

BACHELOR PROGRAMME IN LOGOPEDICS (SPEECH AND LANGUAGE THERAPY)

Educational degree: Bachelor

Professional qualification: Logopedics (Speech and Language Therapy)

Training type: fulltime

Training duration: 8 semesters

QUALIFICATION CHARACTERISTIC

SPECIALTY: LOGOPEDICS

professional degree: BACHELOR

professional qualification: LOGOPEDIST (SPEECH AND LANGUAGE THERAPIST)

The qualification characteristic of the specialty "Logopedics (Speech and Language Therapy)" is consistent with the professional realization and qualification standard of graduates in the European Union and is approved together with the curriculum by the Department Council, Faculty Council and Academic Council of the university. The purpose of the training is to prepare highly qualified professionals to be successfully realized in the practice through the acquired general and specific knowledge and skills, through the study of basic, profiling and expanding knowledge disciplines.

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;
- 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.
- assesses the need for continuing education for himself and / or for the profession he manages

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
- Voice disorders
- Fluency disorders
- Disorders of written communication (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
- Swallowing disorders
- Communication disorders due to hearing impairment
- Communication disorders in children with cleft palate
- And others

The specific theoretical and practical knowledge and skills are acquired through a cycle of disciplines, including lectures, seminars and practical exercises for each of the indicated for specialized training communication disorder, ending with a written exam.

The required professional qualities and competencies are acquired through one-day clinical practices within four consecutive semesters and through undergraduate speech therapy practice in the eighth semester. During these clinical practices, students work independently with people with communication disorders under the supervision of highly qualified speech and language therapists, and the skills acquired by them are assessed through ongoing assessments and a state practical exam.

III. Perspectives for realization:

With a Bachelor 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.

The qualification characteristic of the specialty "Logopedics" for the educational qualification degree "Bachelor" with the professional qualification "Logopedist" (speech and language therapist) is a basic document that determines the development of the curriculum and study programs. It complies with the Higher Education Act of the Republic of Bulgaria and the Regulations of SWU "Neofit Rilski". The curriculum is structured according to the requirements of the International Speech Therapy and Phoniatics Association (IALP) from 2010 and complies with the European standards of the Parliamentary Committee for Liaison with Speech Therapists of the European Union (CPLOL) from 2003, 2007 and 2013 as well as with the National Qualifications Framework (Decision of the Council of Ministers № 96 / 02.02.2012).

**CURRICULUM
BACHELORS DEGREE IN LOGOPEDICS**

Year 1			
<u>Semester I</u>	ECTS	<u>Semester II</u>	ECTS
1. Phonetics	4.0	1. Introduction in Logopedics	6.0
2. Human Anatomy and Physiology	5.0	2. Modern Bulgarian Language And Linguistics	5.0
3. Introduction in Public Health	4.0	3. Basics of Medical Genetics	3.0
4. General Psychology and Developmental Psychology	5.0	4. Phoniatics	5.0
5. Cognitive Psychology	3.0	5. Evidence-Based Practice in Logopedics	6.0
6. Otorhinolaryngology	6.0	6. Psycholinguistics and Sociolinguistics	5.0
7. English Language	3.0	7. Sport	0.0
8. Sport	0.0		
	Total 30		Total30
Year 2			
<u>Semester III</u>	ECTS	<u>Semester IV</u>	ECTS
1. Neuropsychology and Neurolinguistics	4.0	1. Neurology	5.0
2. Audiology	6.0	2. Articulation and Orofacial Disorders	9.0
3. Basics of Therapy and Rehabilitation	4.0	3. Language disorder in Children	9.0
4. Psychopathology	3.0	4. Elective Course (Group II)	4.0
5. Voice disorders	8.0	5. Clinical Practice in Logopedics – Assessment (one day)	3.0
6. Elective Course (Group I)	5.0		
Elective Courses (Students Choose One Course of Group I)		Elective Courses (Students Choose One Course of Group II)	
1. Child Language Development	5.0	1. Latin language	4.0
2. Paediatrics	5.0	2. Terminology of Logopedics (English language)	4.0
3. Developmental Psychology	5.0	3. Acoustic Phonetics	4.0
4. Psycho-diagnostics	5.0	4. Psychology of Abnormal Development	4.0
	Total 30		Total 30
Year 3			
<u>Semester V</u>	ECTS	<u>Semester VI</u>	ECTS
1. Hearing Disorders	8.0	1. Child and Adult Neurologically Based Communication Disorders (Part II)	8.0
2. Disorders of Written Communication	8.0	2. Fluency disorders	8.0
3. Child and Adult Neurologically Based Communication Disorders (Part I)	9.0	3. Communication Disorders of Persons with Emotional-Behaviour Disorders and Psychic Diseases	8.0
4. Elective Course (Group III)	2.0	4. Elective Course (Group IV)	4.0
5. Clinical Practice in Logopedics- Therapy (one day)	3.0	5. Clinical Practice in Logopedics- Therapy (one day)	2.0

Elective Courses (Students Choose One Course of Group III)		Elective Courses (Students Choose One Course of Group IV)	
1. Alternative Communicative Strategies	2.0	1. Music Therapy	4.0
2. Integration and Special Education of Children with Communication Disorders	2.0	2. Family Communication and Adaptation	4.0
3. Psychotherapy	2.0	3. Craniofacial Surgery	4.0
4. Work in a Diagnostic Team	2.0	4. Massage	4.0
5. Communicative Training	2.0		
6. Written and Spoken Culture	2.0		
	Total 30		Total 30

