



Course Specification

— (Bachelor)

Course Title: Vestibular Assessment and Management

Course Code: AUD 453

Program: Bachelor of Science in Audiology and Balance (BSc)

Department: Department of Health Communication Sciences

College: College of Health and Rehabilitation Sciences

Institution: Princess Nourah bint Abdulrahman University

Version: V2

Last Revision Date: 1/10/2023



Table of Contents

A. General information about the course:	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods	4
C. Course Content	5
D. Students Assessment Activities	5
E. Learning Resources and Facilities	6
F. Assessment of Course Quality	7
G. Specification Approval	7





A. General information about the course:

1. Course Identification

1. Credit hours: 4 hours (2 theory +1 practical + 1 clinical)

2. Course type

A. ☐ University ☐ College ☒ Department ☐ Track ☐ Others
B. ☒ Required ☐ Elective

3. Level/year at which this course is offered: (level 7/ 4th year)

4. Course general Description:

Vestibular Assessment and Management (AUD 435) is considered a required course in the audiology and balance program, in the bachelor Communication Science department that teaches in 4th year, level 7 with 4 credit hours. This course provides vestibular assessments, and interpretation of clinical tests and measurements. How to best apply these results to patient care through an evidenced base approach to different pathology

5. Pre-requirements for this course (if any):

Anatomy and physiology of hearing and balance mechanism (AUD 212)

6. Co-requisites for this course (if any):

NA

7. Course Main Objective(s):

This course aims to provide students with the ability to:

- Make an immediate impact on the participant's the practice of vestibular evaluation.
- Analyze and critique the scientific basis of and the indications for a variety of vestibular assessment and Tests /techniques used in diagnostic screening of patients typically referred for Vestibular assessment.
- Collaborate with other health care providers as needed to use the results of such assessment in patient's diagnosis and management.
- Develop the Audiology practitioner's ability to make use of evidence-based practice in making clinical decisions and enhance their ability in localizing the site of pathology to use the results of such assessment in patient's differential diagnosis and management.





2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	120	100%
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> Traditional classroom E-learning 		
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (Clinical)	30
6.	Others (Practical)	60
Total		120

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Recognize the use of vestibular test for diagnosis of vestibular disorder	K2	Lectures and practical session	Written exams
2.0	Skills			
2.1	Select the appropriate vestibular test according to the presented case	S2	Lectures and practical session	Written exam, Practical exams
2.2	Perform full vestibular assessment.	S1	practical session	Practical exam
2.3	Interprets the full vestibular assessment	S2	Lectures and practical session	Written exam, Practical exams





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
3.0	Values, autonomy, and responsibility			
3.1	Demonstrate professionalism in practice	V1	practical session	Practical exam

C. Course Content

No	List of Topics	Contact Hours
1.	Introduction, discussion of the syllabus	8
2.	Bedside test	16
3.	Videonystagmography test (VNG)	24
4.	Rotational chair test	16
5.	Vestibulo evoked myogenic potential (VEMP)	16
6.	Dynamic Posturography	8
7.	Video head impulse test (VHI)	8
8.	Vestibular rehabilitation	16
9.	Updates in vestibular testing	8
Total		120

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	First Midterm Examination	6 th -7 th week	15%
2.	Second Midterm Examination	10 th -11 th week	15%
3.	Professional writing assignment, case presentation, quizzes and/or specific reviews	Throughout semester	10%
4.	Quizzes on the practical part	Throughout semester	10%
5.	Final practical exam	15 th week	10%
6.	Final Written Examination	16 th -18 th week	40%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).





E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	Vestibular Disorders: A Case Study Approach to Diagnosis and Treatment, By: Joseph Furman, Stephen Cass and Susan Whitney. 3 rd edition, Publication: December 2010, Publisher: Oxford, ISBN 13: 978-0195333206
	Balance Function Assessment and management, By: Gary P. Jacobson, Neil Shepard. Publication: January 19, 2020, Publisher: Plural publishing, Inc. Edition: 3rd, ISBN 13: 978-1635501889
	Handbook of Clinical Audiology By Jack Katz, Marshall Chasin, Kristina English, Linda Hood and Kim Tillery, Publication Date: October 10, 2014, ISBN-10: 9781451194050 ISBN-13: 9781451194050, Publisher: Lippincott Williams and Wilkins, Edition: Seventh, North American Edition
Supportive References	
Electronic Materials	Saudi digital library
Other Learning Materials	Blackboard

