

## **MASTER PROGRAMME IN LOGOPEDICS (SPEECH AND LANGUAGE THERAPY) “CLINICAL LOGOPEDICS”**

**Educational degree:** master

**Professional qualification:** logopedics

**Training type:** full-time

**Training duration:** 1 year (2 semesters)

**Entry Requirements:** Candidates applying to the MSc must have obtained a minimum of Bachelor's degree and basic knowledge in both modules communication disorders: clinical/ medical and logopedical.

Logopedics is developing as higher education specialty at South-West University for more than 25 years. Nowadays this is a well-established specialty within the scientific direction of Public Health, successfully accredited by the NAEA in year 2015 for a period of 5 years.

The Department of Logopedics providing training in the field was opened as an independent one after the separation from Special Education in 2002.

The training is delivered by high-qualified lecturers (Professors, Assoc. Professors, and Assistant Professors with PhD) from the Department and other university units. The staff from Department of Logopedics takes part in international programmes for academic exchange and provides lecturers from EU and USA countries.

The curriculum structure is according to the requirements of IALP (International Association of Logopedics and Phoniatics) and also meets the standards of CPLOL (Standing Liaison Committee of E.U. Speech and Language Therapists and Logopedists).

The high quality of graduates in Logopedics is due to the excellent facilities, equipped with modern diagnostic and therapeutic equipment, Resource Center (established in 1995), University Stuttering Research Centre (established in 2000) the KayPentax Speech Lab (established in 2007) and the faculty Centre of Logopedics for practice and research (established 2009).

There is a specialized library situated in a Resource Centre, which has a large collection of Bulgarian and foreign publications and periodicals/ journals.

Training is realized through modern interactive methods with the use of multimedia, video, simulations and more. Practical training is carried out in basic specialized institutions, diagnostic centers and university facilities for practical training.

On completion of the course “Clinical logopedics”, graduates will have the necessary skills to undertake:

- Effective and competent Speech & Language Therapy practice
- Assessment and diagnosis of human communication and swallowing disorders
- Treatment plans for the remediation of human communication and swallowing disorders
- Critical evaluation and application of the scientific evidence base in logopedics
- Ethically based professional actions
- Effective clinical reasoning and decision making with reference to evidence-based practice
- Effective change management
- Actions that support self-determination of all clients
- Actions that demonstrate the application of principles of reflective practice
- Collaborative and co-operative work with other practitioners within the multi-disciplinary teamwork environment
- Critical evaluation of the health and welfare legislation and service delivery in Bulgaria, Europe and international plan

Graduates in Master's program “Clinical logopedics” will be eligible to practice in public and private institutions /offices and/ or perform research and educational activities according to their professional qualifications.

## CURRICULUM

| <b>Year 1</b>   |                 |  |                 |
|---|-----------------|--|-----------------|
| <b><u>Semester I</u></b>  | <b>ECTS</b>     | <b><u>Semester II</u></b>  | <b>ECTS</b>     |
| 1. Clinical Psychology and Psychology of elderly  | 3.0             | 9. Complex therapy of generalized disorders of development               | 3.0             |
| 2. Psychological and speech rehabilitation in local lesions of the brain (aphasia and right-sided syndrome) | 5.0             | 10. Differential diagnosis of communication disorders                    | 3.0             |
| 3. Swallowing disorders (dysphagia)   | 3.0             | 11. Speech therapy for individuals with dysphagia                        | 3.0             |
| 4. Complex speech and language therapy for children and adolescents with cerebral palsy                     | 5.0             | 12. Elective course from group II  | 3.0             |
| 5. Neurofeedback and biofeedback in logopedics  | 4.0             | 8. b. Practice in logopedics (one day)                                   | 3.0             |
| 6. Elective course from group I   | 3.0             | 13. Diploma Thesis Defense   | 15.0            |
| 7. Elective course – practicum  | 2.0             |  |                 |
| 8. a. Practice in logopedics (one day)  |                 |  |                 |
|   | <b>Total 30</b> |  | <b>Total 30</b> |
| <b>Elective courses (students choose one course of group I)</b>   |                 | <b>Elective courses (students choose one course of group II)</b>         |                 |
| 1. Techniques in drama therapy  | 3.0             | 1. Fundamentals of occupational therapy                                  | 3.0             |
| 2. Fundamentals of hospitalization and after-care support   | 3.0             | 2. Strategies to impact on people with sensory disintegration            | 3.0             |
| 3. Basics of physiotherapy  | 3.0             | 3. Interpersonal psycho training for people with communication disorders | 3.0             |
| <b>Elective course – practicum</b>  |                 |  |                 |
| 1. Clinical team work   | 2.0             |  |                 |
| 2. Communicative training   | 2.0             |  |                 |
| 3. Practicum of electromyographic biofeedback in logopedical practice                                       | 2.0             |  |                 |
| <b>CREDITS IN TOTAL: 60</b>   |                 |  |                 |