Year 4

<u>Semester VII</u>	ECTS	<u>Semester VIII</u>	ECTS
1. History of Logopedics and Comparative Logopedics	7.0	1. Clinical Practice in Logopedics	20.0
2. Multiple Disorders	7.0	3. Graduation – state exams (practical and theory)	10.0
3. Swallowing Disorders	3.0		
4. Elective Course (Group V)	7.0		
5. Elective Course (Group VI)	3.0		
6. Clinical Practice in Logopedics- Therapy (one day)	3.0		
Elective Courses (Students Choose One Course of Group V)			
1. Applied Neurophysiology	7.0		
2. Psycho-Social Aspects of Disease and Impairment	7.0		
3. Health Care Management and Legal Advocacy	7.0		
Elective Courses (Students Choose One Course of Group VI)			
1. Art therapy	3.0		
2. Statistical Methods in Logopedics	3.0		
3. Speech Technique and Verbal Performing Art	3.0		
	Total 30		Total 30

CREDITS IN TOTAL: 240

COURSE DESCRIPTIONS

I. COMPULSORY COURSES

PHONETICS

ECTS credits: 4

Evaluation form: exam

Semester: first

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

Lecturers:

Department of Bulgarian Language, Faculty of Philology

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

Type of exam: written

Annotation:

The course consists of three modules - Lectures, Practical Exercises and a separate module consisting of lectures and practical exercises, which is devoted to experimental phonetic studies as part of the diagnosis and treatment of communicative disorders.

The course aims to present the basic theoretical formulations in phonetics as a science of the sound structure of a language, as well as its real application in the practice of speech therapist. It gives knowledge about the dependencies and regularities of the phonological and phonetic system of literary Bulgarian. Speech sounds are described in articulation, acoustic and perceptual aspects. Special attention is paid to their complex nature and to the relationship and correspondence between the different types of characteristics - articulatory, acoustic, perceptual.

The phonological system is represented as being made up of two subsystems - segmental and supra-segmental. Much attention is paid to the relationship between the functional and physical properties of speech units. The course includes the basic principles of phonetic and phonemic transcription, as well as the International Phonetic Alphabet of the World Phonetic Association. Particular attention is paid to the articulatory and acoustic properties of the Bulgarian vowels and consonants. Basic issues of vocal and consonant system perception are discussed and the importance of acoustic characteristics relevant to the change in the articulation of sounds is given.

An important component of the course is the presentation of the experimental capabilities of phonetics with a view to their application in speech therapist practice. For this purpose, a separate module is envisaged, which includes theoretical and experimental research carried out within the framework of the Practice Based on Evidence of Effectiveness in Fluency and Voice Disorders (Ministry of Education, Science and Technology, 2009-2012, Head - Prof. D. Georgieva).

Illustrations of theoretical material, as well as practical work with 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).

During the course of study students need to master the following knowledge and skills related to:

- Mastering the basic characteristics of spoken sound;
- Clarification of the mechanisms of speech production - articulatory organs and their specifics;
- Characteristics of vowels and consonants;
- The place and role of the accent, the intonation system and the rhythmic system in proper mastery of the Bulgarian literary language;
- Methods for experimental research and their application in logopedic practice.

Expected results of the Phonetics course are:

- Freedom to deal with the linguistic concepts mentioned in the topics;

- Mastery of a terminology toolkit that will provide a good basis for further training;
- Differentiation of the norm in the Bulgarian literary language from possible deviations from it.
- Possibilities for sound analysis and its application in logopedic practice.

The proposed course is related to the disciplines “Modern Bulgarian Language with Linguistics”, “Psycholinguistics and Sociolinguistics”, as well as other disciplines closely specialized in the field of speech therapy.

HUMAN ANATOMY AND PHYSIOLOGY

ECTS credits: 5

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

Evaluation form: exam

Type of exam: written

Semester: first

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

Lecturers:

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

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, intercostals spaces, 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.

Training methods: conversation, discussion, asociative method, conference. Evaluation: written exam.

INTRODUCTION TO PUBLIC HEALTH

ECTS credits: 4

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

Evaluation form: exam

Type of exam: written

Semester: first

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

Lecturers:

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

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 undergraduate 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, phoniatics, 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.

GENERAL PSYCHOLOGY AND DEVELOPMENTAL PSYCHOLOGY

ECTS credits: 5

Evaluation form: exam

Semester: first

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

Lecturers:

Department of Psychology, Faculty of Philosophy

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

Type of exam: written

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" course includes 60 academic hours per year for full-time study (30 hours of lectures and 30 hours of seminars) and is studied at the first 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", "Psycho-diagnostics", "Neuropsychology", "Cognitive psychology" and others.

COGNITIVE PSYCHOLOGY

ECTS credits: 5

Evaluation form: exam

Semester: first

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

Lecturers:

Department of Psychology, Faculty of Philosophy

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

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.

OTORHINOLARYNGOLOGY

ECTS credits: 6

Evaluation form: exam

Semester: first

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

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

Hours per week: 3l+0s+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, phoniatics, neurology, psychology, medical genetics, cranio-maxillofacial surgery, pathology

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

ENGLISH LANGUAGE

ECTS credits: 3

Evaluation form: exam

Semester: first

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

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

Type of exam: written

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

Annotation:

The subject "English language" is designed for full-time undergraduate students in Logopedics (Speech and Language Therapy).

The English language course is designed to introduce the students in Logopedics basic specialized terminology related to: anatomy and physiology of the structures in the human body that participate in the "communication chain"; communication disorders; situations related to diagnosis, therapy, prevention, dealing with difficult situations when working with people with communication disorders, working with a multidisciplinary team.