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms with 30-40 seats
Technology equipment (projector, smart board, software)	<ul style="list-style-type: none"> • Smart Board • Computer • Data show projector or E-podium
Other equipment (depending on the nature of the specialty)	



F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students / program coordinator.	Direct /Indirect
Effectiveness of Students' assessment	Students / exam and assessment committee.	Direct /Indirect
Quality of learning resources	Instructor, program coordinator	Direct
The extent to which CLOs have been achieved	Students	Direct /Indirect

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	7
DATE	04/10/2023



Course Specification

— (Bachelor)

Course Title: Amplification and Assistive Listening Devices

Course Code: AUD 452

Program: Bachelor of Science in Audiology and Balance (BSc)

Department: Department of Health Communication Sciences

College: College of Health and Rehabilitation Sciences

Institution: Princess Nourah bint Abdulrahman University (PNU)

Version: V2

Last Revision Date: 1/10/2023



Table of Contents

A. General information about the course:	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods	4
C. Course Content	4
D. Students Assessment Activities	5
E. Learning Resources and Facilities	5
F. Assessment of Course Quality	6
G. Specification Approval	6





A. General information about the course:

1. Course Identification

1. Credit hours: 3 hours (2 Theory, 1 Practical, 0 Clinical)

2. Course type

A. ☐ University ☐ College ☒ Department ☐ Track ☐ Others
B. ☒ Required ☐ Elective

3. Level/year at which this course is offered: (level 7/ 4th year)

4. Course general Description:

This course will help the students to learn hearing aid components, identify the candidate for hearing aid, how they fit hearing aid for the candidate, and what is the troubleshooting that may occur and how they will manage it.

5. Pre-requirements for this course (if any):

NA

6. Co-requisites for this course (if any):

NA

7. Course Main Objective(s):

Through intensive lecture, lab instruction on-line instruction, and independent studies, the student will:

- a- understand the concept of amplification for hearing impaired patients.
- b- be able to identify patients who are candidate for hearing aid fitting.
- c- learn amplification options available for each patient.
- d- learn hearing aid components.
- e- be able to select appropriate amplification or other assistive listening devices.
- f- be able to manage simple problems with devices

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	60	100%
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> Traditional classroom E-learning 		
4	Distance learning		





3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	30
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		60

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Understand components and types of amplification.	K2	Lectures and practical sessions	Written and practical exams
1.2	Recognize hearing aid fitting and verification procedures	K2	Lectures and practical sessions	Written and practical exams
2.0	Skills			
2.1	Show the ability to select the appropriate hearing aid	S2	Lectures and practical sessions	Written and practical exams
2.2	Perform hearing aid fitting and verification procedures	S1	Practical sessions	Practical exams
3.0	Values, autonomy, and responsibility			
3.1	Demonstrate professionalism in practice.	V1	Practical sessions	Practical sessions

C. Course Content

No	List of Topics	Contact Hours
1.	Introduction to amplification and components of hearing aids	4
2.	Types of hearing aids and hearing aids candidacy	12
3.	Ear molds modification	4
4.	Hearing aid specification	8
5.	Hearing aid signal processing	8
6.	Hearing aid fitting in children and adult	8
7.	Hearing aid verification	8





8.	Assistive listening device	4
9.	Assistive listening device	4
Total		60

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	First Midterm exam	6 th -7 th week	15%
2.	Second Midterm Examination	10 th -11 th week	15%
3.	Professional writing assignment, quizzes, group activities and discussion (oral presentation)	Throughout semester	15%
4.	Practical lab	Throughout semester	15%
5.	Final written examination	16 th – 18 th week	40%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	<p>-Understanding Hearing aids: Getting started. Authors: Brian Taylor and H. Gustav Mueller. 1st edition, Publication: July 31, 2010, Publisher: Plural Publishing Inc., ISBN 13: 9781597563475</p> <p>-Textbook of Hearing Aid Amplification: technical and clinical consideration Author: Robert E. Sandlin. 2nd edition, Publication: February 29, 2000, Publisher: Singular Publishing Group, ISBN: 1-56593-979-4</p> <p>-Modern Hearing Aids pre-fitting testing and selection consideration. Author: H. Gustav Mueller, Todd Ricketts and Ruth Bentler. 1st edition, Publication: June 28, 2013, Publisher: Plural Publishing Inc., ISBN 13: 9781597561389</p>
Supportive References	
Electronic Materials	Saudi Digital library
Other Learning Materials	Blackboard





