

MASTER PROGRAMME IN LOGOPEDICS (SPEECH AND LANGUAGE THERAPY)

Educational degree: Master

Professional qualification: Logopedics (Speech and Language Therapy)

Training type: fulltime

Training duration: 4 semesters

QUALIFICATION CHARACTERISTIC

SPECIALTY: LOGOPEDICS

**professional degree: MASTER
program: CLINICAL LOGOPEDICS**

professional qualification: LOGOPEDIST (SPEECH AND LANGUAGE THERAPIST)

The curriculum of this programme is developed according to the standards and requirements of International Association of Logopedics and Phoniatrics (IALP) and Standing Liaison Committee of Speech and Language Therapists / Logopedists in the European Union (CPLOL) from 1995 and 1997, 2003, 2007, 2013.

The current master's program is designed to train professionals who graduated Bachelor's or Master's degree in professional field different from 7.4. "Public health" (logopedics). The students have to master knowledge and skills in the field of communication disorders and the aspects for speech and language therapy. The training is four semesters. The students end their education with diploma thesis defense and practical exam. The qualification for a master's degree with a professional qualification "Logopedist (speech and language therapist)" is a basic document that determines the development of the curriculum and the programs.

The qualification characteristic of the Logopedics specialty is consistent with the professional realization and the qualification standard of the graduates in the European Union and has been approved by the Department Council, Faculty Council and Academic Council of the university.

I. Professional qualities and competence of the graduates of the specialty:

- has a wide spectrum of theoretical and practical knowledge in the field of communication disorders that upgrade the knowledge for critical analysis and interpretation from the previous education;
- organizes, lead and conducts speech and language therapy in logopedical offices at general and special kindergartens and schools, in social homes and centers, in public health institutions; in diagnostic, rehabilitation and resource centers;
- demonstrates a high degree of autonomy, easily orients oneself to complex educational content, adopting own approaches and methods to master it and training for themselves and for those managed by them from human resources;
- has the skills to manage diagnostics and therapeutic teams, units and institutions;
- keep the records in logopedics office and / or sector that work in;

- consult and work on prevention about the problems in the field of communication disorders;
- discovers gaps in the information needed to better understand the client's disorder and seeks information to fill them;
- detects the impact of the disorder on the psychosocial welfare, the social and medical status of the client and the people; who are significant to him/ her;
- choose and plan evidence-based therapeutic interventions, techniques and instrumentation, and includes key figures from the environment of the client;
- understands the role of the other members of the interdisciplinary team and plans the therapy according the other professionals, showing creativity, criticality and flexibility;
- understands the terms efficacy and effectiveness according to speech and language pathology;
- documents the results from the therapy and any changes in the treatment plan;
- timely refer the client to other professionals if necessary and in an appropriate manner;
- respects the ethical code of the speech and language therapist;
- demonstrates a high level of professional competence in presenting his/hers own achievements and perceptions to a specialized and non-specialized audience;
- demonstrates self-criticism and criticism in assessing the necessity of continuing education for him/her and for the human resources managed by him/her;
- has the ability to analyze, generate and integrate new knowledge in the process of diagnosis and therapy of voice and fluency disorders;
- has the ability to apply and adapt innovative diagnostic and therapeutic approaches through research into the subject's scientific literature and to assess the necessity for new knowledge for a specific communication disorder;
- conducts research, scientific and scientific-practical work in the field of communication disorders and takes part in development and implementation of projects.

II. Theoretical and practical training of the graduates of the specialty

During the training, student masters his / her theoretical and practical knowledge by developing skills for diagnostic and therapeutic work with persons with speech and language pathology. This knowledge encompasses: definition, etiology, symptoms, diagnostics and differential diagnosis, speech and language therapy as well as specific competencies for speech, language and hearing disorders.

The general education includes acquiring of knowledge from the field of:

- Biomedical sciences
- Linguistic science
- Behavioral sciences
- other sciences.

Specialization requires the acquisition of knowledge and skills in the following types of voice and fluency disorders:

- Articulation disorders
- Language disorders in children
- Acquired language disorders
- Fluency disorders
- Specific learning disorders (dyslexia, dysgraphia and dyscalculia)
- Motor-speech disorders

- Communication disorders in persons with emotional-behavioral diseases
- Communication disorders in children with multiple disorders
- Communication disorders in psychiatric disorders
- Communication disorders in children with cerebral palsy
- Voice disorders
- Swallowing disorders
- Communication disorders due to hearing impairment
- Communication disorders in children with cleft palate

The theoretical, practical knowledge and skills are acquired through study subjects, including lectures, seminars and practical exercises for the disorders listed for specialized training end up with written examination. Research knowledge and skills are acquired through a separate discipline for statistical analysis. Acquired knowledge and skills for the entire period of study are evaluated through the defense of the diploma thesis.

The required professional qualities and competencies are acquired through logopedical practice in the 3rd and 4th semester. During the practices, students work with individuals with communication disorders under the supervision of a qualified speech and language therapist. The practical skills students acquire are assessed through ongoing assessments and practical state exam.

III. Perspectives for realization:

With a Master degree, the speech and language therapist may have the following professional realization:

- organize, manage and implement overall work in speech and language therapy in the system of:
 - logopedics offices in general and special kindergarten and school;
 - social homes and centers;
 - units of public health institutions;
 - private speech and language therapy offices and centers, as well as structures to NGOs;
 - clinical, diagnostic, rehabilitation and resource centers, etc.
- in clinical settings participates with the treating physician in determining the rehabilitation potential of persons with speech and / or language pathology;
- maintains the documentation in the logopedics office and / or the sector he / she manages;
- consults and work on prevention of communication disorders;
- implements research and introduction of innovations in the field of the specialty.

CURRICULUM

Year 1			
<u>Semester I</u>	ECTS	<u>Semester II</u>	ECTS
1. Human Anatomy and Applied Physiology	5.0 4.0	1. Communication disorders, part I (Articulation, Cleft palate)	4.0
2. Otorhinolaryngology	3.0	2. Modern Bulgarian Language and Linguistics	3.0
3. Introduction to Public Health	4.0	3. Phoniatics	3.0
4. Audiology	4.0	4. Introduction in Logopedics	3.0
5. Neuropsychology and Neurolinguistics	6.0	5. Communication Disorders, Part II (Child Language Disorders)	3.0
6. Voice disorders	4.0	6. Neurology	3.0
7. Psychopathology		7. Fluency Disorders	4.0
		8. Basics of Medical Genetics	3.0
		9. Elective Course – Group I	4.0
	Total 30		Total 30
		Elective Courses (Students Choose One Course of Group I)	
		1. Cognitive Psychology	4.0
		2. Acoustic Phonetics	4.0
		3. Psycholinguistics and Sociolinguistics	4.0
		4. Psychotherapy	4.0
		5. Methods for Assessment and Analysis of Speech and Language Pathology	4.0
	Total 30		Total 30
Year 2			
<u>Semester III</u>	ECTS	<u>Semester IV</u>	ECTS
1. Hearing disorders	5.0	1. Child and Adult Neurologically Based Communication Disorders (Part II)	4.0
2. Communication Disorders of Persons With Emotional-Behavior Disorders And Psychic Diseases	5.0	2. Evidence-Based Practice in Logopedics	5.0
3. Specific Learning Difficulties	4.0	3. Elective Course – group II	3.0
4. Child and Adult Neurologically Based Communication Disorders (Part I)	3.0	3. Practice in Logopedics (state)	8.0
5. Statistical Methods In Speech and Language Therapy	3.0		
6. Swallowing Disorders	3.0		
7. Elective Course – Group II	3.0		
8. Practice in Logopedics (one day)	3.0		
		Elective Courses (Students Choose One Course of Group II)	
1. Communicative Training	3.0	1. Alternative Communication Strategies	3.0
2. Pediatrics	3.0	2. Multiple Disorders	3.0
3. History of Logopedics and Comparative Logopedics	3.0	3. Work in Diagnostic Team	3.0
4. General Psychology and Developmental Psychology	3.0		
	Total 30		Total 30

CREDITS IN TOTAL: 120

COURSE DESCRIPTIONS

I. COMPULSORY COURSES

HUMAN ANATOMY AND APPLIED PHYSIOLOGY

ECTS credits: 5

Evaluation form: exam

Semester: first

Lecturers:

Department of Anatomy and Physiology, Faculty of Public Health, Health Care and Sport

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

Type of exam: written

Annotation:

The course has as an object to improve student's knowledge of the structure, morphological and functional characteristics of the human body with an accent on the systems related to communication and neurology.

The anatomy topics are: the ear, oral cavity, pharynx, larynx, thoracic osteology, hearth, mediastinum, lungs, the autonomic nervous system, the diaphragm.

The physiology topics are: cell morphology; intracellular organelles, structure, properties of membranes; the neuron and propagation in nerve; contractile tissues – function, tissue fluids, distribution, composition, bio-chemical process; blood – composition, morphology and function of cells, plasma composition, plasma proteins; general outline of the nervous system, autonomic nervous system, endocrine glands specific functions, mechanisms of action of hormones; the heart, cardiac cycle (ECG), the vascular system; respiration, structure of the lungs mechanics of ventilation; alveolar gas exchange; diet, digestion, energy balance; the brain; skin; muscle; sense organs; contractile tissues; swallowing, salivation.

Knowledge and skills: High level of awareness about the definitions, morphology and function of the systems in the human body, with special attention paid to communication systems.

Expected results: Students to realize the great importance of speech therapy, which can have a multifaceted impact (both positive and negative) on the functioning of the human body.

Subject links with other subjects: "Basics of Medical Genetics", "Pediatrics", "Neurology", "Applied Neurophysiology".

OTORHINOLARYNGOLOGY

ECTS credits: 4

Evaluation form: exam

Semester: first

Lecturers:

Department of Logopedics, Faculty of Public Health, Health Care and Sport

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

Type of exam: written

Annotation:

The proposed course „Otorhinolaryngology“ with its lectures, seminars and practical exercises is studied within one semester. Within the curriculum, students will acquire the necessary:

Knowledge: characterized by a high level of awareness about: (1) the history and mission of otorhinolaryngology as a clinical medical science; (2) students to recognize nose, ears and throat pathology; to know how to prevent it, and how to apply different therapy approaches; (3) the morphology, physiology and pathology of the organs ear, nose and throat; (4) the

methods of clinical research and clinical diagnostics; (5) clinical nosology, treatment principles, and therapeutic approaches in otorhinolaryngology.