The aim of the course is to give students knowledge and skills to use English in their practice. The objectives of training in the subject "English language" are in accordance with the professional standards for training professionals in European higher education (CPLOL / NQ, 2013) and the qualification characteristics of the specialty:

- theoretical knowledge of diagnosis and differential diagnosis in persons with communication disorders;
- skills to detect the impact of the disorder on the psycho-social well-being, social and medical status of the client and significant others;
- knowledge and skills for teamwork with different professionals from different countries involved in the treatment and therapy of persons with communication disorders;
- knowledge and skills for prevention of communication disorders;
- knowledge and skills for application of appropriate techniques and programs and specialized equipment for therapy of communication disorders;
- knowledge and skills for drawing up a therapeutic plan and documenting its results and changes, if necessary in English, if it is necessary for the person with communication disorders to present the documents abroad or comes from abroad and the documents must be read in English language.
- 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 communication disorders.

Expected results: At the end of their training in the English language course, students in Logopedics must developed professional skills and qualities in accordance with the standards for professional training of speech and language therapists developed and adopted by the NetQues project. Using English language, students should be able to:

- learn and use basic terminology and definitions in English language related to human anatomy and physiology.
- establish contact with the client and facilitate participation in the evaluation process and differential diagnosis;
- analyze 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 in English language;
- 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 and language therapy intervention of people with communication disorders;

INTRODUCTION IN LOGOPEDICS

ECTS credits: 6

Evaluation form: exam

Semester: second

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

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

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

Type of exam: written

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 and includes 75 academic hours per year (45 hours of lectures, 15 hours of seminars and 15 hours of practical exercises). 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 SWU, 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, Fundamentals of Therapy and Rehabilitation, Neuropsychology and Neurolinguistics, Pediatrics and Psychological and Linguistic Disciplines.

MODERN BULGARIAN LANGUAGE AND LINGUISTICS

ECTS credits: 5

Evaluation form: exam

Semester: second

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

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

Type of exam: written

Lecturers: Department of Bulgarian Language, Faculty of Philology

Annotation:

The course consists of 45 hours of classroom work, distributed as follows: 30 hours of lectures and 15 hours of practical exercises. 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.

BASICS OF MEDICAL GENETICS

ECTS credits: 3

Evaluation form: exam

Semester: second

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

Lecturers:

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

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".

PHONIA TRICS

ECTS credits: 5

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

Evaluation form: exam

Type of exam: written

Semester: second

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

Lecturers:

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

Annotation:

The Phoniatics course includes lectures, seminars and exercises and is taught over one semester. It is designed for undergraduate 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.

EVIDENCE-BASED PRACTICE IN LOGOPEDICS COURSE (EBP)

ECTS credits: 6

Evaluation form: exam

Semester: second

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

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

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

Type of exam: written

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 Bachelor 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 approaches 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.

PSYCHOLINGUISTICS AND SOCIOLINGUISTICS

ECTS credits: 5

Evaluation form: exam

Semester: second

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

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.

NEUROPSYCHOLOGY AND NEUROLINGUISTICS

ECTS credits: 4

Evaluation form: exam

Semester: third

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

Lecturers:

Department of Psychology, Faculty of Philosophy

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

Type of exam: written

Annotation:

The course in Neuropsychology and Neurolinguistics includes the following content modules: 1) Higher Core Functions - Definition, Characterization, Localization, Construction and Functioning; 2) disorders of the gnosis (agnosia) - definition, subdivision, main clinical manifestations of the types of agnosia; methods for studying gnosis functions and diagnosing types of agnosia; 3) praxis disorders (apraxia) - definition, subdivision, main clinical manifestations of apraxia types; methods for studying praxis functions and diagnosing the types of apraxia; 4) disorders of language functions (aphasia) - definition, subdivision, clinical characteristics of aphasic syndromes; characteristic manifestations that differentiate pure aphasia, pure verbal agnosia and apraxia, and combined disorders; methods for examining language and speech function in local cerebral lesions; 5) Deficiencies in the ontogenetic development of gnosis, praxis and language functions; methods for their investigation; 6) functional specialization of the brain - genesis of functional asymmetry of the brain; mechanisms of cerebral lateralization; factors influencing its formation and manifestation; the role of impaired lateralization of language and speech functions in the genesis of some forms of developmental speech pathology; methods for studying functional asymmetry of the brain.

Purpose and tasks:

The main objective of this course is to provide students with the necessary basic knowledge of the basic neuropsychological syndromes of the gnosis, praxis and language functions.

This objective is decomposed into the following tasks:

- to clarify the basic concepts and theories about the brain mechanisms of higher cerebral functions, their nature, classification, localization, construction and functioning;

- to clarify the basic concepts and modern perceptions of the essence of disorders of the higher cortical functions - agnosia, apraxia, aphasia, their definition, subdivision and main clinical manifestations;
- to reach a clear understanding of the functional inequality and interaction of cerebral hemispheres in the exercise of various forms of mental activity, its role in the genesis of some forms of speech pathology, as well as modern methods for the study of hemispheric asymmetry;
- to develop practical skills related to the acquisition of methodological techniques, which allow the diagnosis and differentiation of different typologies, levels of damage and pathophysiological mechanisms acquired and developmental disorders of higher cortical functions.

Teaching methods: Classes are taught mainly through lectures and seminars. A predominantly interactive form of teaching is used. The seminars are conducted by solving diagnostic cases, discussing clinical cases, referring and discussing scientific messages on a topic set by the teacher.

Expected results: Students acquire the necessary knowledge base for the clinical manifestations of agnosia, apraxia and aphasia and to develop skills for their diagnosis and differential diagnosis of their different species.

AUDIOLOGY

ECTS credits: 6

Evaluation form: exam

Semester: third

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

Lecturers:

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

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

Type of exam: written

Annotation:

Audiology is a science of hearing. The Audiology course consists of lectures, seminars and exercises studied within one semester.

It is a course for bachelor 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.