2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms with 30-40 seats
Technology equipment (projector, smart board, software)	<ul style="list-style-type: none"> • Board • Computer • Data show projector or E-podium
Other equipment (depending on the nature of the specialty)	

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students / program coordinator.	Direct /Indirect
Effectiveness of Students' assessment	Students / exam and assessment committee.	Direct /Indirect
Quality of learning resources	Instructor, program coordinator	Direct
The extent to which CLOs have been achieved	Students	Direct /Indirect

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	7
DATE	04/10/2023





Course Specification

— (Bachelor)

Course Title: **Hearing Screening**

Course Code: **AUD 434**

Program: **Bachelor of Science in Audiology and Balance (BSc)**

Department: **Department of Health Communication Sciences**

College: **College of Health and Rehabilitation Sciences**

Institution: **Princess Nourah bint Abdulrahman University (PNU)**

Version: **V2**

Last Revision Date: **1/10/2023**



Table of Contents

A. General information about the course:	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods	4
C. Course Content	4
D. Students Assessment Activities	5
E. Learning Resources and Facilities	5
F. Assessment of Course Quality	6
G. Specification Approval	6





A. General information about the course:

1. Course Identification

1. Credit hours: 3 hours (2 Theory, 0 practical, 1 Clinical)

2. Course type

A. ☐ University ☐ College ☒ Department ☐ Track ☐ Others
B. ☒ Required ☐ Elective

3. Level/year at which this course is offered: (level 7/ 4th year)

4. Course general Description:

The course highlights the importance of hearing screening and how to perform a good hearing screening program for different populations including infants, children and adults.

5. Pre-requirements for this course (if any):

NA

6. Co-requisites for this course (if any):

NA

7. Course Main Objective(s):

By the end of the course, a student should be able to:

- Recognize the objective of the hearing screening programs.
- Identify the risk factors for hearing loss.
- Describe the procedures, screening equipment and techniques for screening rationale.
- Integrate and interpret clinical test results.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	90	100%
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> • Traditional classroom • E-learning 		
4	Distance learning		





3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (Clinical)	60
Total		90

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Understand the concept and the importance of hearing screening	K2	Lectures	Written exam
2.0	Skills			
2.1	Perform hearing screening tests for different populations	S1	Lecture, Clinical visits	Practical exam
2.2	Search the relevant literature	S3	Group discussion	Assignment
3.0	Values, autonomy, and responsibility			
3.1	Demonstrate professionalism in practice	V1	Clinical visits	Practical exam

C. Course Content

No	List of Topics	Contact Hours
1.	Introduction, discussion of the syllabus	6
2.	Evidence Based Practice International classification of functioning, disability and health	6
3.	Risk factors for hearing loss	12
4.	Screening programs	18
5.	Newborn hearing screening	18
6.	Pre-school hearing screening	6
7.	Hearing screening for different populations	6
8.	Accuracy measurements for hearing screening	6
9.	Updates in hearing screening	12
Total		90





D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	First Midterm Examination	5 th - 6 th week	20%
2.	Second Midterm Examination	10 th - 11 th week	20%
3.	Professional writing assignment, case presentation, quizzes and/or specific reviews	Throughout semester	10%
4.	Practical exam	15 th week	10%
5.	Final Written Examination	16 th – 18 th week	40%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	<ul style="list-style-type: none"> - Hearing loss: causes, prevention and treatment (1st edition, 2017), Author: Jos J. Eggermont. Publisher: Academic Press. ISBN-13: 978-0128053980 - Comprehensive handbook of pediatric audiology (2nd edition, 2016). Authors: Anne M. Tharpe and Richard Seewald. Publisher: Plural Publishing Inc. ISBN-13: 978-1597566155
Supportive References	
Electronic Materials	Saudi digital library
Other Learning Materials	Blackboard

