



Form: Course Syllabus	Form Number	EXC-01-02-02A
	Issue Number and Date	2/3/24/2022/2963 05/12/2022
	Number and Date of Revision or Modification	
	Deans Council Approval Decision Number	2/3/24/2023
	The Date of the Deans Council Approval Decision	23/01/2023
	Number of Pages	06

1.	Course Title	Clinical Practicum in Speech-2
2.	Course Number	1804452
3.	Credit Hours (Theory, Practical)	1 hours (Practical)
	Contact Hours (Theory, Practical)	8 hours per week (Practical)
4.	Prerequisites/ Corequisites	1804351
5.	Program Title	Bachelor in Hearing and Speech Sciences
6.	Program Code	1804
7.	School/ Center	School of Rehabilitation Sciences
8.	Department	Department of Hearing and Speech Sciences
9.	Course Level	Undergraduate/ Forth year
10.	Year of Study and Semester (s)	2024-2025/ 1st Semester
11.	Other Department(s) Involved in Teaching the Course	None
12.	Main Learning Language	English
13.	Learning Types	<input type="checkbox"/> Face to face learning <input checked="" type="checkbox"/> Blended <input type="checkbox"/> Fully online
14.	Online Platforms(s)	<input checked="" type="checkbox"/> Moodle <input checked="" type="checkbox"/> Microsoft Teams
15.	Issuing Date	2017
16.	Revision Date	24/10/2024

17. Course Coordinator:

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Rank	Assistant Professor	
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17. Other instructors:

Name	Professor Yaser S. Natour, PhD., CCC-SLP
Rank	Professor
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Office hours	Contact hours, Mon 8-12 Office hours: Sun & Mon 4-5
Phone number	2346
Email addresses	natour@fulbrightmail.org y.natour@ju.edu.jo

Name	Dr. Hanadi Bani Hani, PhD
Rank	Associate Professor
Office number	Deanship of students affairs
Office hours	Sun & Tues 1-3
Phone number	25488
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Name	Mohammad A. Damhoureyeh, MA, SLP
Rank	Instructor
Office number	Level 4/ 427
Office hours	Thursday-11:30-1:30
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19. Course Description:

As stated in the approved study plan.

Gradual implementation and evaluation of individualized therapy programs for clients in the clinic;
presentation and discussion of clinical issues related to patients during clinicians' meetings.
Experienced people are used to give lectures or a variety of interactive activities

20. Program Intended Learning Outcomes: (To be used in designing the matrix linking the intended learning outcomes of the course with the intended learning outcomes of the program)

Knowledge

1. Develop and integrate knowledge from foundational courses to reflect on rehabilitation sciences practice.

QF-AQAC-03.02.1.2

2. Demonstrate knowledge of the role of audiologists and speech therapists in working with patients with communication and hearing disorders.
3. Demonstrate knowledge of the basic principles and methods of prevention, assessment, and intervention for individuals with communication and hearing disorders

Skills

1. Apply and integrate evidence-based clinical skills (diagnosis, assessment, and intervention) in working with individuals with communication and hearing disorders and commit to professional ethics

Competency

1. Compose oral and written communication outputs for clinical and professional purposes and communicate effectively and professionally, both oral and written, with patients, caregivers, and other health professionals within the team.
2. Operate within interprofessional teams of healthcare providers, clients, communities, and organizations in traditional and emerging practices.
3. Apply leadership and management skills to advance Jordan and the global community scientifically, socially, and technologically in speech therapy.
4. Apply ethical principles to promote inclusion, participation, safety, and wellbeing for all clients.
5. Illustrate the qualities of a lifelong learner.
6. Analyze the needs of patients case by case and develop appropriate individualized rehabilitation plans for each of them
7. Apply problem-solving relevant to communication and hearing disorders across diverse field contexts.