Skills and habits: (1) to identify the functional impairment of ear, nose and throat; (2) the timeliness of the consultation with the otorhinolaryngologist; (3) for clinical management of ear, nose and throat pathology in a team; (4) to participate in various tasks of functional examination of ear, nose and throat pathology; (5) to develop intervention strategies for functional prevention and rehabilitation.

Expected results: The content of the lecture course, its structure, the various topical problems, the formulated problematical tasks imply creating maximum opportunities for activating the students for individual practice and researching.

The course offered is subject-related to the following subjects: audiology, phoniatrics, neurology, psychology, medical genetics, cranio-maxillofacial surgery, pathology

Training methods: conversation, discussion, associative method, conference, power point presentation Evaluation: final written exam. Current evaluation includes two tests and essay on the course thematic.

INTRODUCTION TO PUBLIC HEALTH

ECTS credits:3

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

Evaluation form: exam

Type of exam: written

Semester: first

Lecturers:

Department of Logopedics, Faculty of Public Health, Health Care and Sport

Annotation:

The Introduction to Public Health course addresses the new trends and trends for the preparation of various specialties in the disciplines of public health, as well as of health and other specialists, in the face of speech therapists, who, by increasing their knowledge and skills in the field of public health can contribute to reducing preventable diseases and injuries. Introduction to Public Health is a taught discipline but not a separate science. The attention of master students in Logopedics will be focused mainly on clarifying the subject and methodology of Public health, its integrative nature, complex research methodology, social factors of health, modern concepts of individual and public health, public health indicators and especially the health risk factors.

The course offered is subject-related to the subjects: audiology, phoniatrics, neurology, pediatrics, psychology, medical genetics, maxillofacial surgery, pathology, (the whole complex of biomedical and medico-social teaching).

The objectives of the course are:

- to propose a methodology for examining public health indicators and the health needs of the population, the social factors of health and disease;
- to examine the health status of the population, demographic processes and health risk factors;
- contribute to the promotion of a healthy lifestyle;
- to highlight the medical and social problems of the active population.

Skills and habits: for accurate and timely orientation in the maze of existing medical specialties and medical establishments; timely consultation; to develop intervention strategies for functional prevention and rehabilitation.

Expected results: The content of the lecture course, its structure, the various topical problems, the formulated problem assignments imply the formation of opportunities for independent research and practical work of students.

AUDIOLOGY

ECTS credits: 4

Evaluation form: exam

Semester: first

Lecturers:

Department of Logopedics, Faculty of Public Health, Health Care and Sport

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

Type of exam: written

Annotation:

This course is designed to give students: a basic understanding of physics of sound, hearing aids and audiometers; an understanding of the development of hearing and listening; the nature, causes and types of hearing loss and their effect on the communication process; an understanding of the measurement of auditory functions, in closed circuit and free field. The Audiology course consists of lectures, seminars and exercises studied within one semester.

It is a course for master students in the field of Logopedics. The students practice in the clinical offices of the Logopedics Department, having the opportunity to carry out thematic practical classes in specialized hospitals, which have a contract with the university.

Purpose: Within the curriculum, students will acquire the necessary:

Knowledge: characterized by a high level of awareness about: (1) the history and mission of audiology as a section of otorhinolaryngology, having the auditory function as a subject; (2) the definitions of auditory function in norm and pathology; (3) the anatomy and physiology of the auditory system; (4) the methods of clinical investigation and clinical diagnosis; (5) clinical nosology, treatment principles, therapeutic approaches and methods of rehabilitation of people with permanent hearing impairments.

Skills: (1) to identify functional impairments of the auditory system; (2) timely consultation with the audiologist; (3) for clinical management of hearing impairments and teamwork job; (4) to participate in various tasks of functional auditory hearing impairment; (5) to develop intervention strategies for functional prevention and rehabilitation.

Expected results: The content of the lecture course, its structure, the various topical problems, the formulated problematical tasks imply creating maximum opportunities for activating the students for individual practice and research.

The course is subject-related to the following disciplines: otorhinolaryngology, phoniatics, neurology, psychology, medical genetics, cranio-maxillofacial surgery, pathology.

NEUROPSYCHOLOGY AND NEUROLINGUISTICS

ECTS credits: 4

Evaluation form: exam

Semester: first

Lecturer: Prof. Ivanka Asenova, PhD, Department of Psychology, Faculty of Philosophy

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

Type of exam: written

Annotation:

The main goals of the discipline are: to acquire basic knowledge about the cerebral organization of cognitive functions, including gnosis, praxis and language with an accent on the language and speech functions; to acquire profound knowledge about the defining, pathogenesis, and symptomatology of their specific impairments after local brain damages – agnosias, apraxias and aphasias; to build up abilities for conducting neuropsychological assessment of these higher cortical functions and diagnostics of their specific impairments.

Content of the course:

The educational content includes the following modules: 1) Neuropsychology of gnosis and its specific impairments arising from local brain damages – agnosias; 2) Neuropsychology of praxis and its specific impairments arising from local brain damages – apraxias; 3) Neuropsychology of language and its specific impairments arising from local brain damages – aphasias; 4) Neuropsychological assessment (planning, conducting assessment and

analyzing data) of gnosis, praxis and languages with the purpose of diagnostics and differential diagnostics of their different types of specific impairments.

Technology of education and assessment:

The used educational methods are the following: Conversation, discussion, associative method, conference, power point presentation; problem, analyse, scenario analyse.

The assessment of the students' results is done accordingly to the ECTS. The rating on each subject is formed at the end of the course on the basis of the rating of a written essay on a topic discussed during the lectures and on the basis of the rating of the student's extra-curriculum activity.

VOICE DISORDERS

ECTS credits: 6

Evaluation form: exam

Semester: first

Lecturer: Prof. Dobrinka Georgieva, PhD; Department of Logopedics, Faculty of Public Health, Health Care and Sport

Hours per week: 3l+2s+1p

Type of exam: written

Annotation:

The course of Voice Disorders is designed to be used by students in Logopedics (Speech Language Pathology) specialty as a part of their Master level of training at South-West University.

The present course is obligatory and has as a main objective to provide information that improves students' knowledge and skills about clinical communication disorders – VD especially. Is provided a significant review about VD as a type of communication disorders.

The purpose of this course is to acquaint the students with the nature and clinical logopedics management of VD. With presentation of necessary basic materials on part of main lecturer and thoughtful reading, reflection, presentation, and discussion on student's site to the end of the course they must understand, assess, and treat some VD included in the content.

The course also provides a comprehensive point of view to patient communicative care and description of the best evidence-based assessment and treatment practice regarding to the VD definition, etiology, symptoms, pathogeneses, assessment, differential diagnoses and treatment approaches and programs.

The special accent was put on WHO's International Classification of Functioning, Disability and Health (ICF) model of interpretation of VD.

The course objectives:

- ✓ To understand and be able shortly to apply anatomical, physiological, and acoustic principles related to voice
- ✓ To understand and be able to apply relevant theories, facts, and research findings related to the epidemiology, etiology, course, prevention, diagnosis, and remediation of VD
- ✓ To understand and be able to apply principles of diagnoses and therapy with a wide variety of VD.
- ✓ Provide an overview of issues involved in defining VD (functional and organic VD as well as acquired and developmental – aphonia/dysphonia after laryngeal carcinoma, laryngeal trauma, vocal nodules, vocal polyps and Reinke's edema, spasmodic dysphonia, papilloma, laryngeal web, organic mutational falsetto, granuloma, contact ulcers etc).
- ✓ To summarize the symptoms which generally constitute VD cited above
- ✓ To provide a sampling of definitions
- ✓ To understand internationally excepted terminology for describing VD behaviors

- ✓ To develop a vocabulary for describing or identifying VD symptoms
- ✓ To review research relative to the prevalence and incidence of VD
- ✓ To review the research relative to the universality of VD
- ✓ To summarize current views on the causes of VD
- ✓ To summarize different assessment approaches which will often be appropriate for patients with VD
- ✓ To review special considerations in diagnosis and differential diagnosis of patients with VD
- ✓ To summarize the therapeutic approaches/methods/programs which will often be appropriate for the patients with VD
- ✓ To review factors and data relating to evidence-based treatment outcome and to review therapeutic approaches which appear to be most effective in VD
- ✓ To review suggestions which may enhance treatment outcome in VD.

The essential knowledge students' in Logopedics specialty have to develop are related with VD's (1) definitions, (2) causes, (3) pathogenic mechanisms, (4) main clinical symptoms, (5) assessment procedures, and (6) treatment approaches and methods.

As a final result of the course training students must understand and have to discuss on VD 1, 2, 3, 4, 5 и 6 items mentioned above and

- ✓ To write and discuss reports related with quality of life of patients with VD (according to the ICF model)
- ✓ To identify the influence of different situations and milieu factors on the patients with VD
- ✓ To analyze and interpret the results of the common assessment of VD
- ✓ Very careful and exact to integrate the information in the patient personal case story (anamnesis) and other relevant data sources with VD
- ✓ To provide an appropriate feedback on therapeutic interventions information regarding the patients with VD.

The present course on MSLP is related with Neurology, ENT, Phoniatics, Introduction in Communication Disorders, and Evidence-Based Practice in Logopedics.

The students have to develop **knowledge** about the human VD and their influence on patients with VD their quality of life and future socialization.

The students have to identify the VD and to guide the decision making process as well as SLP management in clinical setting.

PSYCHOPATHOLOGY

ECTS credits: 4

Evaluation form: exam

Semester: fall

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

Type of exam: written

Lecturer: Prof. Vaska Staancheva-Popkostadinova, PhD; Department of Medical and Social Sciences, Faculty of Public Health, Health Care and Sports

Annotation:

The purpose of the course is to present the main theories of development and outline their contributions and critical aspects. The stages of development, the specific problems that they cause for the child and his / her relations with the near and far environment are presented, with emphasis on the specific psychopathological manifestations and the peculiarities of age crises.