## COURSE DESCRIPTIONS

### I. COMPULSORY COURSES

#### CLINICAL PSYCHOLOGY AND PSYCHOLOGY OF ELDERLY

**ECTS credits:** 3

**Evaluation form:** exam

**Semester:** fall

**Supervision:** Department of Logopedics, Faculty of Public Health, Health Care and Sport

**Hours per week:** 2l+1s+0p

**Type of exam:** written

**Annotation:**

The course "Clinical Psychology and Psychology of elderly" is developed for students, enrolled in a master's program in Clinical logopedics. It contains 40 academic hours, including 30 hours of lectures and 15 hours seminars and it is taught in the first semester. It is organized into the following four modules: 1) Introduction to clinical psychology - basic notions; 2) Psychology of the patient; 3) Psychological treatment; 4) Psychology of elderly - mental changes in aging.

**Course content:**

The course content is organized in 4 modules: 1) Introduction to clinical psychology - basic notions: Scientific status of clinical psychology; Temperament, character personality; psychosomatic dependency; 2) Psychology of the patient; Personality and disease; Personality changes in chronic psychiatric disorders; Personality changes in chronic somatic diseases; Psychological aspects of alcohol disease; 3) Psycho hygiene and psychological treatment; Psychological aspects of drug addiction; Psychological aspects of suicide; Psycho hygiene and psychological prevention of childhood and adolescence; 4) Psychology of elderly - mental changes in aging.

**Training and evaluation techniques:**

Lectures are supported by graphic and visual material. Reflexive techniques and "brainstorming" are used in the analysis of case studies;

Seminars are prepared by summarizing scientific books and articles

Observation is performed in specialized clinical institutions and / or speech therapy offices.

Assessment is done through verification of the presence of students in lectures / min 3 times / seminars and practical exercises each session;

The current evaluation is accomplished by two test /in the beginning and before the end of the course /; assessment of activity of students during seminars and practical;

#### PSYCHOLOGICAL AND SPEECH REHABILITATION IN LOCAL LESIONS OF THE BRAIN (APHASIA AND RIGHT-SIDED SYNDROME)

**ECTS credits:** 5

**Evaluation form:** exam

**Semester:** fall

**Supervision:** Department of Logopedics, Faculty of Public Health, Health Care and Sport

**Hours per week:** 2l+2s+1p

**Type of exam:** written

**Annotation:**

The course includes the principles of teamwork in clinical institutions as well as the planning, implementation and evaluation of activities relating to the characteristics of therapy, early habilitation and / or propaedeutics speech disorders caused by local brain damage in various periods of mental development of patients.

**Course content:**

Lectures are divided into two modules. The first one is dedicated to the identification of speech disorders in combined local disorders and specific diseases, where the speech, intellectual and cognitive functions are impaired. The second module focuses on psychological rehabilitation in the context of speech therapy in adults or speech and language therapy in children depending on the time of the injury /prelingual

or during early period of language development/; and consequences for behavior and cognition in bilateral and unilateral /right-sided/ damage.