BASICS OF THERAPY AND REHABILITATION

ECTS credits: 4

Evaluation form: exam

Semester: third

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

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

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

Type of exam: written

Annotation:

Course description: The aim of course is to provide students with basic knowledge in this field. The course is intended for students from the "Logopedics" at the Faculty of Public Health, Health Care and Sports.

The knowledge gain in the course is necessary for the students due to the essential features of their future work with patients / clients, children and adults with social problems, with disordered anatomical and physiological functions, as well as accompanying somatic disorders.

Aim of the course: The course aims to provide fundamental training in one basic line - "Basics of therapy and rehabilitation". The content of the lecture course, its structure, the various topics, the formulated problematic tasks, the aim is to create maximum opportunities for activating the individual students work.

The lecture course is conducted in the traditionally established way and is based on the theoretical paradigm for the universal importance of preventive rehabilitation for improving the quality of life of social objects, as well as of children and persons with disabilities.

Knowledge: characterized by a high level of awareness about the rehabilitation.

Skills and habits: to be able to illustrate the most characteristic anatomical and physiological changes in children and adults with disabilities, and to identify measures for prevention and prosperity for a better quality of life.

Expected results: to know the basic normative documents for work in a complex rehabilitation; to appreciate the importance and role of teamwork in medico-social rehabilitation; to be informed about the current trends in the work with children and persons with disabilities and their reflection in Bulgaria

PSYCHOPATHOLOGY

ECTS credits: 3

Evaluation form: exam

Semester: third

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

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

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

Type of exam: written

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.

VOICE DISORDERS

ECTS credits: 8

Evaluation form: exam

Semester: third

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

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

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 Bachelor 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 approached 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.

NEUROLOGY

ECTS credits: 5

Evaluation form: exam

Semester: fourth

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

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

Type of exam: written

Lecturers:

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

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 bachelor's degree in speech 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“.

ARTICULATION AND OROFACIAL DISORDERS

ECTS credits: 9

Evaluation form: exam

Semester: fourth

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

Lecturers:

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

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

Type of exam: written

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 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.

LANGUAGE DISORDERS IN CHILDREN

ECTS credits: 9

Evaluation form: exam

Semester: fourth

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

Lecturers:

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

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

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.

HEARING DISORDERS

ECTS credits: 8

Evaluation form: exam

Semester: fifth

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

Lecturers:

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

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

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

DISORDERS OF WRITTEN COMMUNICATION

ECTS credits: 8

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

Evaluation form: exam

Type of exam: written

Semester: fifth

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

Lecturers:

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

Annotation:

This course on the problems of written communication (dyslexia, dysgraphia, dyscalculia) is intended for students of the specialty "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: 9

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

Evaluation form: exam

Type of exam: written

Semester: fifth

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

Lecturers:

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

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 students and includes 90 academic hours per year (45 hours of lectures, 30 hours of seminars and 15 hours of practical exercises). It is studied within one semester (V 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.

CHILD AND ADULT NEUROLOGICALLY BASED COMMUNICATION DISORDERS (PART II)

ECTS credits: 9

Evaluation form: exam

Semester: sixth

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

Lecturers:

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

Hours per week: 3l+2s+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 includes 90 academic hours per year (45 hours of lectures, 30 hours of seminars and 15 hours of practical exercises). It is studied within one semester (VI 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.

FLUENCY DISORDERS

ECTS credits: 8

Evaluation form: exam

Semester: spring

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

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

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

Type of exam: written

Annotation:

The course of **Fluency Disorders** is designed to be used by students in **Logopedics (Speech Language Pathology)** specialty as a part of their Bachelor 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 excepted 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 approached 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.

COMMUNICATION OF PERSONS WITH EMOTIONAL-BEHAVIOURAL DISORDERS AND PSYCHIC DISEASES

ECTS credits: 8

Evaluation form: exam

Semester: sixth

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

Lecturers:

Faculty of Pedagogy

Hours per week: 3l+2s+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

HISTORY OF LOGOPEDICS AND COMPARATIVE LOGOPEDICS

ECTS credits: 7

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

Evaluation form: exam

Type of exam: written

Semester: seventh

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

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

Annotation:

The course is designed to be used by students in Logopedics (Speech Language Pathology) specialty as a part of their Bachelor 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.

MULTIPLE DISORDERS

ECTS credits: 7

Evaluation form: exam

Semester: seventh

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

Lecturers:

Department of Pedagogy, Faculty of Pedagogy

Hours per week: 2l+1s+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.

SWALLOWING DISORDERS

ECTS credits: 3

Evaluation form: exam

Semester: seventh

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

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 includes 30 academic hours per year (15 hours of lectures and 15 hours of seminars). 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 Bachelor 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.

II. ELECTIVE COURSES

CHILD LANGUAGE DEVELOPMENT

ECTS credits: 5

Evaluation form: exam

Semester: third

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

Lecturers:

Faculty of Pedagogy

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

Type of exam: written

Annotation:

Annotation Description of the course. The training course is of particular importance in the professional - educational program for training in the field of speech and language therapy. This is explained by the social significance of speech, its role in the system of higher mental functions, in the formation and development of the child's personality and the need for future speech therapists to know the norm well in order to better understand the specifics of deviations from normal language development. .

The discipline realizes integrative functions and interdisciplinary connections with other studied and forthcoming disciplines:

The tasks of teaching the discipline are:

- students to be oriented in the different schools and directions in the study of children's language and speech development: its nature, factors, mechanisms, stages.
- students to gain scientific knowledge about the process of children's language development and speech communication in children;

- acquisition of skills to see and understand the age and individual features of speech development in different age stages in terms of its main aspects: phonological, grammatical, lexical.