21. Course Intended Learning Outcomes: (Upon completion of the course, the student will be able to achieve the following intended learning outcomes)

Knowledge:

1. To be able to identify general objectives, procedures, materials and activities used in the assessment and treatment sessions.
2. Develop and select appropriate materials, activities and procedures for assessment and intervention.
3. Formulate technical ways for writing lesson plans and different reports.

Skills:

4. To be able to measure the client's performance.
5. To be able to use different assessment and treatment objectives, procedures, activities and materials for later assessment and treatment sessions.
6. Apply the basic clinical skills in the assessment and treatment with individuals with communication and hearing disorders.

Competencies:

7. Employ time management skills in dealing with caseloads and in delivering intervention for individual cases.

8. Analyse the criteria of each assessment and intervention approach and accordingly choose the best technique for each individual case.

9. Identify ongoing effectiveness of planned assessment or treatment and modify it accordingly.

Course ILOs	The learning levels to be achieved					
	Remembering	Understanding	Applying	Analysing	evaluating	Creating
1	x	x	x			
2	x	x	x			
3	x	x	x			
4			x			
5			x			
6			x			
7				x	x	x
8				x	x	x
9				x	x	x

22. The matrix linking the intended learning outcomes of the course with the intended learning outcomes of the program:

Program ILOs / Course ILOs	ILO (1)	ILO (2)	ILO (3)	ILO (4)	ILO (5)	ILO (6)	ILO (7)	ILO (8)	ILO (9)	ILO (10)	ILO (11)
1	x	x	x								
2	x	x	x								
3	x	x	x								
4				x							
5				x							
6				x							
7					x	x	x	x	x	x	x
8					x	x	x	x	x	x	x
9					x	x	x	x	x	x	x

23. Topic Outline and Schedule:

Week	Lecture	Topic	ILO/s Linked to the Topic	Learning Types (Face to Face/ Blended/ Fully Online)	Platform Used	Synchronous / Asynchronous Lecturing	Evaluation Methods	Learning Resources
1	1	Course guidelines and policies	1-9		Live Lectu	Synchro	Submission	
	1	- Revision of ethics			res+ Ms teams	Asynchr onous	of the forms for each session	Refer ence 1,2,3
	2	Course guidelines and policies			Live Lectu res+ Ms teams	Synchro nous and Asynchr onous	Submission of the forms for each session	Refere nce 1,2,3
	3	- Revision of ethics			Live Lectu res+ Ms teams	Synchro nous and Asynchr onous	Submission of the forms for each session	Refere nce 1,2,3
		Revision of assessment and treatment		Blended				
2 - 8		Assessment of various cases of communication disorders	1-9		Live Lectu res+ Ms teams	Synchro nous and Asynchr onous	Submission of the forms for each session	Refere nce 1,2,3
		Treatment of various cases of communication disorders			Live Lectu res+ Ms teams	Synchro nous and Asynchr onous	Submission of the forms for each session	Refere nce 1,2,3
					Live Lectu res+ Ms teams	Synchro nous and Asynchr onous	Submission of the forms for each session	Refere nce 1,2,3
				Blended				

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24. Evaluation Methods:

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

Evaluation Activity	Mark	Topic(s)	ILO/s Linked to the Evaluation activity	Period (Week)	Platform
Midterm	30	20 marks: written exam on Assessment methods in the disorders; DLD, ART, Phonology, Stuttering. 10 marks: average of total marks of session plan	1-9	Fifth week	Face to face
Final	40	- 20 marks: written exam - 20 marks: paper works material: 1) shipley book: part one : obtaining interpreting and reporting assessment information (chapter 1, 2 and 3) 2) Roth book; treatment of language disorder, articulation and phonology and stuttering	1-9	7 th week	Face to face
Participation	30	average of total marks of actual sessions throughout the semester or quizzes	1-9	To be announced by instructor	Face to Face/ Moodle or ms teams

