

1	Course title	Craniofacial Anomalies & Resonance Disorders
2	Course number	1804700
3	Credit hours (theory, practical)	3 (theory)
	Contact hours (theory, practical)	
4	Prerequisites/corequisites	None
5	Program title	Speech-Language Pathology
6	Program code	1804
7	Awarding institution	University of Jordan
8	School	Rehabilitation Sciences
9	Department	Hearing and Speech Sciences and Disorders
10	Level of course	Graduate
11	Year of study and semester (s)	2 nd
12	Final Qualification	Msc. in Speech Language Pathology
13	Other department (s) involved in teaching the course	None
14	Language of Instruction	English-Arabic
15	Date of production/revision	21/1/2019

16. Course Coordinator:

Name	Yaser S. Natour
Rank	Professor
Office number	433
Office hours	3-4 Monday and Tuesday,
Phone number	23467
Email addresses	natour@fulbrightmail.org

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.

This graduate level course entails the study of the anatomical and physiological landmarks necessary for conducting various measurements necessary for evaluation and treatment of people with craniofacial anomalies. This course also incorporates the knowledge of anatomy and physiology, acoustics, diagnosis, phonology, language and audiology to provide better services to the patient. Also, this course emphasizes a hands-on approach in conducting videofluoroscopic evaluation and designing palatal lifts and speech bulbs when necessary. The view of the craniofacial defects as requiring a multidisciplinary team is also emphasized.

19. Course aims and outcomes:

A- Aims:

Course Objectives:

- J Students will learn the anatomy and physiology of the normal and abnormal velopharyngeal port.
- J Students will learn the embryogenesis and the genetic causes of cleft lip and palate and associated craniofacial anomalies.
- J Students will be introduced to and learn the roles of the members of the interdisciplinary team involved in the management of patients with craniofacial anomalies
- J Students will learn the crucial role of the speech pathologist in conducting videofluoroscopy and designing palatal lifts and speech bulbs
- J Students will learn the nature of the speech disorders associated with cleft lip and palate and associated craniofacial anomalies.

B- Intended Learning Outcomes (ILOs):

Upon completing the program, students are expected to:

1. **Program ILO:** To demonstrate 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):	1.1 be able to develop basic terms and definitions related to craniofacial
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	<p>anomalies</p> <p>1.2. be able to discuss the relationship between resonance, speech and language disorders and craniofacial anomalies</p>	
<p><u>2. Program ILO:</u> To demonstrate basic knowledge of communication disorders.</p>		
Specific Course ILO(s):	<p>2.1 be able to classify craniofacial anomalies according to their etiology</p> <p>2.2 be able to identify different approaches of rehabilitation</p>	
<p><u>3. Program ILO:</u> To identify the differences between disorders including both communication disorders and swallowing disorders.</p> <p>3.1. be able to evaluate resonance, speech and language disorders related to craniofacial anomalies be able to analyze evaluation results for the purpose of diagnosis and treatment</p>		
<p><u>4. Program ILO:</u> To identify and apply the basic principles and methods of prevention, assessment and intervention for individuals with communication and swallowing disorders.</p>		
Specific Course ILO(s):	<p>4.1 be able to evaluate resonance, speech and language disorders related to craniofacial anomalies</p> <p>4.2 be able to analyze evaluation results for the purpose of diagnosis and treatment</p>	
<p><u>5. Program ILO:</u> To demonstrate knowledge of the basic clinical skills in working with individuals with communication and resonance disorders.</p>		
Specific Course ILO(s):	<p>5.1 be able to develop activities for resonance training</p> <p>5.2 be able to measure progress and treatment efficacy</p>	2.1
<p><u>6. Program ILO:</u> To be able to identify ongoing effectiveness of planned activity and modify it accordingly.</p>		
Specific Course ILO(s):	<p>6.1 Write diagnostic reports and treatment plans</p>	
<p><u>7. Program ILO:</u> To analyze the criteria of each assessment and intervention approach and accordingly choose the best technique for each individual case.</p>		
Specific Course ILO(s):	<p>7.1 Select appropriate treatment methods</p> <p>7.2. Interview parents and clients</p>	
<p><u>8. Program ILO:</u> To gather appropriate information that is related to the patient's condition.</p>		
Specific Course ILO(s):	<p>8.1 Counsel family members and clients</p> <p>8.2 Improve communication skills and repair strategies</p> <p>8.3 Writing behavioral objectives and measuring progress</p>	
<p><u>9. Program ILO:</u> To compare, select and use appropriate assessment techniques.</p>		
Specific Course ILO(s):	<p>9.1 develop clinical skills and use of videofluoroscopy in the treatment of patients with craniofacial anomalies, especially cleft lip and palatopharyngeal disorders</p>	
<p><u>10. Program ILO:</u> To analyze and critically evaluate the information and samples collected.</p>		
Specific Course ILO(s):	<p>10.1 elicit a sufficient acoustic samples using acoustic and aerodynamic measurement devices</p>	
<p><u>11. Program ILO:</u> To formulate specific and appropriate intervention plans.</p>		

