1	Course title	Neurogenic Language Disorders
2	Course number	1804751
3	Credit hours (theory, practical)	3 (theory)
	Contact hours (theory, practical)	3 (theory per week)
4	Prerequisites/corequisites	None
5	Program title	Masters of Speech-Language Pathology
6	Program code	1814
7	Awarding institution	The University of Jordan
8	School	School of Rehabilitation Sciences
9	Department	Department of Hearing and Speech Sciences and Disorders
10	Level of course	Postgraduate/ Second year
11	Year of study and semester (s)	2019/2020, 1st semester
12	Final Qualification	Masters of Speech-Language Pathology
13	Other department (s) involved in teaching the course	None
14	Language of Instruction	English-Arabic
15	Date of production/revision	17/9/2019

16. Course Coordinator:

Name	Professor Yaser S. Natour, Ph.D, CCC-SLP
Rank	Full Professor
Office number	433
Office hours	Sunday (3-4) Thursday (3-4)
Phone number	0777427071
Email addresses	y.natour@ju.edu.jo

17. Other instructors:

N.A.

18. Course Description:

The course is intended to introduce students to the basic principles of the nervous system processes,

disorders of speech, trauma and abnormalities of the nervous system, in addition to diagnostic and therapeutic procedures. It also addresses in-depth the various types of aphasia, methods of diagnosis and treatment.

19. Course aims and outcomes:

A- Aims:

To identify neurogenic language disorders subtypes and define its features

To implement comprehensive evaluations of different types of neurogenic language disorders

To design treatment plans for different types of neurogenic language disorders

B- Intended Learning Outcomes (ILOs):

Upon completing the program, students are expected 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):	1.1. Be able to develop basic terms and definitions related to neurogenic disorders. 1.2. Be able to discuss the relationship between aphasia and neuromotor 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. Be able to identify neurogenic disorders 2.2. Be able to classify neurogenic disorders according to their neuropathology 2.3. Be able to identify different approaches of neurogenic disorders rehabilitation
3. Program ILO: Apply the basic clinical skills in working with individuals with communication and hearing disorders.	
Specific Course ILO(s):	3.1. Be able to evaluate adult language and motor speech disorders 3.2. Be able to analyze evaluation results for the purpose of diagnosis and treatment 3.3. Be able to elicit a sufficient language, speech and acoustic samples
4. Program ILO: Formulate specific and appropriate intervention plans.	
Specific Course ILO(s):	4.1. Be able to develop activities for aphasia rehabilitation 4.2. Develop clinical skills and use in the treatment of patients with nurogenic disorders 4.3. Select appropriate treatment methods
5. Program ILO: Conduct appropriate diagnostic monitoring procedures, therapy or other actions safely and skilfully.	
Specific Course ILO(s):	Be able to measure progress and treatment efficacy

6. Program ILO: Write professional reports for patient with communication and hearing disorders.	
Specific Course ILO(s):	Be able to write diagnostic reports and treatment plans
7. Program ILO: Apply principles of evidence-based practice in the assessment and intervention processes.	
Specific Course ILO(s):	Be able to incorporate evidence-based research articles to assessment and treatment procedures
8. Program ILO: Identify ongoing effectiveness of planned activity and modify it accordingly.	
Specific Course ILO(s):	8.1. Be able to interview clients and their caregivers and get their feedback 8.2. Be able to counsel family members and clients
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. Be able to analyze evaluation results for the purpose of diagnosis and treatment 9.2. Be able to elicit a sufficient acoustic samples
10. Program ILO: Employ time management skills in dealing with caseloads and in delivering intervention for individual cases.	
Specific Course ILO(s):	Be able to measure progress and treatment efficacy
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. Be able to develop teamwork activities for adult language and motor speech training 11.2. Develop mutual skills and use in the treatment of patients with neurogenic disorders 11.3. Select appropriate multifaceted treatment methods
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.	
	Be able to abide by the laws and regulations of the Ministry of Health

20. Topic Outline and Schedule:

Topic	Week	Instructor	Achieved ILOs	Evaluation Methods	Reference
History of Aphasiology and Neurology Aphasia theories Contemporary Aphasiology (PDP, Modular Models) Neuroimaging	1st	Yaser Natour	6.1.2	Disscusion	Helm-Estabrooks, N., & Albert, M. (2004). Man of Aphasia Therapy.. 2n Ed. Pro-ed: Texas. Chapter 1
Introduction to Neurogenic Disorders Neuroanatomy of Language Terminology and Planes of Reference Anatomy of the CNS, PNS, Cortex, Subcortex)	2nd	Yaser Natour	3	Disscusion	Basso, A. (2003). Apha and its Therapy. Oxford University Press: New York. Chapter 1
Neuropathology and Classification of Aphasia Definition of Aphasia Etiologies of Aphasia Classification of Aphasia	3rd	Yaser Natour	15.4.5.6	case reports	Helm-Estabrooks, N., & Albert, M. (2004). Man of Aphasia Therapy.. 2n Ed. Pro-ed: Texas. Chapters 2,3,7 Basso, A. (2003). Apha and its Therapy. Oxford University Press: New York. Chapter 2
Aphasia Assessment Neurologic Exam Modalities Approach Process Approach Assessment	4th	Yaser Natour	18.7.8.9.10	Case reports, presentation	Estabrooks, N., & Alber M. (2004). Manual of Aphasia Therapy.. 2nd E Pro-ed: Texas. Chapters 4,5
Right Hemisphere Syndrome General Characteristics Significance of Right Hemisphere Melodic Intonation Therapy (MIT)	5th	Yaser Natour	1, 7, 8, 9, 10	Presentation	Estabrooks, N., & Alber M. (2004). Manual of Aphasia Therapy.. 2nd E Pro-ed: Texas. Chapter 6
Neurological Disturbances Associated with Aphasia Object Recognition and Visual/Spatial Abilities -Visual Agnosia -Optic Aphasia -Color Processing Disturbances -Visual Extension Unilateral Visual Neglect	6th	Yaser Natour	1, 2, 10, 11, 12		Estabrooks, N., & Alber M. (2004). Manual of Aphasia Therapy.. 2nd E Pro-ed: Texas. Chapter 8s