**Training and evaluation techniques:**

Lectures are supported by graphic and visual material. Reflexive techniques and "brainstorming" are used in the analysis of case studies;  
Seminars are prepared by summarizing scientific books and articles  
Observation is performed in specialized clinical institutions and / or speech therapy offices. Assessment is done through verification of the presence of students in lectures / min 3 times / seminars and practical exercises each session;  
The current evaluation is accomplished by two tests /in the beginning and before the end of the course/; assessment of activity of students during seminars and practical;

**SWALLOWING DISORDERS (DYSPHAGIA)**

**ECTS credits:** 3

**Evaluation form:** exam

**Semester:** fall

**Supervision:** Department of Logopedics, Faculty of Public Health, Health Care and Sport

**Hours per week:** 2l+1s+0p

**Type of exam:** written

**Annotation:**

The course is designed to present the students the basic theoretical defining importance of swallowing, the normal functioning of the digestive and respiratory systems of the body, and the importance of swallowing disorders for developing serious pathological changes in the lower respiratory tract and larynx, reflecting in varying degrees of severity and duration of disruptions in voice-forming. Emphasis is placed on the utilization of the most important techniques for assessing the effectiveness of swallowing function and opportunities for active voice therapy in people with phonation disorders due to impaired swallowing function.

**Course content:**

Introduction to swallowing disorders and definition of dysphagia: responsibilities of the speech therapist / SLPs /; Review of anatomy and physiology of organs and systems carrying the four stages of swallowing; Clinical methods and techniques for assessment of the act of swallowing; Videofluoroscopy or Fiberoptic endoscopic evaluation of swallowing (FEES); Clinical symptoms of dysphagia; Complications caused by swallowing disorders; Etiology of dysphagia; Neurological diseases leading to dysphagia; Diseases of the esophagus and respiratory system leading to dysphagia; Iatrogenesis; Dysphagia due to neoplasms of the head and neck; Therapy approaches in the treatment of dysphagia.

**Training and evaluation techniques:**

Videos, photos, schemes and demo products are used during the lectures and seminars. Students work with case studies; research books, articles, and specific information from internet.  
Evaluation: final written exam. Current evaluation includes two tests and essay.

**COMPLEX SPEECH AND LANGUAGE THERAPY FOR CHILDREN AND ADOLESCENTS WITH CEREBRAL PALSY**

**ECTS credits:** 5

**Evaluation form:** exam

**Semester:** fall

**Supervision:** Department of Logopedics, Faculty of Public Health, Health Care and Sport

**Hours per week:** 2l+2s+1p

**Type of exam:** written

**Annotation:**

The aim of the course is to present the students knowledge about the etiology and pathogenesis of cerebral palsy; the different types of communication disorders that occur in children and adolescents with cerebral palsy; diagnosis and differential diagnosis of speech, oral-motor, language and academic skills in

children and adolescents with cerebral palsy; acquiring skills to implement various logopedical therapeutic approaches and methods for cerebral palsy; ability to work in team with professionals involved in complex effects in children and adolescents with cerebral palsy.

**Course content:**

The course includes the following modules: 1) Basic etiologic factors for cerebral palsy; 2) Basic types of cerebral palsy; 3) Communication disorders in children and adolescents with cerebral palsy; 4) Eating mechanisms disorders of cerebral palsy; 5) Diagnosis and differential diagnosis of oral-motor mechanisms of language skills and academic skills in children and adolescents with cerebral palsy; 6) approaches, methods and principles for speech and language therapy, assessment, effectiveness of therapy and prognosis.

**Training and evaluation techniques:**

Models, medical atlases, boards, educational films and multimedia presentations are used during the training. The main topics are previously prepared and discussed with the students during the seminars. Practical exercises (observation) are organized in basic speech therapy offices and the faculty Centre of Logopedics of SWU. The current control during the seminars includes two test trials, independently develop coursework and essay; case studies related to the diagnosis, development of strategies for speech therapy.

## **NEUROFEEDBACK AND BIOFEEDBACK IN LOGOPEDICS**

**ECTS credits:** 4

**Evaluation form:** exam

**Semester:** fall

**Supervision:** Department of Logopedics, Faculty of Public Health, Health Care and Sport

**Hours per week:** 2l+2s+1p

**Type of exam:** written

**Annotation:**

Neurofeedback and biofeedback in modern science are part of applied neuroscience and behavioral therapies. It is developing area for forming and modifying behavior and behavioral reactions using computerized systems, including hardware (sensors) and software (audiovisual presentations).

The course of Neurofeedback and biofeedback in logopedics introduces to the students practical application of the principles, methods and techniques of instrumental (operant) learning in speech and language therapy of communication disorders. The theoretical fundamentals of the course are theory of functional systems (Russian) and the theory of behavioral analysis (Western).