Objectives and expected results: The aim of the course is for students to acquire lasting knowledge of linguistic ontogenesis, and the specific expectations are the formation of a set of professionally significant skills: to orient themselves in the diagnostic aspect of mastery and in the prognostic aspect your specific job.

PEDIATRICS

ECTS credits: 5

Evaluation form: exam

Semester: third

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

Lecturers:

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

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.

DEVELOPMENTAL PSYCHOLOGY

ECTS credits: 5

Evaluation form: exam

Semester: third

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

Lecturers:

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

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

Type of exam: written

Annotation:

The purpose of the course is to give students the opportunity to get acquainted with the psychophysiological features of personal and social growth of the individual. It is included as an elective subject in the curriculum of the specialty "Speech Therapy", Bachelor's degree.

Course description: The course "Psychoprophylaxis and psychocorrection" includes 30 academic hours of lectures and 15 hours of practical exercises. The remaining classes cover the extracurricular self-preparation of students

The assessment in the discipline "Developmental Psychology" is formed at the end of the one-semester course of study by conducting a written exam.

Objectives of the course "Developmental Psychology" are:

- to get a general idea of the development of the human psyche in terms of age;
- to get acquainted with the basic ideas related to the development of mental functions and facts;
- to get acquainted with the achievements of mental development and the possibility to establish it scientifically;
- should learn to use psychological techniques in the analysis of personal development of children and adolescents.

PSYCHODIAGNOSTICS

ECTS credits: 5

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

Evaluation form: exam

Type of exam: written

Semester: third

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

Lecturers:

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

Annotation:

The purpose of the course is to acquaint students with the mental characteristics of persons with mental disabilities and / or special educational needs of all ages that have arisen in different periods of their development. The need for their identification in the different periods of the speech and language therapy work / search, therapy, time study, etc. /, as well as the making of psychological and speech therapy diagnoses, creates a need for training of the future specialists for psychodiagnostics in the special institutions, both for children and adults. The processes of inclusive and integrated training, as well as anticipatory special training / early rehabilitation /, require the speech therapist to know the basic psychological, physiological and social characteristics of the subcategories of persons with mental disabilities, as well as the peculiarities of their behavior in specialized conditions. establishments where medical, pedagogical, speech therapy and psychological therapy and rehabilitation are carried out.

The training is planned so that students have the opportunity to practically, in the field, to apply what they have learned by developing special diagnostic methods and through course work to show what they have learned.

Knowledge, skills and habits that students must acquire:

1. To identify the main subcategories of persons with impaired mental development and persons with special educational needs;
2. To detect and correctly differentiate primary and secondary NDP;
3. To recognize the main psycho-physiological characteristics of persons with impaired mental development, as well as the peculiarities of their behavior in family and other social environment;
4. To know and describe the personal characteristics of the "I" and the frustrating states and reactions, as well as the models of social - mental adaptation of persons with impaired mental development;

5. To know the potential opportunities of persons with impaired mental development and SOP for training, social and labor adaptation;
6. To get an elementary idea of the mental foundations of persons with impaired mental development communication, as well as the impact of cognitive deficits on the course of basic activities in different environments and with different motivations;
7. To know and master the basic terminology in special psychology and psychodiagnostics;
8. To acquire theoretical and practical knowledge, skills and habits for conducting special psychodiagnostics of the persons with impaired mental development contingent;
9. To get acquainted with the basic principles and strategies of the therapeutic, compensatory and diagnostic process in the conditions of the different speech therapy offices and / or other institutions.

LATIN LANGUAGE

ECTS credits: 4

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

Evaluation form: exam

Type of exam: written

Semester: fourth

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

Lecturers:

Department of Ethnology and Balkan Studies, Faculty of Philology

Annotation:

Students get acquainted with the specific features and possibilities of classical Latin, in combination with ancient Greek word-formation terms that make up modern scientific and medical terminology. The course begins with the introduction of the Latin alphabet and the peculiarities of pronunciation in Latin. The study material is divided into three sections - grammar, word formation, modern terminological use. The Greek and Latin word-forming elements are considered in detail. Medical vocabulary is presented by topics. The main points of the grammar of the Latin language, necessary for mastering the modern scientific and medical terminology, are presented. Emphasis is placed on nouns and adjectives as basic structural units in terminology, as well as the formation of past suffering and present active participles. They are presented by types / declensions / as each declension is illustrated with a certain terminological minimum of words and word combinations. Maturity functions are considered in general, without emphasizing the many endings and relations. The main morphological forms that students must learn in order to properly combine word combinations when working with scientific literature, medical records or diagnosis are Nominativus and Genetivus of Singularis and Pluralis. In the grammatical part of the course are added some of the more commonly used in terminology prepositions and respectively the forms for Accusativus and Ablativus, of Singularis and Pluralis, with which they are connected. Based on the fact that the scientific vocabulary and medical language in European countries is based on the Greek heritage, the course provides and presents a full range of material to help students learn and consolidate their vocabulary in any field of medicine. and the natural or social sciences. The main goals of the course are: 1. To give a complete picture of the structure, use and possibilities of modern scientific and medical terminology. 2. To create a stable terminological base, which will facilitate the students in mastering the disciplines provided in the course of study and to prepare them for their independent activity as specialists. Main tasks: 1. To introduce and assist students in mastering and using anatomical medical terminology. 2. To reveal the combinatorial possibilities of the multifaceted clinical terminology. 3. To acquaint students with the peculiarities of pharmacological terminology.

LOGOPEDICAL TERMINOLOGY (ENGLISH LANGUAGE)

ECTS credits: 4

Evaluation form: exam

Semester: fourth

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

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 presents the students terms and the formation of a basic conceptual apparatus in the field of speech and language therapy and related interdisciplinary sciences - medical, biological and psychological.