It provides a description of the most common mental health disorders in childhood and adolescence. During the training, the basic methods of research in childhood and adolescence are presented in order to build skills for their application in the context of the speech therapist's work. At the same time, the role and responsibilities of the speech therapist in the multidisciplinary team in dealing with children with mental disabilities are outlined.

The subject of the course are the main groups of psychopathological disorders in childhood and adolescence, and the subject-their interpretation in the light of modern psychological views on the person and his development.

Students should gain knowledge of the underlying mental disorders in childhood and adolescence and the principles of their treatment, as well as skills in dealing with children and adolescents with mental health disorders and their families.

The discipline builds on the acquired knowledge in the disciplines Developmental Psychology, Psycho-diagnostics, Hygiene, and Pediatrics..

COMMUNICATION DISORDERS - PART I (ARTICULATION, CLEFT PALATE)

ECTS credits: 4

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

Evaluation form: exam

Type of exam: written

Semester: second

Lecturers:

Department of Logopedics, Faculty of Public Health, Health Care and Sport

Annotation:

The course is designed to introduce students to the most common communicative disorders in childhood - specific disorders of articulation, which are expressed in the incorrect production of speech sounds. As part of speech disorders, specific articulatory manifestations are mainly manifested as articulatory dysfunction, which does not interact with other developmental ones - linguistic, intellectual, sensory, neurological, somatic. Diagnostic assessment, differential diagnosis and therapy have been considered in the context of European standards in the training of Speech and Language Therapy students. The training is divided into two modules - specific articulation disorders and disorders of orofacial lesions - congenital cleft lip and palate.

Expected results: In accordance with the objectives of the course, students should acquire knowledge and skills for the professional application of the methods of diagnostics and differential diagnostics; to plan the logopedic impact with appropriate approaches and techniques, and to evaluate the effectiveness of that impact. The specific skills students need to learn are related to the application of the results of the NetQues project (Network for Tuning Standards and Quality of Education in Speech and Language Therapy / Logopedics across Europe: a Multilateral Academic and Professional Network). Students must also acquire the following specific skills for:

- Assessment and identification of the need for communication and nutrition, drinking and ingestion therapy:
 - Establishes a connection with the client and facilitates participation in the process of assessment and differential diagnosis;
 - Determines the impact of different situations, environments or contexts on the client's problems;
 - Analyses and interprets accurately the results of the evaluation and integrates them with the medical history and other sources of information;
 - Provides feedback on the interpretation of the client's evaluation results and others interested in them appropriately;

- Prepare an oral and written report of the results of the evaluation, including analysis and interpretation of the evaluation information;
- Detects gaps in the necessary information to better understand the customer's breach and seeks information to fill it (gaps);
- Detects the impact of the violation on the psycho-social well-being, social and medical status of the client and significant others;
- If necessary, promptly and appropriately refer the client to other specialists.
- Planning and implementation of therapy:
 - When setting targets, take into account the results of the evaluation and other relevant information.
 - Understands the basics and relationships that underlie specific therapeutic methods.
 - Discuss the long-term goals and decide with the client whether the therapy is appropriate. Involves key people in these discussions.
 - Selects and plans appropriate and effective therapeutic interventions involving key figures from the client's environment.
 - Understands the role of other members of the interdisciplinary team and plans therapy accordingly.
 - Applies appropriate therapeutic techniques, using the necessary materials and instrumental equipment.
 - Make motivated decisions to initiate, continue, change or discontinue the use of a technique or procedure and record its decisions and motives appropriately.
 - Document the response to therapy and any changes to the treatment plan.
 - Completes understandable and timely documentation in accordance with professional and legal requirements and uses only accepted terminology.
 - Collects quantitative and qualitative information to evaluate the effectiveness of therapy.
 - Prepare the client appropriately for discontinuation of therapy, coordinating with the client and significant others, and following the procedures for doing so.
 - Understands the concepts of efficacy and effectiveness in relation to speech therapy.
- Prevention:

Prevent aggravation and aggravation of communication and ingestion disorders, including through early intervention.

MODERN BULGARIAN LANGUAGE AND LINGUISTICS

ECTS credits: 3

Evaluation form: exam

Semester: second

Lecturers:

Department of Bulgarian Language, Faculty of Philology

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

Type of exam: written

Annotation:

The course is introduction of the base linguistic terminology connected to the language structure and functions. The training is carried out according to the curriculum in two modules - Module A (lectures) and Module B (practical classes).

The course aims to provide knowledge of the modern Bulgarian language, its grammatical system, including the sections morphology and syntax. The terminological apparatus is clarified, the noun and verb grammatical categories and the essence of the ten parts of speech are discussed. The main types of sentences in terms of composition and communicative purpose, the structure of sentences, word order, coordination are considered. The course also introduces basic knowledge of linguistics as a science, basic linguistic theories, as well as the methods used, and clarifies the terminological apparatus. Students are also introduced to the possibilities of linguistics in the study of communicative disorders. In Module B - Practical Exercises, students make a morphological and syntactic analysis of sentences.

The course aims:

- to form in students the ability to recognize and analyze parts of speech, their grammatical categories;
- to be aware of the verbal possibilities of the Bulgarian sentence, to recognize the types of sentence by composition. Identify parts of speech and parts of sentence;
- be aware of the possibilities of linguistic analysis when dealing with persons with communicative disorders.

Expected results:

Students to develop an understanding of the grammatical features of contemporary Bulgarian literary language. Do not have difficulty in identifying and discovering the specifics of the parts of speech and parts of the sentence. Be aware of the nature and distribution of grammatical categories by parts of speech, as well as the peculiarities of parts of a sentence and their functions.

Subject links with other subjects:

The discipline is directly related to other subjects studied in the specialty, such as Phonetics, Sociolinguistics and Psycholinguistics, as well as some other disciplines that are directly related to language and speech.

PHONIATRICS

ECTS credits: 3

Evaluation form: exam

Semester: second

Lecturers:

Department of Logopedics, Faculty of Public Health, Health Care and Sports

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

Type of exam: written

Annotation:

The Phoniatics course includes lectures and exercises and is taught over one semester. It is designed for Master students in Speech and Language Therapy.

Objective: To provide students with a broad range of knowledge in the field of phoniatics (anatomy and physiology of voice production, methods for the examination and registration of voice pathology, methods for screening identification of functionally disabled persons, clinical nosology, treatment principles and approaches, and modern rehabilitation techniques for people with voice impairments). Particular attention is paid to dysphonia.

Within the syllabus, students should acquire the necessary:

Knowledge: characterized by a high level of awareness of: (1) the history and mission of phoniatics as a clinical medical science; (2) the definitions of voice, speech, speech and language; (3) the morphology, physiology and pathology of the organs of voice; (4) methods of clinical investigation and clinical diagnosis in phonation disorders; (5) clinical nosology and healing principles in phoniatics.

Skills and habits: (1) to identify the functional impairments of the voice organs; (2) the timeliness of consultation with the phoniatics; (3) clinical management of speech pathology

in a team; (4) to participate in various tasks of functional examination of voice disorders; (5) to develop intervention strategies for functional prevention and rehabilitation.

Expected results: The content of the lecture course, its structure, the various topical problems, the formulated problematic tasks presuppose creating maximum opportunities for activating the students' independent research and practical work.

Subject is related to other courses: Phoniatics is based on the ophthalmic, physiological, diagnostic and therapeutic principles of otolaryngology, as well as a number of other subjects to which it is related: audiology, neurology, psychology, psychiatry, medical genetics, jaw and facial surgery, pathology, orthodontics, pediatrics.

Educational training of the course includes different aspects of definition, aetiology, pathogenesis and symptoms of voice pathology. The students have to develop skills for diagnosis and logopedical treatment of voice disorders and to acquire all theoretical and practical approaches.

INTRODUCTION IN LOGOPEDICS

ECTS credits: 3

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

Evaluation form: exam

Type of exam: written

Semester: second

Lecturers:

Department of Logopedics, Faculty of Public Health, Health Care and Sports

Annotation:

Introduction to Logopedics course is a fundamental subject for students in the specialty of Logopedics and includes the following content modules: 1) Historical data on the development of Logopedics; 2) Theoretical and methodological foundations of logopedics as a science - definition, status of science and profession, underlying theories; 3) The nature of communication disorders.

Course description: The introduction course in Introduction in Logopedics is designed for full-time students. It is studied within one semester (II semester).

Aims of the course: The main objectives of the course "Introduction in Logopedics" are in accordance with the general goals and qualification characteristics of the specialty, the academic standards of South-West University, and the expectations of the employers and are oriented towards the acquisition and consolidation by students of basic skills and knowledge:

- main historical stages of the development of logopedics and the study of language and speech disorders;
- knowledge of the physiological, psychological and linguistic foundations of speech therapy;
- basic concepts related to speech and language disorders;
- knowledge of the status of logopedics as a science and profession;
- knowledge of the classifications, etiology, pathogenesis and symptomatology of language and speech disorders;
- knowledge of the basic methods and approaches used in the diagnosis and treatment of communication disorders.

Expected results: In line with the course objectives, students should acquire knowledge of the status of Logopedics as a science and profession; to master the categorical and conceptual apparatus of science; to interpret the theories underlying the study of communicative disorders; to acquire knowledge of the main categories of communication disorders; to acquire knowledge of the relationship of communication disorders in the context of an interdisciplinary approach to their diagnosis and therapy; to acquire skills to analyze the basic methods related to the evaluation and planning of therapy in speech therapy.

The lecture course has to do with the following compulsory subjects in the curriculum of the specialty of Speech Therapy: Human Anatomy and Physiology, Introduction to Public Health,

Neurology, Basics of Therapy and Rehabilitation, Neuropsychology and Neurolinguistics, Pediatrics and Psychological and Linguistic Disciplines.

**COMMUNICATION DISORDERS, PART II
(LANGUAGE DISORDERS IN CHILDREN)**

ECTS credits: 3

Evaluation form: exam

Semester: second

Lecturers:

Department of Logopedics, Faculty of Public Health, Health Care and Sports

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

Type of exam: written

Annotation:

The course is designed to present the students the theoretical problems and speech therapy of language disorders in childhood - defining, diagnosing, planning and conducting speech therapy, organizing the environment for the formation of communication skills. The training is aimed at distinguishing the language disorders of development, not conditioned by mental deficiency, deafness, autism, dysarthria, etc. and clarification of the terminology used in Western and Eastern schools. The course is designed to provide students with lasting knowledge in the field of speech and language therapy.