**Course content:**

Behavioral therapy. Functional systems. Theoretical models for the emergence of various communication disorders. Neurofeedback basic principles, methods, techniques, protocols. Biofeedback - basic principles, methods, techniques, protocols. Levels of efficiency and effectiveness in neurofeedback and biofeedback therapy. Neurofeedback and biofeedback with cognitive deficits and learning disabilities; in emotional and behavioral disorders; in psychogenic (stress-induced) disorders; in the treatment of fluency disorders - stuttering, cluttering; in neurological-based communication disorders.

**Training and evaluation techniques:**

Educational methods: lectures, demonstration with multimedia, TV, projector, discussions, observations, practical exercises. Evaluation: final written exam. Current evaluation includes 2 tests, development of course work, or essay; case studies, course project, translation of a scientific article, or abstract.

## **PRACTICE IN LOGOPEDICS (ONE DAY)**

**ECTS credits:** 3; 8

**Evaluation form:** exam

**Semester:** fall and spring

**Supervision:** Department of Logopedics, Faculty of Public Health, Health Care and Sport

**Hours per week:** 0l+0s+1p; 0l+0s+2p

**Type of exam:** practical

**Annotation:**

It is a compulsory course from the curriculum of the Master's programme in "Clinical logopedics".

**Course content:**

The training in this subject includes diagnosis and therapy of communication disorders.

**Training and evaluation techniques:**

Practical exam in a logopedical office

## **COMPLEX THERAPY OF GENERALIZED DISORDERS OF DEVELOPMENT**

**ECTS credits:** 4

**Hours per week:** 2l+1s+1p

**Evaluation form:** exam

**Type of exam:** written

**Semester:** spring

**Supervision:** Department of Logopedics, Faculty of Public Health, Health Care and Sport

**Annotation:**

The course aims to familiarize students with GDD in different age groups by revealing the patterns and dynamics of their development. Issues of definition, etiology, symptoms and diagnosis of GDD are discussed. The emphasis is on the peculiarities of speech and language development in individuals with GDD, and the main strategies for integrated, particularly Logopedic impact.

**Course content:**

Identification of generalized disorders of development - definition, theories, causes. Generalized disorder of development. Diagnosis of individuals with GDD. Differential diagnosis in individuals with GDD. GDD therapeutic approaches. Therapeutic techniques in GDD. Logopedic impact in GDD. Complex therapy in GDD.

**Teaching and assessment:**

The course is conducted within one semester and includes lectures, seminars and exercises. Attendance is mandatory. The teaching process includes videos, albums, schematics, demo products. The final exam is held in the form of a written test that includes open and closed questions on the content of the course. The results of the ongoing assessment are taken into consideration when forming the final score which takes into account both the current monitoring and evaluation of the written exam.

## **DIFFERENTIAL DIAGNOSIS OF COMMUNICATION DISORDERS**

**ECTS credits:** 4

**Hours per week:** 2l+1s+1p

**Evaluation form:** exam

**Type of exam:** written

**Semester:** spring

**Supervision:** Department of Logopedics, Faculty of Public Health, Health Care and Sport

**Annotation:**

The course is designed for students of Master's degree, who will prepare themselves for activities in clinical institutions for diagnosis and differential diagnosis of communication disorders. Attention is paid to the principles of teamwork in clinical institutions as well as the planning, implementation and evaluation of activities relating to the characteristics of evaluation, diagnosis and differential diagnosis of communication disorders.

**Course content:**

Nature of diagnosis as a process. Diagnosis and differential diagnosis. Stages of the diagnostic process. Interview with parents, teachers and resource teachers. Consultations with specialists. Proper diagnosis. Application of the ICF model in the diagnosis and differential diagnosis of communication disorders. Differential diagnosis of specific articulation disorders, speech apraxia and specific phonological disorders. Differential diagnosis of specific articulation disorders and discrete dysarthria. Differential diagnosis of expressive and impressive forms of language developmental disorders. Differential diagnosis of primary and

secondary language disorders in mild intellectual impairment. Differential diagnosis of similar impressive forms of language disorders. Differential diagnosis of normal non-fluency and early stuttering. Differential diagnosis of violations of fluency, stuttering, cluttering, tachylalia, bradylalia. Differential diagnosis of functional and organic stuttering. Final stage. Analysis and interpretation of data.