Expected results: To learn basic terms in English language in the field of logopedics and related sciences, according to the level of foreign language proficiency of the students involved in the training.

Subject links with other subjects: The course builds on knowledge acquired through training in disciplines mainly from the speech therapy module and depending on the level of proficiency in English language.

ACOUSTIC PHONETICS

ECTS credits: 5

Evaluation form: exam

Semester: fourth

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

Lecturers:

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

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

Type of exam: written

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.

PSYCHOLOGY OF ABNORMAL DEVELOPMENT

ECTS credits: 5

Evaluation form: exam

Semester: fourth

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

Lecturers:

Department of Psychology, Faculty of Philosophy

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

Type of exam: written

Annotation:

The aim of the course is to acquaint the students with the peculiarities of the persons with mental development disorders. and / or special educational needs of all ages, which have arisen in different periods of their development.

The processes of inclusive and integrated training, as well as anticipatory special training / early rehabilitation/, require the speech therapist to know the basic psychological, physiological and social characteristics of the subcategories of persons with mental disabilities, as well as the peculiarities of their behaviour in specialized conditions. establishments where medical, pedagogical, speech therapy and psychological therapy and rehabilitation are carried out.

Knowledge, skills and habits that students must acquire:

1. To identify the main subcategories of persons with mental disabilities and persons with special educational needs
2. To detect and correctly differentiate primary and secondary
3. To recognize the main psycho-physiological characteristics of LNPR, as well as the peculiarities of their behaviour in family and other social environment;
4. To know and describe the personal peculiarities of the "I" and the frustrating states and reactions, as well as the models of the social-mental adaptation of LNPR;
5. To know the potential opportunities of LNPR and SOP for training, social and labor adaptation;
6. To get an elementary idea of the mental foundations of LNPR communication, as well as the impact of cognitive deficits on the course of basic activities in different environments and with different motivations;
7. To know and master the basic terminology in special psychology and psychodiagnostics;
8. To get acquainted with the basic principles and strategies of therapeutic, compensatory and diagnostic process in the conditions of different speech therapy rooms and / or other institutions. strategies

ALTERNATIVE COMMUNICAION STRATEGIES

ECTS credits: 2

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

Evaluation form: exam

Type of exam: written

Semester: fifth

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

Lecturers:

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

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; 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, 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;

INTEGRATION AND SPECIAL EDUCATION OF CHILDREN WITH COMMUNICAION DISORDERS

ECTS credits: 2

Evaluation form: exam

Semester: fifth

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

Lecturers: Faculty of Pedagogy

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

Type of exam: written

Annotation:

The course involves the study of a number of important issues of integrated / including special education of children with communication disorders. A special place is given to the theoretical content analysis of a number of concepts. The main forms of integrated and special education of these children are considered; various models of integrated education that have proven their effectiveness in countries that have already gained experience; the main prerequisites for the creation of an integrated training system; the role and importance of special education in the integration process.

The course aims to give students basic knowledge on issues related to the integration and social adaptation of children with communication disorders; to acquaint them with basic international documents dealing with these issues; with the normative basis of the integrated education in our country; with the prerequisites, conditions, factors, methodology of integrated education in the conditions of special and mass educational institutions for children with educational needs.

Basic tasks:

1. Acquisition of knowledge about the essence of the main phenomena in the field of integrated education and the concepts explaining them.
2. Understanding by students of issues from the standpoint of the new pedagogical thinking and current educational trends in relation to children with special educational needs.
3. Study of the issues in the existing practice in our country and the construction of theoretical and practical models for integrated education.

Expected results: acquisition of skills for analysing the problems related to the integration of children with communication disorders in the general educational environment; knowledge and effective practical application of the ideas of integrated education.

PSYCHOTHERAPY

ECTS credits: 2

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

Evaluation form: exam

Type of exam: written

Semester: fifth

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

Lecturers:

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

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.

WORK IN DIAGNOSTIC TEAM

ECTS credits: 2

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

Evaluation form: exam

Type of exam: written

Semester: fifth

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

Lecturers:

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

Annotation:

The course is designed for full-time undergraduate 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 "Working in a 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.

COMMUNICATIVE TRAINING

ECTS credits: 2

Evaluation form: exam

Semester: fifth

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

Lecturers:

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

Hours per week: 1l+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.

WRITTEN AND SPOKEN CULTURE

ECTS credits: 2

Evaluation form: exam

Semester: fifth

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

Lecturers:

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

Type of exam: written

Annotation:

The course consists of three modules - Lectures, Practical exercises and a separate module consisting of lectures and practical exercises, which is dedicated to experimental phonetic research as part of the diagnosis and treatment of communication disorders.

The course aims to present the main theoretical statements in phonetics as a science of the sound structure of language, as well as its actual application in the practice of speech therapists.

It gives knowledge about the dependencies and regularities of the phonological and phonetic system of the literary Bulgarian language.

Speech sounds are described in articulatory, acoustic and perceptual aspects. Special attention is paid to their complex nature and the relationship and correspondence between different types of characteristics - articulatory, acoustic, perceptual.

The phonological system is presented as composed of two subsystems - segmental and suprasegmental. Much attention is paid to the relationship between the functional and physical properties of speech units. Within the segmental system the vocal and consonant system of Bulgarian language are considered in detail, and within the suprasegmental - the rhythmic and intonation system.

The course includes the basic principles of phonetic and phonemic transcription, as well as the International Phonetic Alphabet of the World Phonetic Association.

Particular attention is paid to the articulatory and acoustic properties of Bulgarian vowel and consonant sounds. The main problems of the perception of the vocal and consonant system are also discussed and the importance of the acoustic characteristics, which are related to the change of the articulation of the sounds, is pointed out.