Expected results:

Knowledge: At the end of the course, students should have knowledge of the language disorder "developmental dysphasia", its identification and basic techniques for effective corrective action;

Skills: To acquire the skills to evaluate and differentiate from similar conditions the linguistic dysfunction of development, to plan the forthcoming effects and to perform therapeutic work. To have professional skills and competences in accordance with the new standards for speech and language training in European higher education academic and professional network), 2013) as follows:

- Identify gaps in the necessary information to better understand the customer's breach and look for information to fill it;
- Detects the impact of the violation on the psycho-social well-being, the social and medical status of the client and their significant people;
- If necessary, promptly and appropriately refer the client to other specialists;
- Selects and plans appropriate and effective therapeutic interventions, including key figures from the client's environment; - Understands the role of other members of the interdisciplinary team and plans treatment in accordance with them; - Apply appropriate therapeutic techniques, using the necessary materials and instrumental equipment;
- Document the response to therapy and any changes to the treatment plan;
- Understands the concepts of efficacy and effectiveness in relation to speech therapy.

NEUROLOGY

ECTS credits: 3

Evaluation form: exam

Semester: second

Lecturers:

Department of Medical-Social Sciences, Faculty of Public Health, Health Care and Sports

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

Type of exam: written

Annotation:

Neurology studies the functional relationships between the individual neural brain structures and the disorders that occur when they are damaged.

The purpose of the lecture course is: to introduce the students of master's degree in speech and language therapy with the structural-functional basis and the procedural mechanisms of a series of brain activities that may be impaired in their clients and patients. It includes basic sensory functions, such as auditory and visual, body motility, speech functions, cognitive activity, memory functions, and more.

Mastering the basics of neurology requires active, creative participation of students in the learning process. The detection of specific neurological abnormalities by which the type and localization of the disease process is diagnosed and exactly which systems and levels are affected is accomplished by means of special neurological techniques and methods of examination. They are mastered only by direct observation and subsequent self-manipulation. Therefore, the acquisition of some basic practical knowledge, skills and ability to withdraw neurological status can only be achieved through practical exercises in active independent work on specific patients.

Expected results: The acquired knowledge will allow students studying Logopedics to delve deeper into the specifics of the speech and rehabilitation activity and to plan their methodical approaches adequately and purposefully.

The course "Neurology" is thematically related to the courses "Human Anatomy and Physiology " studied in the first semester, as well as the disciplines "Neuropsychology", „Neurophysiology“ and „Neurophysiology of Communication“.

FLUENCY DISORDERS

ECTS credits: 4

Hours per week: 3l+1s+0p

Evaluation form: exam

Type of exam: written

Semester: second

Lecturers: Prof. Dobrinka Georgieva, PhD; Department of Logopedics, Faculty of Public Health, Health Care and Sports

Annotation:

The course of **Fluency Disorders** is designed to be used by students in **Logopedics (Speech Language Pathology)** specialty as a part of their Master level of training at South-West University. Fluency Disorders course is both dynamic and developing.

The students with an interest in FD and human communication disorders will find this topic as very important background information as hopefully guide and improve their clinical practice.

The present course is obligatory and has as a main objective to provide information that improves students' knowledge and skills about clinical communication disorders – FD especially. Is provided a significant review about FD as a type of communication disorders.

The course provides a comprehensive point of view to patient communicative care and description of the best evidence-based assessment and treatment practice regarding to the FD definition, etiology, symptoms, pathogeneses, assessment, differential diagnoses and treatment approaches and programs.

The special accent was put on WHO's International Classification of Functioning, Disability and Health (ICF) model of interpretation of FD.

The course objectives:

- ✓ To provide an overview of issues involved in defining FD (cluttering and stuttering)
- ✓ To summarize the symptoms which generally constitute both FD
- ✓ To provide a sampling of definitions

- ✓ To understand internationally accepted terminology for describing FD behaviors
- ✓ To develop a vocabulary for describing or identifying FD symptoms
- ✓ To review research relative to the prevalence and incidence of FD
- ✓ To review the research relative to the universality of FD
- ✓ To review traditional and recent views of the development of FD that identify different stages
- ✓ To present views of on the development of FD that identify different types of development
- ✓ To summarize current views on the causes of FD
- ✓ To summarize different assessment approaches which will often be appropriate for patients with FD
- ✓ To review special considerations in diagnosis and differential diagnosis of patients with FD
- ✓ To summarize the therapeutic approaches/methods/programs which will often be appropriate for the patients with FD
- ✓ To review factors and data relating to evidence-based treatment outcome and to review therapeutic approaches which appear to be most effective in FD
- ✓ To review suggestions which may enhance treatment outcome in FD.

The essential knowledge students' in Logopedics specialty have to develop are related with FD's (1) definitions, (2) causes, (3) pathogenic mechanisms, (4) main clinical symptoms, (5) assessment procedures, and (6) treatment approaches and methods.

As a final result of the course training students must understand and have to discuss on FD 1, 2, 3, 4, 5 и 6 items mentioned above and

- ✓ To write and discuss reports related with quality of life of patients with FD (according to the ICF model)
- ✓ To identify the influence of different situations and milieu factors on the patients with FD
- ✓ To analyze and interpret the results of the common assessment of FD
- ✓ Very careful and exact to integrate the information in the patient personal case story (anamnesis) and other relevant data sources with FD
- ✓ To provide an appropriate feedback on therapeutic interventions information regarding the patients with FD.

The present course on MSLP is related with Neurology, Neuropsychology, Introduction in Communication Disorders, and Evidence-Based Practice in Logopedics.

The students have to develop **knowledge** about the human fluency disorders and their influence on patients with stuttering and/or cluttering and their quality of life and future socialization.

The students have to identify the FD and to guide the decision making process as well as SLP management in clinical setting.

Every clinician (SLP) practicing in clinical setting needs to know about the specific care of individuals with a variety of FD.

BASICS OF MEDICAL GENETICS

ECTS credits: 3

Evaluation form: exam

Semester: second

Lecturers:

Department of Anatomy and Physiology, Faculty of Public Health, Health Care and Sport

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

Type of exam: written

Annotation:

The course is designed to introduce students to the basic features of human heredity, the material carriers of genetic information and their transmission in generations. Mutations with their variants are considered, as the cause of various hereditary diseases, as well as the basic principles for their diagnosis. The main patterns of transmission of monogens and polygenic diseases are presented, as well as variations in the phenotypic expression of genes.

Lectures and seminars address major groups of diseases related to dysmorphism and mental retardation, such as chromosomal diseases, molecular diseases - enzymopathies, and more.

The role of hereditary factors is presented in a number of diseases from different clinical specialties, which are mainly manifested in childhood and which students will become familiar with in other disciplines in the course of study - neurological, mental, behavioral abnormalities, hereditary forms of deafness and blindness, as well as current knowledge of heredity in speech disorders.

The final part of the curriculum outlines the basic principles and approaches of genetic prevention aimed at reducing the birth of injured children or their early therapeutic effects - genetic counseling, prenatal diagnosis, genetic screening programs.

Aims and Objectives: Students to be well informed about definitions, morphology, methods of investigation, diagnosis and differential diagnosis of hereditary diseases and disorders. Students must acquire the basic characteristics of hearing and speech in any of the hereditary diseases.

Expected results: The characteristics of hearing and speech for each of the hereditary diseases, as well as the prognosis for their rehabilitation, are set as basic knowledge. The speech-language students will be prepared for their future speech-language work with children who have hereditary diseases and disorders related to hearing and speech.

The proposed course is related to the subjects "Human Anatomy and Physiology", "Introduction to Medicine", "Pediatrics", "Neurology".

HEARING DISORDERS

ECTS credits: 5

Evaluation form: exam

Semester: third

Lecturers:

Department of Logopedics, Faculty of Public Health, Health Care and Sport

Hours per week: 3l+1s+1p

Type of exam: written

Annotation:

The course in Hearing Disorders is designed to acquaint students in Logopedics with: the aetiology, pathogenesis of hearing disorders and their impact on speech and language; support equipment for people with hearing impairments and hearing aids; learning methods for the development of hearing skills, speech and language; what are cochlear implant systems and opportunities for the development of oral speech through the application of various speech therapy programs; application of hearing and speech rehabilitation in elderly people with hearing impairment.

Objectives: The objectives of training in the discipline "Hearing Disorders" are in accordance with the professional standards for training specialists in European higher education (CPLOL / NQ, 2013) and the qualification characteristics of the specialty. At the end of their training in the discipline students must have mastered:

- knowledge of ear structure and physiology of the auditory analyser
- theoretical knowledge of diagnosis and differential diagnosis in persons with hearing impairments
- skills to detect the impact of the disorder on the psycho-social well-being, social and medical status of the client and significant other
- knowledge and skills with which, if necessary, to direct the client to other specialists in a timely and appropriate manner
- knowledge and skills for prevention of communication disorders in hearing impairment.
- knowledge and skills for application of appropriate techniques and programs and specialized equipment for therapy of communication disorders due to hearing disorders.
- knowledge and skills for teamwork with various specialists involved in the treatment and therapy of people with hearing impairments
- knowledge and skills for drawing up a therapeutic plan and documenting its results and changes, if necessary
- knowledge and skills to apply ethical principles in information handling and to protect the integrity, reliability and credibility of problem solving and finding solutions related to working with people with hearing impairments.