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms with 30-40 seats
Technology equipment (projector, smart board, software)	<ul style="list-style-type: none"> • Board • Computer • Data show projector or E-podium
Other equipment (depending on the nature of the specialty)	



F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students / program coordinator.	Direct /Indirect
Effectiveness of Students' assessment	Students / exam and assessment committee.	Direct /Indirect
Quality of learning resources	Instructor, program coordinator	Direct
The extent to which CLOs have been achieved	Students	Direct /Indirect

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	7
DATE	04/10/2023





Course Specification

— (Bachelor)

Course Title: Clinical Audiology I

Course Code: AUD 433

Program: Bachelor of Science in Audiology and Balance (BSc)

Department: Department of Health Communication Sciences

College: College of Health and Rehabilitation Sciences

Institution: Princess Nourah bint Abdulrahman University (PNU)

Version: V2

Last Revision Date: 1/10/2023



Table of Contents

A. General information about the course:	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods	4
C. Course Content	4
D. Students Assessment Activities	5
E. Learning Resources and Facilities	5
F. Assessment of Course Quality	6
G. Specification Approval	6





A. General information about the course:

1. Course Identification

1. Credit hours: 4 hours (2 Theory, 0 Practical, 2 Clinical)

2. Course type

A. ☐ University ☐ College ☒ Department ☐ Track ☐ Others
B. ☒ Required ☐ Elective

3. Level/year at which this course is offered: (level 7/ 4th year)

4. Course general Description:

Students will be able to gain clinical exposure in basic audiology assessment including pure tone audiometry, immittance testing and speech audiometry.

5. Pre-requirements for this course (if any):

Audiology II (AUD 344)

6. Co-requisites for this course (if any):

NA

7. Course Main Objective(s):

1. Enable the students to get audiological hands-on experience on pediatric and adult patients.
2. Give students the opportunity to engage on clinical work by practicing history taking and determining the appropriate procedures to be performed
3. Prepare the students to develop an effective approach for time management in clinical practice and to develop an approach to prioritize activities.
4. Allow the students to explore management options based on diagnosis, available resources and need.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	150	100%
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> Traditional classroom E-learning 		
4	Distance learning		



3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (hospital visits)	120
Total		150

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Recognize the use of audiological testing for diagnosis of hearing loss.	K2	Lectures	Written exams
2.0	Skills			
2.1	Perform full hearing assessment	S1	Clinical sessions	Practical exam
2.2	Interprets test results	S1	Lectures and clinical sessions	Written and practical exams
2.3	Develop management plan and manage necessary referrals.	S2	Lectures and clinical sessions	Written and practical exams
3.0	Values, autonomy, and responsibility			
3.1	Demonstrate professionalism in practice.	V1	Clinical sessions	Clinical sessions

C. Course Content

No	List of Topics	Contact Hours
1.	Introduction discussion of the syllabus History taking	10
2.	Case studies – discussion of cases based on the results of the following audiological tests: PTA, speech tests, tympanometry, ART, ETF and any other basic test	120
3.	Updates in basic audiology assessment and management	20
Total		150





D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	First Midterm Examination	5 th - 6 th week	15%
2.	Second Midterm Examination	10 th - 11 th week	15%
3.	Professional writing assignment, case presentation, quizzes and/or specific reviews	Throughout semester	10%
4.	Practical assessment	Throughout semester	20%
5.	Final Written Examination	16 th – 18 th week	40%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	Handbook of Clinical Audiology, By Jack Katz, Marshall Chasin, Kristina English, Linda Hood and Kim Tillery. Publication Date: October 10, 2014, ISBN-10: 9781451194050 ISBN-13: 9781451194050, Publisher: Lippincott Williams and Wilkins, Edition: Seventh, North American Edition
Supportive References	
Electronic Materials	Saudi digital library
Other Learning Materials	Blackboard

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classroom with 30-40 seats
Technology equipment (projector, smart board, software)	<ul style="list-style-type: none"> • Board • Computer • Data show projector or E-podium
Other equipment (depending on the nature of the specialty)	



F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students / program coordinator.	Direct /Indirect
Effectiveness of Students' assessment	Students / exam and assessment committee.	Direct /Indirect
Quality of learning resources	Instructor, program coordinator	Direct
The extent to which CLOs have been achieved	Students	Direct /Indirect

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	7
DATE	04/10/2023