Specific Course ILO(s):	11.1. To conduct appropriate diagnostic monitoring procedures, therapy or other actions safely and skilfully.
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20. Topic Outline and Schedule: Topic Outline and Schedule:

Topic	Week	Instructor	Achieved ILOs	Evaluation Methods	Reference
Introduction & Syllabus Review	1 st	Yaser Natour	1.1 1.2	Discussion	Bzoch, R. (1997). <u>Communication Disorders Related to Cleft Lip and Palate</u> . 4 th Ed. Po-Ed: Texas.. Chapter 1
Anatomy & Physiology of the VP Port Surface Anatomy Velar Dimensions Muscles Neural Innervation Physiology of the Velopharyngeal Mechanism	2 nd	Yaser Natour	1.1 1.2	Discussion	Bzoch, R. (1997). <u>Communication Disorders Related to Cleft Lip and Palate</u> . 4 th Ed. Po-Ed: Texas.. Chapter 2
Embryology & Classifications of Cleft Lip & Palate Early Embryological Development Face & Mouth Morphogenesis	3 rd	Yaser Natour	1.1 1.2	Case reports	Bzoch, R. (1997). <u>Communication Disorders Related to Cleft Lip and Palate</u> . 4 th Ed. Po-Ed: Texas.. Chapter 1
Genetics in Craniofacial Anomalies Terminology General Introduction to Genetics Environmental Factors Causing Birth Defects Abnormalities in Chromosome Structure Genetic Conditions Classification Based on Mode of Transmission Penetrance vs. Expressivity	4 th	Yaser Natour	4.1	Case reports, presentation	Bzoch, R. (1997). <u>Communication Disorders Related to Cleft Lip and Palate</u> . 4 th Ed. Po-Ed: Texas.. Chapter 3
The Interdisciplinary Team for Management of Craniofacial Conceptual Health Care Models	5 th	Yaser Natour	5.2		Bzoch, R. (1997). <u>Communication Disorders Related to Cleft Lip and</u>

