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	Special Topic in Speech and Language Pathology
2	Course number	1804427
3	Credit hours	Three hours theory
	Contact hours (theory, practical)	1.5 hours contact /1.5 blended learning
4	Prerequisites/corequisites	none
5	Program title	BSc. In Hearing and Speech Sciences
6	Program code	1804
7	Awarding institution	The University of Jordan
8	School	Rehabilitation Sciences
9	Department	Hearing and Speech Sciences
10	Course level	Undergraduate/ 3nd year and 4th year
11	Year of study and semester (s)	2024- second semester
12	Other department (s) involved in teaching the course	None
13	Main teaching language	English language
14	Delivery method	☐Face to face learning ■Blended ☐Fully online
15	Online platforms(s)	■Moodle ■Microsoft Teams ☐Skype ☐Zoom ☐Others…………
16	Issuing/Revision Date	2016/ Feb. 2024

17. Course Coordinator:

Name: hanady Bani Hani	Contact hours: Monday and Wednesday 12:30-2
Office number: 428	Phone number: 23274

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18. Other Instructors:

Name:

Office number:

Phone number:

Email:

Contact hours:

Name:

Office number:

Phone number:

Email:

Contact hours:

19. Course Description:

As stated in the approved study plan.

An in depth treatment of a topic of interest in speech and language pathology; the exact topic is determined by the faculty member who teaches the course and the needs of the students.

The topic for this semester is "Autism spectrum disorders"

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)

A- Aims:

The major objective of this course is to provide the students with the knowledge of:

1. **Triad of symptom categories that define ASD**
2. **Factors that contribute to the etiology of ASD**
3. **Processes of screening and diagnosis of ASD**
4. **Intervention approaches for ASD in general and for language and communication in specific**

B- Intended Learning Outcomes (ILOs):

Upon completing the program, students are expected to:

SLOs ↓ / SLOs of the course →	SLO (1)	SLO (2)	SLO (3)	SLO (4)	SLO (5)	SLO (6)	SLO (7)	SLO (8)	SLO (9)	SLO (10)	SLO (11)	SLO (12)
1. Develop an understanding of characteristics of individuals with ASD and the different types of ASD	x		x			x						
2. Develop an understanding of characteristics and etiology of ASD and associated conditions	x	x		x		x			x			
3. Identify the triad of language and speech traits that define ASD	x	x	x				x		x	x	**x**	
4. Understand key issues in screening and diagnosis of ASD		x		x	x			x		x	**x**	
5. Identify different intervention approaches for language and		x		x	x		x	x				

	1	2	3	4	5	6	7	8	9	10	11	12
communication in children with ASD												
6. Critically evaluate assessment and treatment reports in language of children with ASD		x			x		x				x	
7. Identify the evidence-based practice in the assessment processes used in ASD		x			x	x			x		x	
8. write appropriate speech and language goals for children with ASD	x	x			x	x					x	x

PLOs

1. Demonstrate deep knowledge of the basic human communication processes, as well as the nature of speech, language, and hearing.
2. Identify and apply the basic principles and methods of prevention, assessment and intervention for individuals with communication and hearing disorders.
3. Apply the basic clinical skills in working with individuals with communication and hearing disorders.
4. Formulate specific and appropriate intervention plans
5. Conduct appropriate diagnostic monitoring procedures, therapy or other actions safely and skillfully.
6. Write professional reports for patient with communication and hearing disorders.
7. Apply principles of evidence-based practice in the assessment and intervention processes.
8. Identify ongoing effectiveness of planned activity and modify it accordingly.
9. Analyze the criteria of each assessment and intervention approach and accordingly choose the best technique for each individual case.
10. Employ time management skills in dealing with caseloads and in delivering intervention for individual cases.
11. 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.
12. Demonstrate the ability to take responsibilities and exercises their rights and duties within the value system of society and their public morals

21. 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	1.1 28/2	Syllabus Review terminology (DSM & Neurodevelopmental Disorders	1,2	Face to face	Microsoft teams & moodle	**Synchronous**	Revision	1, 2,3
	1.2 4/3	**diagnosis of ASD based on DSM-IV**	1,2	Face to face	Microsoft teams & moodle	**Synchronous**		1,3
	2.1 6.3	**diagnosis of ASD based on DSM-IV and case study**	**1,2**	Face to face	Microsoft teams & moodle	**Synchronous**	Quizzes and exams	**1,3**
	2.2 11/3	diagnosis of ASD based on DSM-V and case study	1,2	Face to face	Microsoft teams & moodle	**Synchronous**	Discussion and exams	1,3
3	3.1 13/3	diagnosis of ASD based on DSM-V and case study	1,2	Blended	moodle	**Asynchronous**	Discussion and exams	2,3
	3.2 18/3	prevalence and causes of ASD	2,	Face to face	Microsoft teams & moodle	**synchronous**	Discussion and exams	2,3
4	4.1 20/3	myths of ASD _ Characteristics associated with ASD _typical language development	2,3,	Blended	moodle	**Asynchronous**	Discussion and exams	Blended Microsoft Teams