Expected results: At the end of their training in the discipline of Hearing Impairments, students majoring in Speech Therapy must have developed professional skills and qualities in accordance with the standards for professional training of speech therapists developed and adopted by the NetQues project. Students must be able to:

- establish a relationship with the client and facilitate participation in the process of assessment and differential diagnosis;
- analyse and interpret the results of the assessment accurately and integrate them with the medical history and other sources of information;
- prepare an oral and written report on the results of the evaluation, including analysis and interpretation of the evaluation information;
- select and plan appropriate and effective therapeutic interventions, including key figures from the client's environment;
- apply appropriate therapeutic techniques and programs, using the necessary materials and instrumental equipment.
- fill in their documentation in a timely manner, in accordance with professional and legal requirements;
- understand the concepts of efficiency and effectiveness in connection with the speech therapy intervention of persons with hearing impairments;

The course in Hearing Disorders is related to the following compulsory subjects from the curriculum of Logopedics: Human Anatomy and Physiology, Otorhinolaryngology and Audiology, Articulation and Orofacial Disorders, Language Disorders in Children

COMMUNICATION OF PERSONS WITH EMOTIONAL-BEHAVIOURAL DISORDERS AND PSYCHIC DISEASES

ECTS credits: 5

Evaluation form: exam

Semester: third

Lecturers:

Department of Pedagogy, Faculty of Pedagogy

Hours per week: 3l+1s+1p

Type of exam: written

Annotation:

The course aims to introduce students to the EBD in different age groups by revealing the patterns and dynamics of their development. The problems of definition, aetiology, symptomatology and diagnosis of EBD are considered. Emphasis is placed on the peculiarities of speech and language development in persons with EBD as well as on the communicative disorders that accompany them. Special attention is paid to the main strategies for complex, and in particular logopedic impact.

At the end of the course, students should have knowledge about the specifics of communicative disorders in emotional and behavioural disorders and mental illness. They need to know and put into practice basic approaches to the formation of communication and social skills. Students should be able to assess the needs of the child and family, as well as plan and coordinate forthcoming impacts.

They need to be able to assess the needs of the child and family, as well as plan and coordinate forthcoming impacts. The specific skills students need to learn are related to the application of the results of the NetQues project (Network for Tuning Standards and Quality of Education in Speech and Language Therapy / Logopedics across Europe: a Multilateral Academic and Professional Network). Students must also acquire the following specific skills for: analysing and interpreting assessment results and integrating them with medical history and other sources of information; preparation of an oral and written report on the results of the evaluation, including analysis and interpretation of the evaluation information; identifying the impact of the violation on the psycho-social well-being, social and medical status of the client and significant others; understanding the basics and relationships that underlie specific therapeutic methods; awareness of the role of other members of the interdisciplinary team and planning of therapy in accordance with their competencies; the application of appropriate therapeutic techniques, using the necessary materials and instrumental equipment; collecting quantitative and qualitative information to evaluate the effectiveness of therapy; understanding of the concepts of "efficacy" and "effectiveness" in relation to logopedic intervention. The aforementioned general and specific competences are realized through the consistent mastery of the material on the topics mentioned in the content of the course.

Expected results: to make logopedic diagnostics and differential diagnostics of the communicative disorders accompanying EMF and mental illness; apply leading approaches and speech therapy techniques for the development of communication skills in individuals with emotional and behavioural disorders and mental illness.

Links to other training courses: Psychopathology, Psychology of Abnormal Behaviour, Basics of Logopedics, Psychiatry

SPECIFIC LEARNING DIFFICULTIES

ECTS credits: 4

Evaluation form: exam

Semester: third

Lecturers:

Department of Logopedics, Faculty of Public Health, Health Care and Sport

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

Type of exam: written

Annotation:

This course on the problems of written communication (dyslexia, dysgraphia, dyscalculia) is intended for students of the master's in "Logopedics" and aims to introduce them the aetiology, symptomatology, pathogenesis and speech and language therapy in cases of complete or partial inability to use a graphical system in the communication process.

Knowledge, skills and habits that students should learn:

- They need to know the history of origin and the types of basic graphical systems, the psychological and pedagogical foundations of the literacy process;
- To acquire knowledge and skills in diagnosing written communication disorders;
- Learn how to structure the correct logopedic impact in written communication disorders cases;
- To acquire skills and habits to work in a team of specialists / neurologist, psychologist, ophthalmologist, otolaryngologist, special educator, social worker / in the diagnosis and therapy of DWC;
- To acquire skills for counselling in persons with written communication disorders.

Expected results: At the end of the course, students are expected to acquire the following general and specific competences according to the new logopedic training standards in European higher education related to the application of the results of the NetQues project (Network for tuning standards and quality of education programs) in Speech and Language Therapy / Logopaedics across Europe: a multilateral academic and professional network). as follows: (1) common competencies - to master the principles and methods of speech therapist diagnosis of PPC, to master the basic principles, approaches, methods and techniques for speech therapies at PPC and to evaluate their effectiveness; (2) specific competencies - to be able to identify, by logopedic markers, the main primary and secondary forms of graphic communication disorders be able to distinguish between specific learning difficulties related to initial literacy; analyse and interpret the results of the evaluation and integrate them with the history of the disorder / disease and other sources of information; prepare an oral and written report on the results of the evaluation, including analysis and interpretation of the evaluation information; identifying the impact of the violation on the psycho-social well-being, social and medical status of the client and significant others; understand the bases and relationships that underlie specific therapeutic methods; be aware of the role of other members of the interdisciplinary team and plan the therapy in accordance with their competencies; apply appropriate therapeutic techniques using the necessary materials and instrumental equipment; collect quantitative and qualitative information to evaluate the effectiveness of therapy; understand the concepts of "efficacy" and "efficacy" in relation to speech therapy. The aforementioned general and specific competences are realized through the consistent mastery of the material on the topics mentioned in the content of the course.

The proposed course is related to the following disciplines in the curriculum of the specialty "Logopedics": "Human Anatomy and physiology", "Neurology", "Neuropsychology", "Modern Bulgarian language", "Psycholinguistics" and "Psycho-diagnostics", etc.

**CHILD AND ADULT NEUROLOGICALLY BASED COMMUNICATION DISORDERS
(PART I)**

ECTS credits: 5

Evaluation form: exam

Semester: third

Lecturers:

Department of Logopedics, Faculty of Public Health, Health Care and Sport

Hours per week: 3l+1s+1p

Type of exam: written

Annotation:

Neurologically based communicational disorders in children and adults - Part I (dysarthria) includes the following modules: 1) Structural and functional organization of expressive

speech; 2) Major neurological syndromes that cause the expression of expressive speech disorders; 3) Speech apraxia - definition, classification, etiopathogenesis, symptomatology, diagnosis and differential diagnosis, and logopedic intervention methods; 4) Dysarthria - definition, classifications, etiopathogenesis, symptomatology, diagnosis and differential diagnosis, methods and principles of speech therapy, evaluation of therapy effectiveness and prognosis.

Course Description: The Lecture Course on Communicative Disorders in Neurological Disorders in Children and Adults - Part I (Dysarthria) is designed for full-time and it is studied within one semester.

Course objectives: The main objectives of the course are in accordance with the general objectives and qualification characteristics of the specialty, the academic standards of South-West University, and the expectations of employers and are oriented to the acquisition and consolidation by students of basic skills and knowledge such as:

- knowledge of the structure and functions of the nervous system that provide the speech act;
- basic concepts related to speech apraxia and dysarthria;
- knowledge of the aetiology, pathogenesis and symptomatology of speech apraxia and dysarthria;
- knowledge and skills for diagnosis and differential diagnosis of speech apraxia and dysarthria;
- knowledge and skills for applying various therapeutic approaches and methods for speech therapy in speech apraxia and various forms of dysarthria;
- knowledge and skills to work in a team with specialists involved in the complex impact of speech apraxia and various forms of dysarthria.

Expected results: In accordance with the objectives of the course, as the main expected results, students should acquire knowledge and skills for professional application of the methods of diagnostics and differential diagnostics; to plan the logopedic impact with appropriate approaches and techniques, and to evaluate the effectiveness of that impact. The specific skills students need to learn are related to the application of the results of the NetQues project (Network for Tuning Standards and Quality of Education in Speech and Language Therapy / Logopedics across Europe: a Multilateral Academic and Professional Network). Students must also acquire the following specific skills for: analysing and interpreting assessment results and integrating them with medical history and other sources of information; preparation of an oral and written report on the results of the evaluation, including analysis and interpretation of the evaluation information; identifying the impact of the violation on the psycho-social well-being, social and medical status of the client and significant others; understanding the basics and relationships that underlie specific therapeutic methods; awareness of the role of other members of the interdisciplinary team and planning of therapy in accordance with their competencies; the application of appropriate therapeutic techniques, using the necessary materials and instrumental equipment; collecting quantitative and qualitative information to evaluate the effectiveness of therapy; understanding of the concepts of "efficacy" and "effectiveness" in relation to logopedic intervention. The aforementioned general and specific competences are realized through the consistent mastery of the material on the topics mentioned in the content of the course.

The lecture course has to do with the following compulsory subjects in the curriculum of the specialty of Logopedics: Human Anatomy and Physiology, Introduction to Public Health, Neurology, Fundamentals of Therapy and Rehabilitation, Neuropsychology and Neurolinguistics, Pediatrics, Phonological Disorders, Articulation and Orofacial Disorders, Speech Fluency Disorders, Neurologically based communication disorders in adults/aphasia, and Psychology Module Disciplines.

STATISTICAL METHODS IN LOGOPEDICS

ECTS credits: 3

Evaluation form: exam

Semester: third

Lecturers:

Department of Informatics, Faculty of Mathematics and Natural Sciences.

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

Type of exam: written

Annotation:

The course aims to acquaint students with the possibilities of specialized statistical packages for processing experimental data and their application in practice. The course includes basic principles for modelling empirical data and the possibilities of modern technologies for their implementation (MS EXCEL, SPSS and STATISTICA, etc.).

Objectives of the course:

- to give students theoretical knowledge about modern application programs, as well as the specifics of their use;
- to give students knowledge to create correct statistical models and develop skills for their application;
- to acquaint students with modern approaches to the application of statistical methods in research in the field of speech therapy.

Tasks - forming habits for:

- design and modelling of practical tasks with the means of statistics;
- development of models for statistical analysis of data in the subject area;
- processing and analysis of real statistical data

Teaching methods: lectures, discussion, interactive methods

SWALLOWING DISORDERS (DISPHAGIA)

ECTS credits: 2

Evaluation form: exam

Semester: third

Lecturers:

Department of Logopedics, Faculty of Public Health, Health Care and Sports

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

Type of exam: written

Annotation:

The course on Chewing and Swallowing Disorders / Dysphagia includes the following content modules: 1) Structural and functional organization of the processes of chewing and swallowing; 2) Major syndromes, diseases and disorders causing dysphagia; 3) Logopedic diagnosis of chewing and swallowing disorders; 4) Dysphagia therapy approaches, methods and principles.