**Teaching and assessment:**

The course is mandatory and provides 4 credits, representing 120 conventional units. 60 units or two credits are awarded for attending lectures, seminars and exercises, and the remaining 60 units or two credits are awarded based on ongoing evaluation and extracurricular tasks.

**SPEECH THERAPY FOR INDIVIDUALS WITH DYSPHAGIA**

**ECTS credits:** 3

**Evaluation form:** exam

**Semester:** spring

**Supervision:** Department of Logopedics, Faculty of Public Health, Health Care and Sport

**Hours per week:** 2l+1s+1p

**Type of exam:** written

**Annotation:**

The course on "Speech therapy for individuals with dysphagia" includes the following modules: 1) Structural and functional organization of chewing and swallowing processes; 2) Basic syndromes, diseases and disabilities determining the occurrence of dysphagia; 3) Speech diagnosis of eating and chewing disorders at different age groups; 4) Approaches, methods and principles of therapy for dysphagia for different age groups.

**Course content:**

Anatomical and physiological bases of the process "chewing" and "swallowing". Embryonic and post-embryonic development of chewing and swallowing processes. Dysphagia, based on neurologic damage - etiology, symptoms and pathogenesis. Dysphagia based on structural damage of MFA (maxillofacial anomaly) - etiology, symptoms and pathogenesis. Esophageal dysphagia - etiology, symptoms and pathogenesis. Disorders of feeding mechanisms in children aged 0 to 3 years of age. Disorders of feeding mechanisms in children with emotional, behavioral and psychiatric disorders. Logopedic diagnostics of violations of chewing and swallowing mechanisms. Differential diagnosis of violations of feeding and speech mechanisms between sensory-integrative, neurological and posttraumatic symptoms. Features of teamwork in diagnosis and treatment of dysphagia. Speech therapy approaches and methods of treatment for disorders of feeding mechanisms from 0 to 3 years of age. Speech therapy approaches and methods for the treatment of dysphagia with neurological basis. Speech therapy approaches and methods for the treatment of dysphagia with biomechanical basis. Speech therapy methods for the treatment of esophageal dysphonia. Procedures for measuring the effectiveness of Speech and Language work.

**Teaching and assessment:**

1. Auditory occupation

The course is conducted in the traditional way by using models, medical atlases, visual boards, educational films and multimedia presentations. Practical exercises are held in basal speech therapy offices and in the clinical facilities of SWU.

2. Individual work

Self-preparation involves: preliminary preparation of students on given by the lecturer seminar topics; developing themes on theoretical and practical scientific topics; conducting diagnostic tests; development and implementation of speech therapy sessions; training for current evaluation. The current evaluation during the hours of lectures and exercises includes two tests, independent development of coursework and essay; case studies related to the diagnosis, development of strategies for speech intervention or speech therapy sessions. Teaching methods: lectures; demonstrations by multimedia, TV, projector; discussions; observation practices. Evaluation: exam is conducted in written form.

## II. ELECTIVE COURSES

### TECHNIQUES IN DRAMA THERAPY

**ECTS credits:** 3

**Evaluation form:** exam

**Semester:** fall

**Supervision:** Department of "Pedagogy", Faculty of Pedagogy

**Hours per week:** 11+0s+2p

**Type of exam:** written

**Annotation:**

The course "Techniques in drama therapy" aims to expand basic training of students in the field of therapeutic methods by providing them knowledge about the therapeutic and prophylactic potential of the arts. Training course includes the study of the history, theory and practice of therapy through use of dramatic and/or theater approaches to achieve certain therapeutic purposes.

**Course content:**

Therapeutic potential of theater and artistic creative process. Art therapy – psychotherapy and psychodrama. Simulated situations and drama therapy. Role theory Jacob Levy Moreno - "Self-concept and the role are in constant interaction." Types of roles in psychodrama theory of JK. Moreno. Psychosomatic, psychodrama, social roles. Phases of the role. Roleplay. Stages role in development of the individual. Essence of role training. Specific tools in drama therapy. Basic procedural components. Basic specific and basic common techniques in drama therapy. Situational techniques.

