

Course Syllabus

1	Course title	Aural Rehabilitation
2	Course number	1804432
3	Credit hours	3 (theory)
	Contact hours (theory, practical)	3 (theory)
4	Prerequisites/corequisites	1804331
5	Program title	B.S. in hearing and speech
6	Program code	1804
7	Awarding institution	The University of Jordan
8	School	Rehabilitation Sciences
9	Department	Hearing & Speech Sciences
10	Course level	Undergraduate/ Third & Fourth Year
11	Year of study and semester (s)	2023-2024, First semester
12	Other department (s) involved in teaching the course	NA
13	Main teaching language	English
14	Delivery method	<input checked="" type="checkbox"/> Face to face learning <input type="checkbox"/> Blended <input type="checkbox"/> Fully online
15	Online platforms(s)	<input checked="" type="checkbox"/> Moodle <input checked="" type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....
16	Issuing/Revision Date	10/9/2023

17 Course Coordinator:

Name: Rana Alkhamra, Ph.D

Contact hours:

Tuesdays & Thursdays at 11-12:30 am

Office number: 450

Phone number: 5355000, ext. 23271



Email:r.khamra@ju.edu.jo

18 Other instructors:

Name:

Office number:

Phone number:

Email:

Contact hours:

Name:

Office number:

Phone number:

Email:

Contact hours:

19 Course Description:

The effect of hearing disorders on speech and language; theory, procedures for assessment and rehabilitation of hearing impaired children and adults; hearing aids use and evaluation; cochlear implant and training programs.

- **20 Course aims and outcomes:** to introduce a topic of interest in speech and language pathology, as determined by the faculty member who teaches the course, to extend the knowledge of students in that topic.
- **Students Learning Outcomes (SLOs):**
 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.

Upon successful completion of this course, students will be able to:

	SLO (1)	SLO (2)	SLO (3)	SLO (4)	SLO (5)	SLO (6)	SLO (7)	SLO (8)	SLO (9)	SLO (10)	SLO (11)	SLO (12)
To remember types, configuration, degrees of hearing loss	✓											
To identify differences between a cochlear implant and a hearing aid	✓											
To remember information pertaining to	✓											

the acoustics of speech.													
To remember the developmental stages of listening, speech, and language in typically developing children.	✓												
To identify what is the auditory training and auditory verbal therapy intervention approaches		✓	✓										
To identify what is the visual communication approach			✓										
To identify what is the speechreading communication approach				✓	✓								
To identify the responsibilities of the speech therapist in working with a child with hearing loss					✓		✓	✓	✓				
To identify strategies and techniques implemented in auditory training/ auditory verbal					✓								

therapy approaches													
To identify and solve clinical problems by analyzing questions related to individuals with hearing loss					✓								
To identify language and speech characteristics of children with hearing loss			✓						✓				
To identify school services for children with hearing loss							✓						
To discuss aural rehabilitation in adults							✓	✓	✓				

21. Topic Outline and Schedule:

Week	Topic	Student Learning Outcome	Learning Methods (Face to Face/Blended/ Fully Online)	Platform	Synchronous / Asynchronous Lecturing	Evaluation Methods	Resources
1 & 2	Course introduction/ Overview of audiologic rehabilitation	1;2;3;5;	Face to face	Moodle Teams	Synchronous	Class discussion & moodle activities	Course handouts+ textbook
3 & 4	Hearing aids and assistive listening devices	1;2;4;6;7; 8;	Face to face	Moodle Teams	Synchronous	Class discussion & moodle activities	Course handouts+ textbook+ online material
5 & 6	Cochlear Implants & other implantable devices	1;2;4;6;7; 8;	Face to face	Moodle Teams	Synchronous	Class discussion & activities & assigned readings + videos	Course handouts+ textbook+ online material
7 & 8	Speech Acoustics & Auditory stimuli in communication	1;2;3;5;8	Face to face	Moodle Teams	Synchronous	Class discussion & activities & assigned readings + videos	Course handouts+ textbook