Course description: The lecture course on Disorders of Chewing and Swallowing / Dysphagia is intended for full-time students and it is studied within one semester.

Aims of the course: The main objectives of the course Logopedic job with persons with dysphagia are in accordance with the general goals and qualification characteristics of the specialty, the academic standards of South-West University, and the expectations of the employers and are oriented towards the acquisition and validation of students by basic skills and knowledge such as:

- knowledge of the structure and functions of the nervous system, providing the processes of chewing and swallowing;
- knowledge of the aetiology and pathogenesis of dysphagia;

- skills for diagnosis and differential diagnosis of disorders of chewing and swallowing mechanisms;
- knowledge and skills in the application of the main therapeutic methods for speech therapy for dysphagia;
- teamwork skills with specialists involved in the complex impact of masticatory and swallowing disorders.

Expected results: In accordance with the objectives of the course, as expected results, students should acquire skills for professional application of diagnostic and differential diagnosis methods; to plan the logopedic impact with appropriate approaches and techniques, and to evaluate the effectiveness of that impact. The specific skills students need to learn are related to the application of the results of the NetQues project (Network for Tuning Standards and Quality of Education in Speech and Language Therapy / Logopaedics across Europe: a multilateral academic and professional network) and the recommendations of the Contact Committee of speech therapists in the EU (CPLOL). Students must also acquire the following specific skills for: analysing and interpreting assessment results and integrating them with medical history and other sources of information; preparation of an oral and written report on the results of the evaluation, including analysis and interpretation of the evaluation information; identifying the impact of the violation on the psycho-social well-being, social and medical status of the client and significant others; understanding the basics and relationships that underlie specific therapeutic methods; awareness of the role of other members of the interdisciplinary team and planning of therapy in accordance with their competencies; the application of appropriate therapeutic techniques, using the necessary materials and instrumental equipment; collecting quantitative and qualitative information to evaluate the effectiveness of therapy; understanding of the concepts of "efficacy" and "effectiveness" in relation to logopedic intervention. General and specific competences are acquired through the consistent mastery of the material on the topics specified in the course content.

The lecture course is related to the following compulsory subjects of the master degree of Logopedics: Human Anatomy and Physiology, Introduction to Public Health, Fundamentals of Therapy and Rehabilitation, Neurology, Phonological Disorders, Otorhinolaryngology, Communication Disorders in Orofacial Disorders, Neurologically based communication disorders in children and adults.

CHILD AND ADULT NEUROLOGICALLY BASED COMMUNICATION DISORDERS (PART II)

ECTS credits: 4

Evaluation form: exam

Semester: fourth

Lecturers:

Department of Logopedics, Faculty of Public Health, Health Care and Sports

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

Type of exam: written

Annotation:

This course includes the following content modules: 1) Language functions and language competences and their interaction and interconnection with the anatomical structure of the cerebral cortex, gnosis and praxis functions; 2) Causes of aphasia and their main manifestation; 3) Diagnosis of aphasia; 4) Methods and principles for logopedic impact in aphasia; evaluation of therapy effectiveness and prognosis; 5) Teamwork in the diagnostic and therapeutic process.

Course description: The lecture course on Neurologically based communicational disorders in children and adults - Part II is designed for full-time students and it is studied within one semester.

Course objectives: The main objectives of the course " Neurologically based communicational disorders in children and adults - Part II" are in accordance with the general objectives and qualification characteristics of the specialty, the academic standards of South-West University, and the expectations of employers and are oriented towards the acquisition and students gain basic skills and knowledge such as:

- knowledge of the structure and functions of the nervous system that provide the speech act;
- knowledge of the relationship of brain structures to language functions;
- basic concepts of aphasia;
- knowledge of the aetiology, pathogenesis and symptomatology of aphasia;
- knowledge and skills for diagnosis and differential diagnosis of aphasia;
- knowledge and skills for consulting and advising clients with aphasia and their relatives;
- knowledge and skills for making prognosis and logopedic impact plans, as well as documenting clinical cases;
- knowledge and skills for applying various therapeutic approaches and methods of speech therapy in different clinical forms of aphasia;
- knowledge and skills to work in a team with specialists involved in the complex impact of different forms of aphasia.

Expected results: In accordance with the objectives of the course, as the main expected results, students should acquire knowledge and skills for professional application of the methods of diagnostics and differential diagnostics; to plan the logopedic impact with appropriate approaches and techniques, and to evaluate the effectiveness of that impact. The specific skills students need to learn are related to the application of the results of the NetQues project (Network for Tuning Standards and Quality of Education in Speech and Language Therapy / Logopedics across Europe: a Multilateral Academic and Professional Network). Students must also acquire the following specific skills for: analysing and interpreting assessment results and integrating them with medical history and other sources of information; preparation of an oral and written report on the results of the evaluation, including analysis and interpretation of the evaluation information; identifying the impact of the violation on the psycho-social well-being, social and medical status of the client and significant others; understanding the basics and relationships that underlie specific therapeutic methods; awareness of the role of other members of the interdisciplinary team and planning of therapy in accordance with their competencies; the application of appropriate therapeutic techniques, using the necessary materials and instrumental equipment; collecting quantitative and qualitative information to evaluate the effectiveness of therapy; understanding of the concepts of "efficacy" and "effectiveness" in relation to logopedic intervention. The aforementioned general and specific competences are realized through the consistent mastery of the material on the topics mentioned in the content of the course.

The lecture course has to do with the following compulsory subjects in the curriculum of the specialty of Logopedics: Human Anatomy and Physiology, Introduction to Public Health, Neurology, Fundamentals of Therapy and Rehabilitation, Neuropsychology and Neurolinguistics, Speech Fluency Disorders, Language Disorders in children, Neurologically based communicational disorders in adults - first part and disciplines of the psychological module.

EVIDENCE-BASED PRACTICE IN LOGOPEDICS (EBP)

ECTS credits: 2

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

Evaluation form: exam

Type of exam: written

Semester: fourth

Lecturers: Prof. Dobrinka Georgieva, PhD; Department of Logopedics, Faculty of Public Health, Health Care and Sport

Annotation:

The course of EBP in Logopedics is designed to be used by students in Logopedics (Speech Language Pathology) specialty as a part of their Master level of training at South-West University. This course is a new one and was implemented in the Logopedics curriculum at SWU program in 2014. The students with an interest in EBP in Logopedics will find this new topic as very important background information as hopefully guide and improve their clinical practice.

The present course is obligatory and has as a main objective to provide information that improves students' knowledge and skills about EBP in Logopedics: current requirements, outcomes assessment – definitions, measures, and methods, as well as program evaluation. The course provides a comprehensive point of view to patient communicative care and description of the best evidence-based assessment and treatment practice regarding to the all types of communication disorders in general. The special accent was put on WHO's International Classification of Functioning, Disability and Health (ICF) – a conceptual framework of patient outcomes and model of interpretation of communication disorders as a new methodology in contemporary SLP.

The course objectives:

- ✓ To provide an overview of issues involved in defining EBP in Logopedics
- ✓ To summarize the elements of the EBP in a decision-making process that integrates external scientific evidence with practitioner and client perspectives to improve clinical outcomes
- ✓ To provide a sampling of definitions of EBP
- ✓ To understand internationally excepted terminology for describing EBP
- ✓ To develop a vocabulary for describing or identifying FD symptoms
- ✓ To review research articles related with EBP in communicative disorders
- ✓
- ✓ To review traditional and recent views of the development of EBP (from the medicine point of view Sacket's model until nowadays)
- ✓ To present views of on evidence-informed practice to clinical problem solving models
- ✓ To summarize current views on the EBP in Logopedics according to the ASHA's EBP research institutes
- ✓ To review special considerations in SPICE template as well as on treatment effectiveness and clinical outcomes measurement
- ✓ To summarize the evidence-based assessment and therapeutic approaches/methods/programs which will often be appropriate for the patients with different communication disorders
- ✓ To promote the concept of reflective practice in Logopedics
- ✓ To review factors and data relating to evidence-based treatment outcome and to review therapeutic approached which appear to be most effective in communication disorders
- ✓ To review uniform resource locator from different web pages related with EBP.

As a final result of the course training students must understand and have to discuss on EBP in Logopedics and

- ✓ To write and discuss reports related with EBP assessment tools in different CD (according to the ICF model)
- ✓ To write and discuss reports related with EBP treatment tools in different CD (according to the ICF model)
- ✓ To analyze and interpret the results of the common EBP articles in Logopedics
- ✓ To know terminology and conceptual confusions related with efficiency, efficacy and effectiveness in logopedics therapy.

The present course on MSLP is related with all communication disorders courses.

The students have to develop **knowledge** about the EBP in all communication disorders and its strong influence on patients with communication disorders and their quality of life. They must know the current requirements related with EBP in Logopedics, how to assess the outcomes from clinical work, and how to use the outcomes data for decision making.

II. ELECTIVE COURSES

COGNITIVE PSYCHOLOGY

ECTS credits: 4

Evaluation form: exam

Semester: second

Lecturers:

Department of Psychology, Faculty of Philosophy

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

Type of exam: written

Annotation:

This curriculum is built in accordance with several principles. The first is integrative. Based on the idea of belonging of psychic phenomena to the whole personality and their interconnectedness, this principle is particularly reflected in the following aspects:

- only the specific features of each mental process are revealed, but its interactions with other processes are outlined;
- the influence of personality traits on the functioning of mental processes is presented;
- both analytical and integral mental processes are considered.

The second principle for building the program is related to the versatility of scientific positions in analysing psychic phenomena. This guiding principle led to the following:

- characterization of mental phenomena from the positions of different schools;
- analysing a wider range of psychic phenomena.

Purpose of the course:

The main goal of the Cognitive Psychology program is to discover the essence of the cognitive processes through which people get in touch with the continuous flow of information about the world and about themselves. At the same time, topics about emotional and volitional processes are included, allowing for a more detailed examination of the content of cognitive processes and their connection with the person's personality.

Expected results:

By studying the course, students will acquire the ability to discover the specifics of the outlined processes, the relationships between them, their information capabilities.

Subject links with other subjects:

The course contributes to the development of a wide range of intellectual and linguistic skills and theoretical knowledge, which is formed in parallel with other important disciplines in this

course, especially relevant to the relationship with physiological psychology as well as personality psychology. The subject links of cognitive psychology to these two disciplines serve as a practical basis for developing students' logical knowledge and skills.