Neurological Disturbances Associated with Aphasia -Color Processing Disturbances -Visual Extension Unilateral Visual Neglect	7th	Yaser Natour	1, 2, 10, 11, 12		Estabrooks, N., & Albert, M. (2004). Manual of Aphasia Therapy.. 2nd Ed. Pro-ed: Texas. Chapter 8
Recognizing and Producing Spoken Words Terminology Producing Spoken Words Semantic and Non-semantic Anomia Neologistic Jargon Aphasia Mid-term exam (30%)	8th	Yaser Natour	1, 2, 12,		Estabrooks, N., & Albert, M. (2004). Manual of Aphasia Therapy.. 2nd Ed. Pro-ed: Texas. Chapter 8
Recognizing and Producing Spoken Words Phoneme Misordering errors Recognizing Spoken Words Pure Word Deafness Word Meaning Deafness Auditory Phonological Agnosia Deep Dysphasia	9th	Yaser Natour	1, 2, 12		Estabrooks, N., & Albert, M. (2004). Manual of Aphasia Therapy.. 2nd Ed. Pro-ed: Texas. Chapter 8
Reading and Spelling Disturbances Theories of Reading and Spelling Agraphia Alexia	10th	Yaser Natour	1, 2, 12		Basso, A. (2003). Aphasia and its Therapy. Oxford University Press: New York. Chapter 6
Treatment strategies for Broca's & Transcortical Motor Aphasia Melodic Intonation therapy	11th	Yaser Natour	10, 11		Basso, A. (2003). Aphasia and its Therapy. Oxford University Press: New York. Chapter 7
Treatment strategies for Wernicke's & Transcortical Sensory Aphasia Comprehension enhancement strategies Aphasia Treatment report	12th	Yaser Natour	3, 4, 10, 11, 12		Basso, A. (2003). Aphasia and its Therapy. Oxford University Press: New York. Chapter 8
Treatment strategies for Anomic Aphasia Picture naming tasks	13th		3, 4, 10, 11, 12		Selected articles
Treatment strategies for Conduction Aphasia Repetition training strategies	14th		3, 4, 10, 11, 12		Selected articles
Treatment strategies for Global Aphasia Gesture training Final Exam (40%)	15th		3, 4, 10, 11, 12		Selected articles

21. Teaching Methods and Assignments:

Select if applied	Instructional Methods	Learning Activities (Examples)
X	Direct Instruction	• Structured orientation lectures • Skills and procedures demonstrations
X	Interactive Instruction	• Seminars and discussions
	Experiential Learning	• Experiential learning in clinical setting (if possible) • Simulation
X	Independent Study	• Self-directed literature review and synthesis to address problems in a specific case study • Reflective Journaling • Watching video clips
X	Evidence- Based Practice	• Integrate research methods & results in the learning process • Reflective assignments & projects
	Blended Learning	• Combined face-to-face classroom practices with computer-mediated activities regarding content and delivery of course topics
	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
Midterm	25-3-2018 (estimated date)	30%
Final	Will be announced by the University	40%
Quiz	Written exam	30%

Assignments
Assignment 1:

Assignment description:	N.A

Assignment objective:	
Assignment due date:	
Grade:	
Rubric:	

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 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: (Facilities, Tools, Labs, Training….)

Aphasia Test

TF32 for speech analysis

25. References:

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

1.Basso, A. (2003). Aphasia and its Therapy. Oxford University Press: New York.
2. Helm-Estabrooks, N., & Albert, M. (1991). Manual of Aphasia Therapy. Pro-ed: Texas

B- Recommended books, materials, and media:
A list of suggested readings (journal articles) will be provided to during the course.

26. Additional information:

Attending evaluation and therapy sessions is required

Name of Course Coordinator: Professor Yaser Said Natour   Signature: --   Date: 17-9-2019
Head of curriculum committee/Department: Dr. Hanadi Bani Hani   Signature: H.B.H

Head of Department: Dr. Hanadi Bani Hani   Signature: H.B.H

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

Dean: Professor Ziad Hawamdeh Signature: Z.H.