Assignments

Assignment 1: Sessions

<u>Assignment description:</u>	The student will conduct sessions.
<u>Assignment objective:</u>	Apply principles of evidence-based practice in the assessment and intervention processes.
<u>Assignment due date:</u>	N.A.
<u>Grade:</u>	30
<u>Rubric:</u>	Appendix 1
Assignment 2: Writing session plans and other reports	
<u>Assignment description:</u>	<p>The student will write session plans that include all the required components.</p> <p>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).</p>
<u>Assignment objective:</u>	Write professional reports for patient with communication and hearing disorders.
<u>Assignment due date:</u>	<p>Session plans should be written and sent by email before 3 days of the session conduction.</p> <p>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).</p>
<u>Grade:</u>	<p>10 - Session plan</p> <p>20-paper works</p>
<u>Rubric:</u>	Appendix 2

25. Course Requirements:

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

Equipments that will be used:

- Computer
- Overhead projector
- Speakers

Websites that will be used for readings:

- The University of Jordan website (E-Learning).
- American Speech, Language, and Hearing Association website

- Using audio- visual materials when possible (e.g., power point, DVDs, audio tapes)

Note:

Please make sure to check the E- Learning website a day before the lecture, download and print the worksheets or the reading material uploaded for the session.

26. 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 (1) class, 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.

B- 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.

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 a 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.

27. References:

- Required book (s), assigned reading and audio-visuals:
 1. Shipley, K. G., & McAfee, J. G. (2024). Assessment in speech- language pathology, a resource manual. 7th ed. San Diego: Singular.
 2. Roth, F, P and Worthington, C, K. (2024). Treatment Resource Manual for Speech- Language Pathology. 7th ed. Delmar: USA.
 3. Hegde M.N and Pomaville, F. (2017). Assessment of Communication Disorders in Children: Resources and Protocols. 3rd Ed. Plural publishing: USA.
- Recommended books, materials, and media:
 1. Landis K, Woude JV, Jongsma AE. (2004). The speech-language pathology treatment planner. 1 st ed. New Jersey: John Wiley & Sons, Inc.
 2. Hegde, M. N. (1996). Pocket Guide in Treatment in Speech- Language Pathology
 3. Hegde, M. N. (1996). Pocket Guide to Assessment in Speech- Language Pathology
 4. Hegde, M. N. (1994). A Course Book on Scientific and Professional Writing in Speech- Language Pathology. San Diego. CA, Singular Publishing Group, Inc
 5. Articles, chapters from different books and websites will be provided during the semester.
 6. American Speech, Language, and Hearing Association website: www.asha.org
 7. Colleen K (2010). Treatment Resource Manual for Speech- Language Pathology, Worthington, M. S

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

- American Speech, Language, and Hearing Association website
- Websites: Phonetic transcription, articulators' anatomy & Youtube video clips (communication disorders).
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The use of technology is highly recommended, for example, the use of the mobile applications for students and patients (such as the pitch pipe app

28. Additional information:

- Concerns or complaints should be expressed in the first instance to the module lecturer; if no resolution is forthcoming, then the issue should be brought to the attention of the module coordination (for multiple sections) who will take the concerns to the module representative meeting. Thereafter, problems are dealt with by the Department Chair and if still unresolved the Dean and the ultimately the Vice President. For final complaints, there will be a committee to review grading the final exam.

- For more details on university regulations please visit:

<http://www.ju.edu.jo/rules/index.htm>

- All patients have to be informed in advance that speech therapy is provided in a teaching clinic. 4th year student clinicians will work under supervision.

Name of the Instructor or the Course Coordinator: Dr. Dua Qutishat	Signature: <i>DUA QUTISHAT</i>	Date: ...24/10/2024
Name of the Head of Quality Assurance Committee/ Department Sana Abuldahab.....	Signature: Sana Abuldahab..	Date: ...24/10/2024
Name of the Head of Department Sara Alhanbali	Signature: Sara Alhanbali..	Date: ...24/10/2024
Name of the Head of Quality Assurance Committee/ School or Center Prof Kamal Al Hadidi	Signature: ...K AD.	Date: ...24/10/2024
Dean of faculty: Prof Kamal Al Hadidi	...K AD.....	...24/10/2024