**Training and evaluation techniques:**

Teaching methods: lectures; demonstrations by multimedia, TV, projector. The training of students includes lectures and seminars on techniques in drama therapy, accompanied by lectures and discussions. A necessary condition for acquiring the minimum of knowledge is compulsory attendance of all lectures and seminars. The students, individually or in a team, participate in the following forms of work: preparing a bibliography; preparation of a set of methodological materials; abstract. The final exam is written.

### FUNDAMENTALS OF HOSPITALIZATION AND AFTER-CARE SUPPORT

**ECTS credits:** 3

**Evaluation form:** exam

**Semester:** fall

**Supervision:** Department of Medico-Social sciences, Faculty of Public Health, Health Care and Sport

**Hours per week:** 11+0s+2p

**Type of exam:** written

**Annotation:**

The course introduces the basic theoretical and practical concepts of types of prehospital patient, hospital and post hospital care. The roles of clinical speech therapist in the system of hospital after hospital care. Discuss and administration of the process of reception, stay and discharge of patients with neurological diseases

**Course content:**

Emphasis is on working in multidisciplinary teams and the possibilities for adaptation of different environments in order to achieve a higher quality of life of patients with neurological disorders. Students will be prepared for their future work with individuals who have neurological and psychiatric disorders and disorders associated with motor activity, coordination, memory, hearing, speech, behavior, intellectual and physical development and their ability to self-service.

**Training and evaluation techniques:**

Multiple diagrams and scheme to illustrate are used for training. The lectures are supported with practical examples. Practical exercises are performed in facilities provided for the purpose or use of authentic documents, materials and more. All evaluations are based on written work. The final exam is written, too.

## FUNDAMENTALS OF PHYSIOTHERAPY

**ECTS credits:** 3

**Evaluation form:** exam

**Semester:** fall

**Supervision:** Department of Physiotherapy, Faculty of Public Health, Health Care and Sport

**Hours per week:** 11+0s+2p

**Type of exam:** written

### **Annotation:**

Rehabilitation program for some diseases includes speech therapy combined with physiotherapy for better effectiveness. This requires students in the Master's program "Clinical logopedics" to know the nature and impact of natural and preformed physical factors, so that in future activities successfully to combine them with speech therapy. Physical medicine is the science of the application of physical factors - natural and artificial prophylactic, therapy and rehabilitation. It is part of the complex therapy of various clinical specialties. Especially natural factors have training effect are used in physiopreventive therapy.

### **Course content:**

Students should be familiar with the following sections of physical medicine and rehabilitation, electrotherapy, light treatment, thermotherapy, hydrotherapy, spa and climatotherapy.

### **Training and evaluation techniques:**

Educational methods: demonstration of schemes, tables, figures, use of multimedia and discussions are used during the training.

Individual work: preparation for lecture and seminar activities by individually developed different schemes, development of predefined theoretical and practical topics.

All evaluations are based on written work. The final exam is written, too.

## FUNDAMENTALS OF OCCUPATIONAL THERAPY

**ECTS credits:** 3

**Evaluation form:** exam

**Semester:** spring

**Supervision:** Department of Medic-Social Sciences, Faculty of Public Health, Health Care and Sport

**Hours per week:** 11+0s+2p

**Type of exam:** written

### **Annotation:**

The course introduces the basic theoretical concepts of occupational therapy. It examines the role of occupational therapists work with children at risk and their families. The emphasis is on working in multidisciplinary teams and the possibilities for adapting the environment. The students explore deviations from normal neuro-psychological development due to various injuries and the adverse effects on the physical and social environment, as well as possibilities for their adaptation.

### **Course content:**

History of occupational therapy. Development of occupational therapy in Bulgaria. Introduction to occupational therapy. Subject, purpose and objectives. Theoretical models. Importance of activities. Social Policy of Bulgaria. Social inclusion of people with disabilities. Aim and principles of occupational therapy evaluation. Methods and objectives of occupational therapy research. Methods and objectives of occupational therapy intervention. Occupational therapy and ergonomics. Adapting the environment. Teamwork. The place and role of occupational therapists in a multidisciplinary team. Occupational therapy approaches for working with children at risk who are users of social service. Integrated education. The role of occupational therapy in the school environment.