	4.2 25/3	language and communication skills and deficits in ASD	2,3,	Face to face	Microsoft teams & moodle	**synchronous**	Discussion and exams	3,5
5	5.1 27/3	Trajectories of pragmatic and nonliteral language development in children with autism spectrum disorders	2,3,	Blended	moodle	**Asynchronous**	Discussion and exams	Handout on moodle
	5.2 1/4	language and communication skills and deficits in ASD	2,3,	Face to face	Microsoft teams & moodle	**synchronous**	Discussion and exams	3,5
6	6.1 3/4	Social Communication and Language Characteristics Associated with High Functioning, Verbal Children and Adults with ASD	1,2,3	Blended	moodle	**Asynchronous**	Discussion and exams	Handout on moodle
	6.2 8/4	Screening tools for ASD	2,3,4,6	Face to face	Microsoft teams & moodle	**Synchronous**	Discussion and exams	**4,5,6**
7	7.1 10/4	**Screening tools for ASD**	**2,3,4,6**	Blended	moodle	**Asynchronous**	Discussion and exams	Handout on moodle
	7.2 15/4	**Screening tools for ASD**	**2,3,4,6**	Face to face	Microsoft teams & moodle	**synchronous**	Discussion and exams	**Ch.6** Ref. 1 & 2
8	8.1 17/4	general guidelines of assessment of ASD and language assessment	**2,3,4,6,7**	Blended	moodle	**Asynchronous**	Discussion and exams	Handout on moodle
	8.2	Mid term exam						

	22/4							
9	9.1 24/4	general guidelines of assessment of ASD and language assessment	2,3,4,6,7		Microsoft teams & moodle	Face to face	Discussion and exams	4,5,6,9
	9.2 29/4	Assessment report demo and intervention of communication	2,3,4,6,7,8	Blended Microsoft Teams	moodle	**Asynchronous**	Discussion and exams	Handout on moodle
10	10.1 1/5	Evidence-based intervention of communication approaches	2,3,5,6, 8	Face to face	Microsoft teams & moodle	**synchronous**	Discussion and exams	**4,6,11**
	10.2 6/5	Teaching strategies	2,3,5	Blended Microsoft Teams	moodle	**Asynchronous**	Discussion and exams	Handout on Moodle
11	11.1 8/5	Evidence-based intervention of communication approaches	2,3,5,6, 8	Face to face	Microsoft teams & moodle	**synchronous**	Discussion and exams	**9,11 8 (p.69)**
	11.2 13/5	Evidence-based intervention of communication approaches	2,3,5,6, 8	Blended Microsoft Teams	moodle	**Asynchronous**	Discussion and exams	Handout on Moodle 8 (p.39) handout (communication and interviewing ,ch13)
12	12.1 15/5	Presentations	1-8	Face to face	Microsoft teams & moodle	**synchronous**	Presentation in class	
	12.2 20/5	Presentations	**1-8**	Face to face	Microsoft teams & moodle	**synchronous**	Presentation in class	

13	13.1 22/5	Presentations	1-8	Face to face	Microsoft teams & moodle	**synchron ous**	Presentation in class
	13.2 27/5	Presentations					
14	14.1 29/5	Presentations				**synchron ous**	

22 Evaluation Methods:

Opportunities to demonstrate achievement of the SLOs are provided through the following assessment methods and requirements:					
Opportunities to demonstrate achievement of the SLOs are provided through the following assessment methods and requirements:					
Evaluation Activity	**Mark**	**Topic(s)**	**SLOs**	**Period (Week)**	**Platform**
Quizzes and assignment	30 (10 marks for quizzes and 20 marks for assignme nt)	Pop-up Quizzes: 2 topics from **Asynchronou s Lectures** **Assignment : see below**	**2.1** **3.1 4.1** **6.1. 8.1** **11.1. 12.1**	On the **Asynchronous lecturers days**	Microsoft teams And presentation in class
Mid term	30	Topics covered until exam	**2.1 3.1** **4.1 8.1**	30/11/2022	
Final exam	40	All material but the **Asynchronou s Lectures**	1.1 -1.12	To be determined by the registrations	

Assignments
Assignment 1: 20 marks (see rubric below)