Establishing the skills to express themselves with the conceptual apparatus of cognitive psychology in the discipline, their learning style, motives and interests in the discipline is an important factor in achieving the goals and objectives.

Depending on the level of prior preparation shown, an update of the content, volume and depth of the topics covered, as well as teaching methods, is foreseen.

KEY CONCEPTS: analytical psychic processes, integrative psychic processes, mediating processes, emotional process, volitional process, unconscious psychic processes, sensation, perception, imagination, thinking, present, attention, memory.

The design of the program took into account the relationship between cognitive psychology of personality, age psychology and social psychology

ACOUSTICS PHONETICS

ECTS credits: 4

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

Evaluation form: exam

Type of exam: written

Semester: second

Lecturers:

Department of Bulgarian Language, Faculty of Philology

Annotation:

The main formulations of the Acoustic Theory of Speech Formation for the Speech Tract as an Acoustic System are considered. Special attention is paid to the acoustic analysis of speech and to the functional connections and relations between the articulatory, acoustic and perceptual properties of speech.

The visualization of the theoretical material, as well as the practical activities with the students, include work with modern software programs for acoustic speech analysis - Praat, SIL Acoustics, Visi-Pitch (Real-time spectrogram, MSP (F2transition measurement), Real-time Pitch).

Throughout the course, students learn the subject (theoretical and practical) with the awareness of its applicability and great importance in speech therapy diagnostics and therapy.

The training also uses the results of theoretical and experimental phonetic research conducted as part of the project "Practice based on evidence of effectiveness in fluency and voice disorders" (Research Fund of the Ministry of Education, Youth and Science, 2009-2012, head - Prof. D. Georgieva).

The ultimate goal of the course is to form in-depth theoretical and practical knowledge: 1 / for the speech tract as an acoustic system with certain properties; 2 / for the articulatory-acoustic connection in the speech production; 3 / for the auditory system as an element of the complex chain for perception and recognition of speech; 4 / for the methods for objective study of the acoustic properties of speech, both of the segmental and of the suprasegmental system; 4 / the possibilities for application of the acquired knowledge in the speech therapy practice.

The program of the course is developed in 2 modules - 1 theoretical and 1 practical.

Students must acquire the following skills: 1 / to make spectral analysis of individual speech sounds and related speech; 2 / to analyze the components of the segmental system of speech; 3 / to analyze the prosodic characteristics; 4 / to connect the acoustic features of the speech sounds with the articulatory deviations.

Expected results: students to successfully use the acquired theoretical knowledge, as well as to be able to apply them in practice in their future speech therapy work.

The proposed lecture course is closely related to the disciplines "Phonetics of the Bulgarian language", "Sociolinguistics and psycholinguistics", as well as to other disciplines closely specialized in the field of speech therapy.

PSYCHOLINGUISTICS AND SOCIOLINGUISTICS

ECTS credits: 5

Evaluation form: exam

Semester: second

Lecturers:

Department of Bulgarian Language, Faculty of Philology

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

Type of exam: written

Annotation:

The course in psycholinguistics presents the transformational trend in psycholinguistics (J. Miller, N. Chomsky) and new theories related to the development of cognitive psychology, network modelling and socio-psycholinguistics. The psychological processes of perception of the units of the different linguistic levels are presented - phonetic, semantic, and syntactic. The psycholinguistic principles in the diagnosis of aphasia - aphasia and the testing of language models are outlined. Both experimental and language pathology data were used. The models of perception and production of language units and interactions between different levels are critically analysed.

The lectures on sociolinguistics examine the links between language and consciousness, thinking and culture. The various social variants of the Bulgarian language are outlined - territorial, class, age, gender, professional. Particular attention is paid to European education policy on territorial and social speeches, the acquisition of international languages and bilingualism. The basic dialectical division of the Bulgarian language is considered and the structural features of the dialects and urban accents / interfaces are structural.

Aims and objectives of the course:

- The main objective of the course is to give some of the main categories of psychological approach to language and to develop sensitivity to the linguistic existence of the individual.
- Critically analyse and compare models of perception and production of language units - autonomously transformational, cognitive, socio-functional and neural-network models.
- To create an idea of language acquisition by children.
- The main purpose of the lectures and exercises in sociolinguistics is to give some of the main categories of functional approach to the language and to present the main social variants of the language - literary language, dialects, cant, youth slang, professional.
- The analysis of European language policy draws attention to the link between language planning and social change and outlines the possibilities of overcoming social inequality and marginality through adequate language policy.

PSYCHOTHERAPY

ECTS credits: 4

Evaluation form: exam

Semester: second

Lecturers:

Department of Medico-Social Sciences, Faculty of Public Health, Health Care and Sports

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

Type of exam: written

Annotation:

The course aims to present the concept of psychotherapy as an impact through psychological means, in order to: influence the mental and physical functioning; mobilizing the individual to control the "I"; training to create and strengthen adequate patterns of behaviour; achieving adequate social control in social communication; resolving interpersonal and intrapsychic conflicts by revealing their deep essence in one's own self and in the incorrect interaction between the self and the other.

The goals of psychotherapy are related to controlling disease disorders, improving social functioning, improving self-control and communication skills, awareness of the deep nature of the personality structure and reasons for adequate behaviour. Knowledge of psychotherapy is necessary for future speech therapists, due to significant features in their future work - working with patients (clients) with psychological problems, with difficulties in dealing with life difficulties.

Subject links with other disciplines: psychology, social sciences, pedagogy, pediatrics, hygiene and health education.

METHODS FOR ASSESSMENT AND ANALYSIS OF SPEECH AND LANGUAGE PATHOLOGY

ECTS credits: 4

Evaluation form: exam

Semester: second

Lecturers:

Department of Pedagogy, Faculty of Pedagogy

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

Type of exam: written

Annotation:

The course "Methods for assessment and analysis of speech and language pathology" examines the theoretical and applied aspects of diagnosis and its place in the process of speech therapy examination and therapy. The methods and principles of speech and language diagnosis are presented. The types of methods for assessment expressive and expressive speech, diagnosing reading and writing disorders are presented in detail. Special emphasis is placed on some indicators for differential diagnosis of communication disorders in children and adults.

The aim of the course is for students to build the ability to analyse and interpret the data obtained in the diagnostic process in order to make an accurate speech therapy diagnosis.

Knowledge - an important task of the workshop is to know the nature and principles of language and speech diagnostics. To know different methods and strategies of diagnostic interaction in children and adolescents with communication disorders.

Skills - to apply independent diagnostic methods, to analyse and interpret the data from the differential diagnosis.

Expected results: To be able to select tests for diagnosis and differential diagnosis of various communication disorders and to make a speech therapy diagnosis. The acquired knowledge will allow students-speech therapists to gain a deeper insight into the specifics of their speech therapy and therapeutic activities, and to adequately and purposefully plan their methodological approaches to the study of speech and language.

Link with other training courses: MIAREP is thematically related to lecture courses such as: "Psychodiagnostics", "One-day clinical practice - diagnostics", "Otorhinolaryngology", "Voice Disorders", "Language Disorders in Children", "Neurologically-based Communication Disorders in Children and Adults - Part I and II", "Work in Diagnostic Team", "Multiple Disorders" and others.

COMMUNICATIVE TRAINING

ECTS credits: 3

Evaluation form: exam

Semester: third

Lecturers:

Department of Logopedics, Faculty of Public Health, Health Care and Sports

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

Type of exam: written

Annotation:

The exact definition of the concept of communication is the goal of the whole course and gives the boundaries and its subject. The prerequisites that characterize communication as a social behaviour of the person are considered.

The course aims to provide students with knowledge and skills for human communication (verbal and nonverbal) and to acquire basic communication skills related to their future profession of speech therapists. The training is based on the characteristics of social interaction and behaviour. The training in the discipline aims to help students master the processes through which participants in communication adapt and solve problems arising from social interaction, or defining roles, responsibilities and norms, as well as resolving disagreements and conflicts.

Students are expected to acquire and apply a set of communication skills needed in their immediate speech therapy work as a final learning outcome.

PEDIATRICS

ECTS credits: 3

Evaluation form: exam

Semester: third

Lecturers:

Department of Logopedics, Faculty of Public Health, Health Care and Sport

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

Type of exam: written

Annotation:

This course aims to expand the specialized preparation of students for speech therapists in the field of public health.

The program includes acquaintance with both the most common acute and a number of chronic diseases, due to the fact that these patients often require long-term and targeted social care. There is also a wider acquaintance with the epidemic process and infectious diseases, due to the fact that some of them are defined as "typical" children.

In special topics are discussed parasitic diseases and the possibility of first aid in emergencies and emergencies.

The main intentions of the training in pediatrics are to upgrade and integrate the knowledge in all scientific disciplines (from anatomy and physiology to those related to the introduction of public health, etc.) with the pediatric, in order to supplement the fundamental training.

HISTORY OF LOGOPEDICS AND COMPARATIVE LOGOPEDICS

ECTS credits: 3

Evaluation form: exam

Semester: third

Lecturers: Prof. Dobrinka Georgieva, PhD; Department of Logopedics, Faculty of Public Health, Health Care and Sport

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

Type of exam: written

Annotation:

The course is designed to be used by students in Logopedics (Speech Language Pathology) specialty as a part of their Master level of training at South-West University. The students with a special interest in history of logopedics and comparative logopedics and its development will find this topic as very important background information as hopefully guide and improve their theoretical knowledge.

The present course is obligatory and has as a main objective to provide information that improves students' knowledge about (i) historical development of science of communication disorders like Logopedics, and (ii) contemporary comparative issues regarding communicative sciences and disorders nowadays between different scientific schools.

A HLCL course draws on the most recent developments in the historiography, to provide an overview of the HL and medicine in the East, West from the old Greek and Rome period through medieval period to the present day.

The course provides also a comprehensive point of view to history of human communication, including written communication as well some highlights in the evolution of communication.

Is provided a significant review of two parts: History of Logopedics, and Comparative Logopedics.

Taking an international, comparative perspective on the changing nature of the relationship between medicine, logopedics, law in some aspects and society development the course examine the growth of medico-legal ideas, institutions and practices in Bulgaria, European union countries as well as Russian federation, the USA, Turkey, Brazil, Japan etc.