### **Training and evaluation techniques:**

The course is conducted in traditionally approved way by using multiple diagrams and sketches to illustrate. The lectures are supported with examples from longstanding practice of the lecturer. Practical

exercises are carried out in provided for the purpose place or using authentic documents, materials and etc. The materials or the place are specified for each topic. Individual work provides: training exercise on any topic (summery, methods, etc.); preparation for tests; developing theoretical and practical topics.

All evaluations are based on written work. The final exam is written.

### **STRATEGIES FOR INFLUENCING PEOPLE WITH SENSORY DISINTEGRATION**

**ECTS credits:** 3

**Hours per week:** 11+0s+2p

**Evaluation form:** exam

**Type of exam:** written

**Semester:** spring

**Supervision:** Department of Medic-Social Sciences, Faculty of Public Health, Health Care and Sport

#### **Annotation:**

The curriculum is designed within a short lecture course to introduce students to the nature of the disorders of sensory integration, available diagnostic methods, and the most popular therapeutic programs. Practice - materials on specific case studies will be provided for discussions, diagnosis and development of therapeutic programs will be discussed.

Students acquire knowledge of complex therapy in children/persons with emotional behavior disorders, sensory processing disorders, and language disorders in childhood.

#### **Course content:**

Sensory Integration - definition and meaning to the life of the individual. Sensory-integrative dysfunction (SID) - definition, causes and symptoms. Diagnosis of impaired sensory integration. Language and speech development of children with SID. Development of motor skills in children with SID. General therapeutic approaches for children with SID. Alternative therapy - description and application. Child with SID in the family. Balanced sensory diet in children with SID. Features of SID in adults.

#### **Training and evaluation techniques:**

Educational methods: demonstration, discussion, use of videos, albums, schematics, demo products. The visit of lectures and seminars is required.

Current control: Essay, 2 tests, case-studies.

All evaluations are based on written work. The final exam is written.

### **INTERPERSONAL PSYCHOTRAINING FOR PEOPLE WITH COMMUNICATION DISORDERS**

**ECTS credits:** 3

**Hours per week:** 11+0s+2p

**Evaluation form:** exam

**Type of exam:** written

**Semester:** spring

**Supervision:** Department of Logopedics, Faculty of Public Health, Health Care and Sport

#### **Annotation:**

Specialist clinical speech therapist works in a team in a clinical setting. The character of the logopedics work covers a wider range of activities. It includes interpersonal and psychological training in order to influence the secondary personality traits that are fixed as a result of communication disorders and social contacts of patients. Interpersonal psychological training is subject to impact not only patients with communication disorders but members of the family, formal and informal environments.

#### **Course content:**

First unit – scientific foundations of interpersonal psycho - training: human relations. Mental and psychic regulation norm; Structure of interpersonal relations; Theories about the impact in the context of complex therapy;

Second module: technology interpersonal psycho - training: Psycho - techniques and classification methods; Technology of psycho - training with difficulties of social adaptation; Training for evaluation and self-assessment in the context of interpersonal relationships in the process of logopedical impact.

#### **Training and evaluation techniques:**

The lectures are presented and conducted the following teaching techniques: "reflexive techniques", discussion, training and brainstorming, case studies and analysis of products of practical activities of therapists working in the field of psycho - training people with communication disorders. Practice sessions are held at the Centre for practical training of students in speech therapy - the faculty Centre of Logopedics of South-West University, and special logopedical offices at schools and kindergartens.

Each student must prepare and demonstrate at least one practical session.

The visit of lectures and seminars is required. Monitoring is done by checking the presence of any practical training and lectures no less than three checks.

All evaluations are based on written work. The final exam is written.

## **PRACTICUM**

### **CLINICAL TEAM WORK**

**ECTS credits:** 2

**Evaluation form:** exam

**Semester:** fall

**Supervision:** Department of Logopedics, Faculty of Public Health, Health Care and Sport

**Hours per week:** 0l+0s+2p

**Type of exam:** written

#### **Annotation:**

The course "Clinical team work" aims to present the work of speech therapists in a team with other professionals involved in the diagnosis, prevention, prevention and treatment of persons with communication disorders.