An important component of the course is the presentation of the experimental possibilities of phonetics with a view to their application in the practice of speech therapist. For this purpose, a separate module is provided, which includes theoretical and experimental research conducted within 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 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).

During the course, students need to master the following knowledge and skills related to:

- Mastering the basic characteristics of speech sound;
- Clarification of the mechanisms for the production of speech sound - articulatory organs and their specifics;
- Characteristics of vowels and consonants;
- Place and role of the accent, the intonation system and the rhythmic system in the correct mastering of the Bulgarian literary language;
- Methods for experimental research and their application in speech therapy practice.
- Expected results of the phonetics training course are:
 - The free handling of the linguistic concepts indicated in the topics;
 - Mastered terminological tools that will provide a good basis for further training;
 - Distinguishing the norm in the Bulgarian literary language from possible deviations from it.
- Opportunities for sound analysis and its application in speech therapy practice.
- The proposed course is related to the disciplines "Modern Bulgarian language with linguistics", "Psycholinguistics and sociolinguistics", as well as other disciplines closely specialized in the field of speech therapy.

MUSIC THERAPY

ECTS credits: 4

Evaluation form: exam

Semester: sixth

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

Lecturers:

Department of Music, Faculty of Arts

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

Type of exam: written

Annotation:

The current course in Music therapy is designed for students in "Logopedics" and aims to acquaint them with the role and place of music in different moments of their future therapeutic activities.

The lecture material is structured in three parts, each topic being illustrated with appropriate musical samples.

The first part (Topics 1 - 4) is introductory and introduces students to music as an art form and its impact on society.

The second part (Topics 5 - 8) is an overview and gives information about the past and present of music therapy as a science. The three leading music therapy schools are considered in general - the Swedish, the American and the German.

The third part of the lecture course (Topics 9 - 14) has a specific practical orientation, according to the qualification characteristics of the students.

The exercises follow the logic of the theoretical material from the lectures. They provide not only music to listen to, but also a lot of song material to perform, as well as playing improvised musical instruments.

Expected results: active musical and creative activities to be well understood and mastered, and effectively applied in the future therapeutic activity of speech therapy students.

Links with other disciplines: training courses related to therapy in the speech and language therapy module.

FAMILY COMMUNICATION AND ADAPTATION

ECTS credits: 4

Evaluation form: exam

Semester: sixth

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

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 "Family Communication and Adaptation" aims to build an understanding of the family as a group with certain roles, functions, priorities and problems - in the context of the ecosystem approach and the theory of family life cycle (stages in family development); to reveal the interconnectedness of family members; to offer models for family diagnostics based on an understanding of family interactions; research, evaluation, interventions and care planning; communication with institutions whose help the family needs; building partnerships with the family when working on individual cases.

The training in this discipline aims to offer knowledge about the phenomena of communication and adaptation and their specific development in the context of the family. Relevant concepts

for helping the family as a group are discussed; a framework for group behaviour and group dynamics that is useful for working with families.

Skills: to assess the accuracy of the experienced critical situation and the emerging outcome, to identify the phenomena of communication and adaptation to norm and pathology and their specific development in cases of speech pathology in the family

Expected results: to build an understanding of the need to acquire knowledge and skills for effective work with families and institutions and the key role of the speech therapist in this process.

Prerequisites: Basic knowledge of communication disorders, general psychology, developmental psychology, clinical psychology, psychopathology is required.

The course is built on knowledge acquired through training in general psychology, psychopathology.

CRANIOFACIAL SURGERY

ECTS credits: 4

Evaluation form: exam

Semester: sixth

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

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 introduces the students the normal development of the maxillofacial area, as well as the aetiology, symptoms and pathogenesis of individual nosological forms of dental deformities, affecting speech status. The peculiarities of the diagnostic process, prophylaxis, treatment possibilities are also presented. The lecture course also covers part of the craniofacial surgery in terms of aetiology, symptoms, pathogenesis, prevention and connection with language and speech abnormalities.

The aim of the course is to form in students:

Knowledge: characterized by a high degree of awareness about the taught subject

Skills and habits: for orientation in the pathology of the various forms of dental and maxillary deformities, creating an attitude for teamwork.

The content of the lecture course, its structure, the various current problems, the formulated problem tasks aim to create maximum opportunities for activating the independent and research work of the students.

Expected results: Content of the lecture course, its structure, the various current problems, the formulated problem tasks aim to create maximum opportunities for activating the independent and research work of the students.

Links with other disciplines: "Basics of Medical Genetics", "Pediatrics", "Voice Disorders", "Articulation and orofacial disorders" and others.

APPLIED NEUROPHYSIOLOGY

ECTS credits: 7

Evaluation form: exam

Semester: seventh

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

Lecturers:

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

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

Type of exam: written

Annotation:

Applied neurophysiology is the science of the practical application of methods, techniques, theory and facts of neuroscience. The theory of functional systems, instrumental reflexes (operants), modification and formation of behavior are the basis of any behavioral therapy, including speech therapy.

The course in applied neurophysiology aims to provide basic knowledge of the principles, laws and mechanisms of functional systems as a basis for the behavioral approach in speech therapy. Functional systems and principles of behavioral therapies are considered from the molecular to the systemic level consistently and comprehensively.