9	Written exam MIDTERM		Face to face	Moodle Teams	Synchronous	Written exam	
9&10	Visual stimuli in communication + speech reading	4;6;10	Face to face	Moodle & Teams	Synchronous	Class discussion & activities + assigned readings+ videos	Course handouts+ textbook
11 & 12	Language and Speech of the deaf and hard of hearing		Face to face	Moodle Teams	Synchronous	Class discussion & activities & assigned readings + videos	Course handouts+ textbook
13	Aural rehabilitation services in the schools			Moodle Teams			Course handouts+ textbook
14& 15	Aural rehabilitation for adults	1;2;3;4	Face to face	Moodle	Synchronous	Class discussion & activities & assigned readings + videos	Course handouts Course handouts+ textbook

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22 Evaluation Methods:

Opportunities to demonstrate achievement of the SLOs are provided through the following assessment methods and requirements:					
Evaluation Activity	Mark	Topic(s)	SLOs		Platform
Quiz	5%	There will be an online quiz that will be announced during the semester	Applies to all SLOs		Ju exams
Class activities and participation	5%	All topics	Applies to all SLOs		
Video post + short presentation	10%	<i>Making a video post about a research study on aural rehabilitation and presenting the study in class – a group assignment</i>	2 & 7	<i>Throughout the semester</i>	Facebook cochlear implant group
Midterm Exam	30%	As presented in the schedule above	Applies to all SLOs		F to F
Final Exam	50%	All course material is included	Applies to all SLOs	As assigned by registration	F to F

23 Course Requirements

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

24 Course Policies:

A- Attendance policies:

- Attendance will be taken periodically throughout the semester.
- Students are expected to attend and actively participate in all in-person and asynchronous activities.
- Students are expected to be on time. Everyone should be in class during the first 10 minutes of the lecture
- When the student is unable to attend the in-person class, it is a courtesy to notify the instructor in advance using e-mail or teams.
- Repeated tardiness or leaving the in-person class meeting early will not be accepted.
- An absence of more than 15% of the in-class face-to-face meetings, which is **equivalent of (6) classes**, requires that the student provides an official excuse to the instructor and the dean.

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, quizzes, exams, in-class, and home-based/asynchronous course related activities. 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.

25 References:

A- Textbook

- Schow, R. L. & Nerbonne, M. A. (2018). Introduction to Audiologic Rehabilitation, 7th Edition, Boston, MA: Pearson.
- Additional selected readings will be assigned throughout the semester. These will be posted on E-learning Course material.

26 Additional information:

Name of Course Coordinator: Rana Alkhamra, PhD

Signature:

Date: 10/10/2023

Head of Curriculum Committee/Department: Khader Joudeh, Ph.D

Signature:

Head of Department: Khader Joudeh, Ph.D

Signature:

Head of Curriculum Committee/Faculty: Prof. Kamal A. Hadidi

Signature: ---KAH-----

Dean: ----- Prof. Kamal A. Hadidi -----

Signature: -----KAH-----

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RESEARCH ARTICLE VIDEO/PRESENTATION ASSIGNMENT RUBRIC

	The research article project will be assessed based on the points below:	NO	PARTLY	YES
1	The article addresses an important topic	0	1	2
2	The article is published in a peer reviewed journal	0		2
3	The article is published after the year 2020	0		2
4	The article adds new knowledge to its targeted audience	0	1	2
5	The video/presentation reflected the content of the article clearly and shows good understanding of the research	0	1	2
6	The video/presentation included short background of the topic researched, clear methodology, results, and discussion/conclusion	0	1	2
7	There is creativity in presenting the research in the video	0	1	3
8	It is evident that each of the group members participated in the video.	0		1
9	The video/presentation is well organized and presented	0	1	2
10	The group members collaborated in an organized manner to execute the project.	0	1	2
	TOTAL SCORE			