During this practicum, each student builds knowledge and skills according to the new standards for speech training within the European Higher Education (CPLOL / NQ, 2013).

#### **Course content:**

Team - definition and types. Screening to identify people with communication disorders. Evidence of family history - communication with parents / care givers. Diagnosis of persons with communication disorders. Interpretation and analysis of data obtained from various specialists from the team. Family counseling - goals. Family therapy in work with families of children with disabilities. Preparation of individual plan (medical, logopedical, etc.) for therapy of people with communication disorders. Counseling of persons with communication disorders and their families in a multicultural environment. Clinical team work in cases of different types of communication disorders.

#### **Training and evaluation techniques:**

Educational methods: demonstration of schemes, tables, figures, use of multimedia and discussions are used during the training. The discussions during the classes are supported with practical examples. Individual work: The students develop different schemes and predefined theoretical and practical topics for the seminars or the lectures.

All evaluations are based on written work. The final exam is written.

### **COMMUNICATIVE TRAINING**

**ECTS credits:** 2

**Evaluation form:** exam

**Semester:** fall

**Supervision:** Department of Logopedics, Faculty of Public Health, Health Care and Sport

**Hours per week:** 0l+0s+2p

**Type of exam:** written

#### **Annotation:**

Students acquire knowledge and skills in human communication (verbal and nonverbal) during the course. The training is based on characteristics of social interaction and behavior. Main objectives of the discipline "Communicative training": processes by which participants in communication adapt and solve problems arising from social interaction, the definition of roles, responsibilities and standards, and resolving disagreements and conflicts.

**Course content:**

Basic communication skills. Reflection of information. Reflection of emotion. Self-revelation, self-affirmation, proving yourself. Creating and maintaining trust, creating and maintaining friendship. Managing emotions - fear, anger and others. Emotional competence. Conflict Resolution. Basic principles and objectives of conflictology. Social arbitration. Negotiating. Intercultural communication and competence. Theatre of J. Moreno. Development of questionnaire for evaluation and feedback.

**Training and evaluation techniques:**

Educational methods: lectures, demonstration with multimedia, discussions, observations, practical exercises. Half of the credits are for lectures and exercises, and the other half –current work. The final exam is written test.

The final assessment is formed as follows: (40%) current evaluation and (60%) evaluation of final test.

## **PRACTICUM OF ELECTROMYOGRAPHIC BIOFEEDBACK IN LOGOPEDICAL PRACTICE**

**ECTS credits:** 2**Evaluation form:** exam**Semester:** fall**Supervision:** Department of Logopedics, Faculty of Public Health, Health Care and Sport**Hours per week:** 0l+0s+2p**Type of exam:** written**Annotation:**

The practicum in EMG-biofeedback in Speech and Language practice introduces students to the practical application of the principles, methods and techniques of instrumental (operant) learning in speech therapy of communication disorders. Introduction of electromyography (EMG) – physiological method used widely in medical practice. The course is entirely practical oriented to the specific speech therapy for various communication disorders. The course present how principles, methods and techniques of behavioral therapy of EMG-biofeedback can be applied together with Speech and Language therapy. The curriculum was developed in collaboration with an external expert, doctor of neurology.

**Course content:**

Introduction of EMG method and computerized EMG-biofeedback systems - registration of signals, types of EMG, types of EMG devices, types of installations. Use of EMG electrodes to conduct activities of different articulator and / or mimic muscles. Analysis of extracted EMG signals and EMG parameters. Biofeedback - basic principles, methods, techniques, protocols. Types of audio-visual presentations in EMG-biofeedback. Levels of efficiency and effectiveness of EMG-biofeedback in speech and language practice. EMG-biofeedback protocols in logopedics. General and progressive muscle relaxation and autogenous training. EMG-biofeedback in fluency disorders - stuttering and cluttering; emotional and behavioral disorders; in psychogenic (stress-induced) disorders; dysarthria and swallowing disorders. Comparative analysis between the AAF, DAF, FAF and biofeedback in speech and language therapy.

**Training and evaluation techniques:**

Educational methods: demonstration, discussions, observations, practical exercises.

The final grade is based on two tests, overall evaluation of current work, and written exam.