Assignment description:	
	Case study
	Based on your observation of a child with ASD write the following:
	1. Case history of the child;
	A. Include the basic information about the child including name, age, developmental milestones, and any other informative details bout the case.
	2. Diagnosis
	Summary of your diagnosis based on
	A. your checklists (DSM-5), does the child meet the DSM-5 diagnosis or not
	B. which type of ASD does the child meet based on DSM-4 including major behaviors that led you to the diagnosis?
	3. Include the DSM-5 criteria checklist and fill it out based on the case with specific examples on each point under the core behaviors
	4- include the DSM-4 checklist that fits the case and apply it on the case with <u>specific examples</u> of the observed behaviors
	5. Test the language aspects of the child and provide a summary of the different aspects (language profile)
	6. write 3 goals about social interaction based on the needs of the case you observed

Assignment objective:	**To meet and interact with an individual with ASD and to identify the characteristics of ASD in terms of core behaviours and communication skills**
Assignment due date:	21 /12 /2022

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 (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 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 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:

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

1   American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders: DSM-V*. Washington, DC: American Psychiatric Association.

2   American Psychiatric Association (1994). *Diagnostic and statistical manual of mental disorders: 7 DSM-IV*. Washington, DC: American Psychiatric Association.

3   Volkmar, Fred R., ed. (2019) Autism and pervasive developmental disorders. Cambridge University Press.

4   Volkmar, Fred R., Paul, Rhea, and Rogers, Sally J.(2014). Handbook of Autism and Pervasive Developmental Disorders, Volume 2 : Assessment, Interventions, and Policy (4). Somerset, US: Wiley, 2014.

5   Volkmar, F. R., Paul, R., Rogers, S. J., & Pelphrey, K. A. (2014). *Handbook of autism and pervasive developmental disorders: Volume 1*. Hoboken: Wiley.

6   Wilkinson, L. (2010). *A Best Practice Guide to Assessment and Intervention for Autism and Asperger Syndrome in Schools*. London, GB: Jessica Kingsley Publishers.

7   Johnson, Chris Plauché, and Scott M. Myers. "Identification and evaluation of children with autism spectrum disorders." *Pediatrics* 120.5 (2007): 1183-1215.

8   Teaching Students with Autism A Resource Guide for Schools,2000

B- Recommended books, materials, and media:

-   Siri, Ken, and Tony Lyons. *Cutting-Edge Therapies for Autism 2011-2012*. Skyhorse Publishing Inc., 2011.
-   Lord, Catherine, Pamela C. DiLavore, Katherine Gotham, Whitney Guthrie, Rhiannon J. Luyster, Susan Risi,

and Michael Rutter. *Autism Diagnostic Observation Schedule: Ados-2*. Los Angeles, Calif: Western

Psychological Services, 2012. Prelock, P. A., & McCauley, R. J. (2012). *Treatment of autism spectrum disorders: Evidence-based intervention

strategies for communication and social interactions*. Baltimore: Paul H. Brookes Pub. Co.

28. Additional information:

	Signature:	Date:
Name of the Instructor or the Course Coordinator:Hanady Bani Hani	………HBH	…19/2/2024
Name of the Head of Quality Assurance Committee/ Department ….	...………………	……..……… …
Name of the Head of Department …………Khader Joudeh……….	……K.J.……...…………… …	……..……… …
Name of the Head of Quality Assurance Committee/ School or Center ……………………………………………….	……………...………………	……..……… …
Name of the Dean or the Director ……………………………………………….	……………...………………	……..……… …

Assignment 1 Rubric

Case study (total 20 marks)

Aspect	Mark
Case history . Include the basic information about the child including name, age, developmental milestones, and any other informative details bout the case.	/2
Diagnosis Summary of your diagnosis based on - your checklists (DSM-5), does the child meet the DSM-5 diagnosis or not - which type of ASD does the child meet based on DSM-4 including major behaviors that led you to the diagnosis?	/2
Describe the following aspects in the child with examples: • pre-linguistic and pragmatics • receptive language	/4

- expressive language - **Articulation**	
DSM-5: - **Fill out checklist with examples on each point**	**/2**
DSM-4 - **Fill out the DSM 4 checklist <u>for the type of ASD suspected</u> with <u>an example of each point</u> DSM**	**/2**
- **Diagnostic paragraph that includes** 1) **name , age,** 2)**Diagnosis of ASD based on DSM 5 and DSM 4 as observed** 3) **language and other aspects as a specifier**	**/5**
The first 3 short term goals that you would target for this child (why did you choose them) **Goals should be written correctly**	**/3**
Total	**/20**