Development of the Team Approach The Clinical Team The Cleft Lip and Palate Team The Family As A Team Member					Palate. 4 th Ed. Po-Ed: Texas.. Chapter 8
Surgical Intervention Anatomy Timing of Palatoplasty Procedures Complications Adjunctive Procedures Nasopharyngeal Anatomy and Physiology Relative to Secondary Surgical Management Secondary Pharyngeal Flap	6 th	Yaser Natour	2. 1		Bzoch, R. (1997). <u>Communication Disorders Related to Cleft Lip and Palate</u> . 4 th Ed. Po-Ed: Texas.. Chapters 5 & 6
Prosthetic Management Anomalies History Goals of the Prosthodontists The implementation of Video fluoroscopy in assessment and management Speech bulbs and palatal lifts	7 th	Yaser Natour	3.2 4.2		Bzoch, R. (1997). <u>Communication Disorders Related to Cleft Lip and Palate</u> . 4 th Ed. Po-Ed: Texas.. Chapters 7
Mid-term Exam (30%)	8 th	Yaser Natour			
Audiological Management Aural Pathologies Management Approaches	9 th	Yaser Natour	5.1 6.2		Bzoch, R. (1997). <u>Communication Disorders Related to Cleft Lip and Palate</u> . 4 th Ed. Po-Ed: Texas.. Chapter 11
Etiology of the Speech Disorders in Patients with Cleft Palate Causal Factors Organic Factors Abnormal Patterns Underlying Cleft Palate Speech Categories of Abnormal Speech Behavior Clinical Test Battery	10 th	Yaser Natour	9.2 11.1		Bzoch, R. (1997). <u>Communication Disorders Related to Cleft Lip and Palate</u> . 4 th Ed. Po-Ed: Texas.. Chapters 9
Assessment & Evaluation of Velopharyngeal Function & Cleft Palate Speech Disorders Developmental Language Assessment Problems in Classification and Terminology	11 th	Yaser Natour	8.1 8.2 8.3		Bzoch, R. (1997). <u>Communication Disorders Related to Cleft Lip and Palate</u> . 4 th Ed. Po-Ed: Texas..

Categorical Aspects of Cleft Palate Speech Disorders Recommended Clinical Test Batteries					Chapters 12, 13, 15
Assessment & Evaluation of Velopharyngeal Function & Cleft Palate Speech Disorders Cleft Palate Misarticulations Cleft Plate Speech Assessment Radiographic Assessment of Velopharyngeal Function for Speech	12 th		3.1 3.2		Bzoch, R. (1997). <u>Communication Disorders Related to Cleft Lip and Palate</u> . 4 th Ed. Po- Ed: Texas.. Chapters 14
Nasometry & VP Inadequacy Nasometric Assessment of Nasal Airway Impairment Nasometry as a Treatment Tool	13 th		3.3 3.1		Bzoch, R. (1997). <u>Communication Disorders Related to Cleft Lip and Palate</u> . 4 nd d. Po- Ed: Texas. Chapter 14 Selected articles
Speech Intervention: Rationale & Principles Early Speech Intervention (Infants & Toddlers)	14 th		10.1 11.1		Bzoch, R. (1997). <u>Communication Disorders Related to Cleft Lip and Palate</u> . 4 nd d. Po- Ed: Texas. Chapter 18 Selected articles
Speech Intervention: Speech Intervention for Preschool-Age Children Speech Intervention for School-Age & Adults with Clefts	15 th		10.1 11.1		Bzoch, R. (1997). <u>Communication Disorders Related to Cleft Lip and Palate</u> . 4 nd d. Po- Ed: Texas. Chapters 2 Selected articles
Final Exam (40%)	16 th				

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
X	Interactive Instruction	<ul style="list-style-type: none">) Clinical conferences and case presentations) Seminars and discussions
X	Experiential Learning	<ul style="list-style-type: none">) Experiential learning in clinical setting) Simulation) Hands-on learning
X	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
X	Evidence Based Practice	<ul style="list-style-type: none">) Integrate research methods & results in the learning process) Reflective assignments & projects
	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	7-3-2017	30
Final	6-5-2017	40
Research Paper	20-4-2017	30

Assignments	
Assignment 1:	
<u>Assignment description:</u>	Writing a research proposal (Literature review, Methodology, Results, Discussion, Conclusion)
<u>Assignment objective:</u>	
<u>Assignment due date:</u>	<u>20-4-2019</u>
<u>Grade:</u>	30
<u>Rubric:</u>	(can be in an appendix) See 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 (2) 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 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:

Access to Videofluoroscopy services at the Jordan University Hospital

25. References:

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

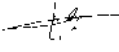
1. Bzoch, R. (1997). Communication Disorders Related to Cleft Lip and Palate. 4th d. Po-Ed: Texas.
2. Boone, D., McFarlane, S., and Von Berg, S. (2005). The Voice and Voice Therapy. 7th Ed. Pearson: Boston.

