | Introduction |  | Synchronous lecturing  Microsoft teams |  | 1,2 | | 1.2 | Introduction |  | Synchronous lecturing  Microsoft teams |  | 1,2 | | 2 | 2.1 | Planning for intervention: Different principles for early intervention.  (general) | 2.1  4.1 | Synchronous lecturing  Microsoft teams | Quiz | 1,2 | | 2.2 | Planning for intervention: Different principles for early intervention.  (Specific for each disorder) | 2.1  4.1 | Synchronous lecturing  Microsoft teams |  | 1,2 | | 3 | 3.1 | Planning for intervention: Different principles for early intervention.  (Specific for each disorder) | 2.1  4.1 | Synchronous lecturing  Microsoft teams | Quiz | 1,2 | | 3.2 | Planning for intervention: Different principles for early intervention.  (Specific for each disorder) | 2.1  4.1 | Synchronous lecturing Microsoft teams |  | 1,2 | | 4 | 4.1 | Planning for intervention: Different principles for early intervention.  (Specific for each age) |  | Synchronous lecturing  Microsoft teams |  | 1,2 | | 4.2 | Planning for intervention: Different principles (Specific for each severity)  or early intervention. | 2.1  7.1 | Synchronous lecturing  Microsoft teams |  | 1,2 | | 5 | 5.1 | Intervention for Mentally challenging cases.  (General) | 7.1 | Synchronous lecturing  Microsoft teams | presentation | 1 | | 5.2 | Intervention for Mentally challenging cases.  (Goals) | 7.1  8.1 | Synchronous lecturing  Microsoft teams |  | 1 | | 6 | 6.1 | Intervention for Mentally challenging cases  (Principles) | 7.1  8.1 | Synchronous lecturing  Microsoft teams | presentation | 1 | | 6.2 | Intervention for Mentally challenging cases.  (Strategies) | 7.1  8.1 | Synchronous lecturing  Microsoft teams |  | 1 | | 7 | 7.1 | Intervention for Children with Down Syndrome  (General) | 4.1 | Synchronous lecturing  Microsoft teams |  | 1,2 | | 7.2 | Intervention for Children with Down Syndrome  (Goals) | 4.1  7.1 | Synchronous lecturing  Microsoft teams |  | 1,2 | | 8 | 8.1 | Intervention for Children with Down Syndrome  (Principles) | 4.1  8.1 | Synchronous lecturing  Microsoft teams |  | 1,2 | | 8.2 | Intervention for Children with Down Syndrome  (strategies) | 4.1  7.1  8.1 | Synchronous lecturing  Microsoft teams | presentation | 1,2 | | 9 | 9.1 | Intervention for Children with Autism  (General) | 4.1  7.1  8.1 | Synchronous lecturing  Microsoft teams |  | 1,2 | | 9.2 | Intervention for Children with Autism  (Goals) | 4.1  7.1  8.1 | Synchronous lecturing  Microsoft teams |  | 1,2 | | 10 | 10.1 | Intervention for Children with Autism  (Principles) | 4.1  7.1  8.1 | Synchronous lecturing  Microsoft teams |  | 1,2 | | 10.2 | Intervention for Children with Autism  (Strategies) | 4.1  7.1  8.1 | Synchronous lecturing  Microsoft teams | Assignment | 1,2 | | 11 | 11.1 | Intervention for children with learning disabilities  (General) | 7.1  9.1 | Synchronous lecturing  Microsoft teams |  | 1 | | 11.2 | Intervention for children with learning disabilities  (Goals) | 7.1  9.1 | Synchronous lecturing  Microsoft teams | Assignment | 1 | | 12 | 12.1 | Intervention for children with learning disabilities  (Principles) | 7.1  9.1 | Synchronous lecturing  Microsoft teams |  | 1 | | 12.2 | Intervention for children with learning disabilities  (Strategies) | 7.1  9.1 | Synchronous lecturing  Microsoft teams |  | 1 | | 13 | 13.1 | Intervention for children with cerebral palsy  (General) | 2.1  7.1 | Synchronous lecturing  Microsoft teams |  | 1,2 | | 13.2 | Intervention for children with cerebral palsy  (Goals) | 2.1  7.1 | Synchronous lecturing  Microsoft teams |  | 1,2 | | 14 | 14.1 | Intervention for children with cerebral palsy  (Principles) | 2.1  7.1 | Synchronous lecturing  Microsoft teams |  | 1,2 | | 14.2 | Intervention for children with cerebral palsy  (Strategies) | 2.1  7.1 | Synchronous lecturing  Microsoft teams | Assignment | 1,2 | | 15 | 15.1 | Intervention for children with Specific Language Impairment  (General) | 7.1  9.1 | Synchronous lecturing  Microsoft teams |  | 1,2 | | 15.2 | Intervention for children with Specific Language Impairment  (Goals and strategies) | 7.1  9.1 | Synchronous lecturing |  |  | |

* 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** | | The students will compare and contrast between two language disorders `intervention goals and techniques. | 10 |  |  | Week 8 | Microsoft teams | | Quizzes | 10 |  |  |  | Moodle | | Midterm Exam | 30 | Introduction  Intervention  Mentally challenging cases |  | As scheduled | Moodle | | | | |
| Final Exam | 50 All topics | As scheduled |  |

Rubric:

-The students will choose two language disorders for special population.

-The students will review literature related to the two disorders chosen in terms of intervention.

-The students will compare and contrast between the intervention goals and techniques for the chosen disorders.

Instructions:

-The first page of the paper should include the students` personal information, course number and title.name of teacher`s name. 1 marks

-The references should not be less than 3 references. 1 mark

-The paper should not be less than 7 pages. 1 mark

-Introduction 1 mark, body 5 marks and conclusion 1 mark should be included in the paper.

-Information for observation of cases of the same disorders chosen is an extra effort.

**24 Course Requirements**

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| **Students should have a computer, internet connection, webcam,** |
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**25 Course Policies:**

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| 1. Attendance policies:   - Attendance will be taken periodically throughout the semester on line.  - Students are expected to attend and actively participate in online 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.  - Repeated tardiness or leaving early will not be accepted.  - Students who miss on line 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 handbooks.   1. Absences from exams and submitting 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.   1. Health and safety procedures:   -Students will not be in direct contact with patients during this course.  -Students should understand the importance of and be able to maintain confidentiality.  - Students should know the limits of their practice and when to seek advice or refer to another professional   1. 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   1. 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.   1. 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. |

**26 References:**

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| A- Required book(s), assigned reading and audio-visuals:   1. Paul, R. (2018). Language Disorders from Infancy through Adolescence. USA. Elsevier Mosby 2. Volkmar, F (2017). Essential Clinical Guide to Understanding and Treating Autism. New Jersey. Wiley and Sons, Inc.   B- Recommended books, materials and media:  Hale, Natalie. (2011).Down Syndrome Parenting 101.U.S.A.Woodbine House,Inc.,  Morrison, J. (2014). DSM-5 Made Easy. The clinician`s guide to diagnosis .New York.  Guiford Press  <http://www.globaldownsyndrome.org/>  <https://www.autism.com/> |

**27 Additional information:**

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| Laptop- microphones- camera |

Name of Course Coordinator: Saana Kamal Signature: S.K Date: 18-2-2021

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----------------