Following a thematic structure within a broad chronological framework, the course focuses on practitioners, the development of notions of expertise and the rise of the expert, the main areas of HL to which logopedics contributed, medical and logopedics attitudes towards persons with communicative disorders and disabilities, and the wider influences such attitudes had.

The course objectives:

- ✓ To provide an overview of development of Bulgarian Logopedics history
- ✓ To provide a sampling of different schools of Logopedics views from historical and comparative perspectives – from ancient world (Egypt, Greece, Rome) to the modern period (especially twentieth-century developments in CL and science)
- ✓ To understand internationally recognized schools for SLP development from historical point of view like Berlin school, Austrian School, and Russian school.
- ✓ To develop a vocabulary for describing or identifying HLCL issues
- ✓ To develop knowledge about institutionalization of the medico-logopedic legal expert witness in different countries
- ✓ To review traditional and recent views of the development of HLCL that identify different historic periods in different countries
- ✓ To present views of on the development of international SLP's organizations activities like CPLOL and IALP and to summarize current views on their activities

As a final result of the course training students must understand and have to discuss on HLCL topics mentioned above and:

- ✓ To write and discuss reports related HLCL in Bulgaria, EU countries and advanced countries in SLP abroad like USA, Australia, Canada, and Japan.
- ✓ To analyze and interpret the results of the different historical reports related with Logopedics historical development

- ✓ Very careful and exact to integrate the information with comparative perspective related with Logopedics history obtained from other relevant data sources
- ✓ Very careful to interpret the data from Bulgarian historiography icons.

The present course on HLCL is related Introduction in Communication Disorders, and all communication disorders courses like Fluency Disorders, Voice Disorders, Language Disorders, Cleft Palate etc.

The students have to develop knowledge about the HLCL development and its influence on the contemporary status of the science of communicative disorders.

GENERAL PSYCHOLOGY AND DEVELOPMENTAL PSYCHOLOGY

ECTS credits: 5

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

Evaluation form: exam

Type of exam: written

Semester: third

Lecturers:

Department of Psychology, Faculty of Philosophy

Annotation:

The course of General and developmental Psychology introduces the students to the main problems of the psychology as a unique science. It is focused on the basic categories in psychology such as: "psyche", "consciousness"; it clarifies the genesis and development of the basic psychic phenomena and their features at different ages; psychological characteristics at different age groups; main developmental factors are clarified.

Course description:

The "General and Developmental Psychology and Developmental Psychology" course is for full-time study and it is studied within one semester.

The grade is formed at the end of the course by evaluating the written answers according to the syllabus set out below. The final assessment also includes students' performance during the seminars, as well as their results from the final exam.

Aims and objectives of the course:

Cognitive-motivational and applied-practical: students to acquire certain system of theoretical knowledge in the field of general psychology and developmental psychology, to comprehend them according to the modern requirements of logopedic science, to acquire practical skills for working with different age groups and with different psychological specifics, to form attitudes for social-pedagogical activity with psychological determination.

Teaching methods:

- lecture;
- discussion;
- observation;
- interactive methods.

Expected results: At the cognitive-motivational level: students must acquire and comprehend basic psychological knowledge (including categories, theories and concepts) in the field of general psychology and developmental psychology, to be able to analyze psychological information. To realize that their success at their practice depends on their psychological training.

Competency level: students to be able to use and apply their psychological knowledge, to use competently the psychological concepts, to be able to adjust their behavior according to the age groups that they work with, to communicate professionally and adequately with the people who they work with.

Relation to other subjects: "Psychology of abnormal development", "Psychopathology", "Psychodiagnostics", "Neuropsychology", "Cognitive psychology" and others.

ALTERNATIVE COMMUNICAION STRATEGIES

ECTS credits: 3

Evaluation form: exam

Semester: fourth

Lecturers:

Department of Logopedics, Faculty of Public Health, Health Care and Sports

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

Type of exam: written

Annotation:

Introduction to the most common alternative communication strategies, their origin, nature and purpose; learning the Bulgarian sign language, the tracing sign language, the dactyl alphabet (finger spelling); independent use of different sign systems; modern communication strategies: total communication, bilingualism; socio-psychological aspects of the bilingual-bicultural approach; specific communicative approaches in multiple disorders: MACATON system.

Students should have knowledge of popular communication strategies that support or replace verbal communication; to form skills for use in practice of the following alternative strategies: sign language, dactyl alphabet(finger spelling), MACATON system.

The objectives of training in the discipline "Alternative Communication Strategies" are in accordance with the professional standards for training specialists in European higher education (CPLOL / NQ, 2013) and the qualification characteristics of the specialty. During their training in the discipline students gain theoretical and practical knowledge:

- on existing alternative communication strategies,
- diagnosis and differential diagnosis in persons with communication disorders who need alternative and complementary communication;
- skills to detect the impact of the disorder on the psycho-social well-being, social and medical status of the client and significant other
- knowledge and skills with which, if necessary, to direct the client to other specialists in a timely and appropriate manner
- for the application of appropriate techniques and programs and specialized equipment for the treatment of communication disorders due to hearing disorders.
- for team work with various specialists involved in the treatment and therapy of persons with communication disorders, using complementary and assisting communication;
- for drawing up a therapeutic plan and documenting its results and changes, if necessary

Expected results: At the end of their training in the discipline, "Alternative Communication Strategies" students in the specialty of Speech Therapy must have developed professional skills and qualities corresponding to the standards for professional training of speech therapists developed and adopted by the NetQues project. Students must be able to: application of ethical principles in the handling of information and to protect the integrity, reliability and credibility of solving problems and finding solutions related to working with people with communication disorders, users of complementary and assisted communication.

- establish a relationship with the client and facilitate participation in the process of assessment and differential diagnosis;
- analyse and interpret the results of the assessment accurately and integrate them with the medical history and other sources of information;
- prepare an oral and written report on the results of the evaluation, including analysis and interpretation of the evaluation information;

- select and plan appropriate and effective therapeutic interventions involving key people from the client's environment;
- apply appropriate therapeutic techniques and programs, using the necessary materials and instrumental equipment.
- complete their documentation in a timely manner, in accordance with professional and legal requirements;
- understand the concepts of efficiency and effectiveness in connection with the speech therapy intervention of persons with communication disorders, users of complementary and assisted communication;

MULTIPLE DISORDERS

ECTS credits: 3

Evaluation form: exam

Semester: fourth

Lecturers:

Department of Pedagogy, Faculty of Pedagogy

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

Type of exam: written

Annotation:

The course focuses on the developmental characteristics of children with multiple disabilities; types of injuries and their impact on childhood development. Emphasis is also placed on working with the family for positive motivation and realistic expectations. The issue of early intervention or special education is discussed in the context of positive impact and effective interaction with the social environment. Specific treatment approaches for children with multiple disabilities are discussed.

At the end of the course, students should have knowledge of the specifics of communicative disorders in children with multiple disabilities and the basic approaches to forming communication and social skills.

They need to be able to assess the needs of the child and family, as well as plan and coordinate forthcoming impacts. The specific skills students need to learn are related to the application of the results of the NetQues project (Network for Tuning Standards and Quality of Education in Speech and Language Therapy / Logopedics across Europe: a Multilateral Academic and Professional Network). Students must also acquire the following specific skills for: analysing and interpreting assessment results and integrating them with medical history and other sources of information; preparation of an oral and written report on the results of the evaluation, including analysis and interpretation of the evaluation information; identifying the impact of the violation on the psycho-social well-being, social and medical status of the client and significant others; understanding the basics and relationships that underlie specific therapeutic methods;

awareness of the role of other members of the interdisciplinary team and planning of therapy in accordance with their competencies; the application of appropriate therapeutic techniques, using the necessary materials and instrumental equipment; collecting quantitative and qualitative information to evaluate the effectiveness of therapy; understanding of the concepts of "efficacy" and "effectiveness" in relation to logopedic intervention. The aforementioned general and specific competences are realized through the consistent mastery of the material on the topics mentioned in the content of the course.

Expected Results: Introduces students to leading therapy strategies that ensure the development of communication skills, as well as the development of multiple language impairments and language competence in children.

Links with other training courses: with all subjects that study the problems of the following disorders - deafness, therapy with persons with hearing and intellectual disabilities, persons with hearing and intellectual disabilities, persons with intellectual and motor impairments.

WORK IN DIAGNOSTIC TEAM

ECTS credits: 3

Evaluation form: exam

Semester: fourth

Lecturers:

Department of Logopedics, Faculty of Public Health, Health Care and Sports

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

Type of exam: written

Annotation:

The course is designed for full-time Master's students in Logopedics. Various professionals who participate in the team assessment of people with communication disorders; working with the families of people with communication disorders during the diagnosis of a team of specialists; interpretation of the data obtained from the diagnostics performed by the diagnostic team; studying the participation of different specialists in the diagnostic teams in the different types of communication disorders.

The training in the discipline "Work in diagnostic team" aims to present the work of a speech therapist in a team with various specialists involved in the diagnosis, prevention, prevention and treatment of persons with communication disorders.

During the exercises in the discipline, each student builds the following qualities and skills, according to the new standards for speech therapy training within the European higher education (CPLOL / NQ, 2013):

- Understands the role of other members of the interdisciplinary team and plans therapy accordingly.
- If necessary, directs the client to other specialists in a timely and appropriate manner;
- Detects the impact of the disorder on the psycho-social well-being, social and medical status of the client and the people important to him;
- Detects gaps in the necessary information for a better understanding of the client's violation and seeks information to fill them;
- Selects and plans appropriate and effective therapeutic interventions, including key figures from the client's environment;
- Apply appropriate therapeutic techniques, using the necessary materials and instrumental equipment;
- Document the response to therapy and any changes in the treatment plan;
- Understands the concepts of efficiency and effectiveness in relation to speech therapy intervention.

The course Work in diagnostic team is related to the following compulsory subjects from the curriculum of Logopedics: Voice disorders, Audiology, Articulation and orofacial disorders, Language disorders in children, Fluency disorders, Multiple disorders, Communication disorders in neurological disorders in children and adults - Part I and II, Communication disorders in emotional and behavioural disorders and mental illness, Disorders of swallowing and chewing.