Appendix 1

Clinical Practicum-Speech- 1- Session Evaluation Form

Student: -----

Client: -----

Date: -----

Diagnosis: -----

	Item	Mark
1	Setting and organization: Arrange seating to facilitate movement Using the session time properly Organizing the room and tools (during and after finishing activities)	1/
2	Activity structure Variation of activities (should follow session plan) Appropriateness of activities for patient age Activities should serve the goals	/1
3	Clarity and fluency Using appropriate intonation Clear and adequately presented speech	1/
4	Materials Appropriate for age Appropriate for objectives	/1
5	Procedure: Gives clear instruction to the patient before each activity Gives adequate feedback (using adequate timing) Can correctly judge on the response Use appropriate reinforcement	/3
6	Relationship and motivation Relationship with the client Able to motivate and engage the patient during activities	/1
7	Family: Involvement in the session Gives clear instructions to the family	/1
8	Assignments Giving homework as should be mentioned in session plan Gives homework (both students should do that), Discussing homework with parents	/1
		10 TOTAL



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 (1 Mark)

data collection sheets (1 Mark)

SOAP notes 1 Mark (either 1 or 0)



Appendix 2: Rubric for Writing Assessment Reports

القسم الذي يتم فحصه	أجزاء الأقسام التي يتم مراعاتها في تقييم الطالب	تقسيم العلامات
المعلومات الشخصية	ذكر جميع أجزاء معلومات المريض ما عدا تفاصيل الاسم والعنوان	1
تاريخ الحالة	ذكر جميع أجزاء تاريخ الحالة	2
معلومات صحيحة	معلومات صحيحة	1
تقييم المريض الفعلي	ذكر تفاصيل فحص الفم	1



1	ذكر تفاصيل فحص اللغة الإستقبالية والتعبيرية والطلاقة والنطق	
1	وضع أمثلة على الأجزاء التي تم تقييمها	
1	التشخيص	
		(4) التوصيات (العلامة من
1	ذكر جميع أجزاء التوصيات المطلوب	
1	ذكر عدد الجلسات في الأسبوع ومدة الجلسة	
10		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 الاسم والعنوان	المعلومات الشخصية
الأهداف طويلة المدى		
1	مناسبة الأهداف	
1	(إكمال عناصر الأهداف طويلة المدى) تكون الجمل كاملة	
الأهداف قصيرة المدى		
1	مناسبة الأهداف	
2	(إكمال عناصر الأهداف قصيرة المدى) تكون الجمل كاملة	
التعزيز		
1	نوع التعزيز ومناسبه للمريض	
1	(... طريقة عرضه (هل مستمر أو متقطع	
خطة التعميم		
1	مناسبة خطة التعميم	
	إكمال جميع الأجزاء	
دور الأهل		
1	مناسبة الأهداف التي توضع لدور الأهل	
	إكمال جميع الأجزاء	
10		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
minus one if missing	ذكر جميع أجزاء معلومات المريض ما عدا تفاصيل الإسم والعنوان	
		وصف الحالة
1		
		الأهداف العلاجية
2	ذكر جميع الأهداف العلاجية	
2	تطابق الأهداف مع الخطة العلاجية	
		التحسن
1	ذكر جميع نقاط التحسن	
	صحة نسبة التحسن	
		الأهداف المتبقية
1	ذكر جميع الأهداف المتبقية	
		خطة التعزيز
1	generalization and reinforcement used	
		التوصيات
1	recommendations	
10		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 0	النهائي (50)		(30) اعمال الفصل			اعمال الفصل جلسات فعلية (30)	اسم الطالب	#
	خطط علاجية 20	إمتحان 30	تقرير التقدم (10)	الخطة العلاجية (10)	تقرير التقييم (10)			

ملاحظة مهمة: سيتم إحتساب علامات على ترتيب الملف وإكمال التقارير المطلوبة في أي وقت من الفصل.