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: -Yaser Natour Signature:  Date: 21/1/2019

Head of curriculum committee/Department: Yaser Natour Signature: 

Head of Department: -Yaser Natour Signature: 

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

Appendix
Grading Rubric for the Research Paper

Course File

CATEGORY	4	3	2	1
Introduction/ Research paper _____	*exceptional introduction that grabs interest of reader and states topic. **research paper is exceptionally clear, arguable, well-developed, and a definitive statement.	*proficient introduction that is interesting and states topic. **research paper is clear and arguable statement of position.	*basic introduction that states topic but lacks interest. **research paper is somewhat clear and arguable.	*weak or no introduction of topic. **paper's purpose is unclear/research paper is weak or missing.
Quality of Information/ Evidence _____	*paper is exceptionally researched, extremely detailed, and historically accurate. **information clearly relates to the research paper.	*information relates to the main topic. **paper is well-researched in detail and from a variety of sources.	*information relates to the main topic, few details and/or examples are given. **shows a limited variety of sources.	*information has little or nothing to do with the research paper. **information has weak or no connection to the research paper.
Support of Research paper/ Analysis _____	*exceptionally critical, relevant and consistent connections made between evidence and research paper. **excellent analysis.	*consistent connections made between evidence and research paper **good analysis.	*some connections made between evidence and research paper. **some analysis.	*limited or no connections made between evidence and research paper. **lack of analysis.
Organization/ Development of Research paper _____	*exceptionally clear, logical, mature, and thorough development of research paper with excellent transitions between and within paragraphs.	*clear and logical order that supports research paper with good transitions between and within paragraphs.	*somewhat clear and logical development with basic transitions between and within paragraphs.	*lacks development of ideas with weak or no transitions between and within paragraphs.
Conclusion _____	*excellent summary of topic with concluding ideas that impact reader. **introduces no new information.	*good summary of topic with clear concluding ideas. **introduces no new information.	*basic summary of topic with some final concluding ideas. **introduces no new information.	*lack of summary of topic.
Style _____	*style are not only appropriate to the given audience and purpose, but also show originality and creativity. **word choice is specific, purposeful, dynamic and varied. ***sentences are clear, active (subject-verb-object), and to the point.	*style appropriate to the given audience and purpose. **word choice is specific and purposeful, and somewhat varied throughout. ***sentences are mostly clear, active (SVO), and to the point.	*style somewhat appropriate to given audience and purpose. **word choice is often unspecific, generic, redundant, and clichéd. ***sentences are somewhat unclear; excessive use of passive voice.	*style inappropriate or do not address given audience, purpose, etc. **word choice is excessively redundant, clichéd, and unspecific. ***sentences are very unclear.
Grammar/Usage _____	*control of grammar, usage,.	*may contain few spelling,	*contains several spelling,	*so many spelling, punctuation, and

	**almost entirely free of spelling, punctuation, and grammatical errors.	punctuation, and grammar errors.	punctuation, and grammar errors which detract from the paper's readability.	grammar errors that the paper cannot be understood.
Citation Format ——	*conforms to MLA rules for formatting and citation of sources are perfect.	*conforms to MLA rules for formatting and citation of sources with minor exceptions.	*frequent errors in MLA format.	*lack of MLA format/numerous errors.
Works Cited/Bibliography ——	*entries entirely correct as to MLA format.	*entries mostly correct as to MLA format.	*frequent errors in MLA format.	*lack of MLA format/numerous errors.

The grade will be converted to be out of 30 points