The main goals of the course are:

- Introduction to the theory of functional systems
- Introduction to the instrumental reflex (operant)
- Introduction to the methods and techniques for formation and modification of behavior used in speech therapy and rehabilitation

The main tasks of the course are:

- Students must have basic knowledge of the structure of the nervous system, to have a modern idea of the functions performed by the nervous system from the molecular to the systemic level.
- Students must understand the principles of regulation carried out by the nervous system in the body to maintain bodily homeostasis, with the focus on the principle of feedback.
- Students must know in detail all functional systems from a historical (Luria blocks) and modern point of view - sensory systems, networks of attention, affective system, executive (executive) system and memory.
- Students must know techniques for modifying and shaping behavior when working with children and individuals
- Students should learn how to automate new desired behavior and how to eliminate inappropriate and inappropriate behavior in speech therapy work

The expected results of the course are:

- To be able to form, modify, automate desired appropriate behavior and eliminate inappropriate behavior in speech therapy work
- To know biofeedback methods and technologies
- To know which biofeedback method and device can be effectively applied for a given speech therapy case
- To use their knowledge of neurophysiology when working in experimental or diagnostic laboratories to study the functions of the nervous system.
- To use their knowledge on the neurophysiological bases of behavior, emotions, memory, thinking and consciousness, necessary in their speech therapy practice in solving various cases.

PSYCHO-SOCIAL ASPECTS OF DISEASE AND IMPAIRMENT**ECTS credits: 7****Evaluation form:** exam**Semester:** seventh**Supervision:**

Department of Logopedics

Hours per week: 2l+0s+1p**Type of exam:** written

Faculty of Public Health, Health Care and Sports

Lecturers:

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

Annotation:

The course is studied within one semester. It is designed for students in the bachelor's program in logopedics. The course contains a separate part: psycho-social aspects of the disease and disability. In recent years, the interest of scientists in this field and in particular the connection that can be made with speech pathology has mainly increased.

The aim of the course is to form knowledge and skills in students for:

(1) the concepts of cognitive behavior and personality psychology;

(2) the human disease learning model;

(3) the principles of learning and their relationship to the development of the disease model.

Expected results: to apply in their speech therapy practice the acquired knowledge for the purpose of diagnosis and subsequent speech therapy work with different types of language and speech pathology.

Students are required to have taken a general course in "Basics of Medical Genetics", "Psychopathology", as well as "Personality Psychology" and "Neurology".

HEALTH CARE MANAGEMENT AND LEGAL ADVOCACY

ECTS credits: 7

Evaluation form: exam

Semester: seventh

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

Lecturers:

Department of Public Law Sciences, Faculty of Law and History

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

Type of exam: written

Annotation:

The course includes knowledge in the field of organization of health care and legal protection of patients. Students are acquainted with the laws and regulations in the field of health care and the mechanisms of legal protection of different categories of legal entities.

Goals, objectives and expected results: The training aims to prepare students for professional performance in the field. The acquired knowledge will be useful for their practice at the national level and for possible further specialization.

ART THERAPY

ECTS credits: 3

Evaluation form: exam

Semester: seventh

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

Lecturers:

Department of Fine Arts, Faculty of Arts

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

Type of exam: written

Annotation:

The knowledge on which the course is built is in the field of art history, art theory, art psychology, art pedagogy and art therapy.

The course consists of four sections: 1. theory and technologies of fine (plastic) arts; 2. peculiarities of the children's fine arts; 3. peculiarities of the artistic perception; 4. art therapy through one's own pictorial activity and through perception of works of art.

By studying this course, students should acquire knowledge about the types and genres in the fine (plastic) arts. To acquire skills to use different types of artistic means of expression and techniques in different types of speech and language disorders. To study the peculiarities of the structure of the plastic and spatial image.

Expected results: to study the mechanisms of fine arts and artistic perception in children. In the speech therapy practice to successfully use the types of forms of art therapy and to correctly analyze the products of the visual activity performed in the forms of art therapy.

The connections with the other disciplines are realized as the influence of the borders between psychodiagnostics, psychocorrection and artistic perception.

STATISTICAL METHODS IN LOGOPEDICS

ECTS credits: 3

Evaluation form: exam

Semester: seventh

Supervision:

Department of Logopedics

Faculty of Public Health, Health Care and Sports

Lecturers:

Department of Fine Arts, Faculty of Arts

Hours per week: 1l+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

SPEECH TECHNIQUE AND VERBAL PERFORMING ART

ECTS credits: 3

Evaluation form: exam

Semester: seventh

Supervision:

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

Type of exam: written

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

Lecturers:

Department of Fine Arts, Faculty of Arts

Annotation:

The course provides students the prerequisites and dynamics of verbal communication; for the physiological mechanisms of the speech-communicative process (breathing, voice formation and learning); for the theoretical-applied aspects of the verbal-performing art and their application as 3 / its researches in the aspect of the dimensional, intentional and functional analysis; 4 / the practical levels of the verbal communication; 5 / the individual determinism in the process of building the voice-speaking skills.

The practical exercises help to form a personal professional position in students to the problems of correct and melodious speech; 2 / for creating and refining law-speaking skills in order to guarantee a good example in the education of good speaking habits in adolescents through the means of verbal-performing art. In the exercises literary artistic materials (or excerpts) are developed and performed - fables, tales, lyrical and prose works for awareness and mastery of the voice-speaking process in order to achieve effective communication.

Students develop skills for maintaining the health of the voice and the speech apparatus, as well as stable voice and speech training on the basis of correct diction, voice and practically mastered orthographic norms of modern literary speech. At the same time, they acquire knowledge and practical skills for achieving purposeful and effective verbal interaction through the development and implementation of materials from fiction.

Goals and objectives of the training: The training in the discipline aims to improve the basic communication skills of students, whose training is focused on the field of the so-called speaking professions;

The course has the following tasks:

- to form in students skills for proper breathing, set voice and precise diction;
- to build skills for practical mastering of the spoken and orthographic norms;
- through the performance of literary works of art to support the development and development of speech culture in adolescents.

Teaching methods:

Teaching methods:

Standard methods: lecture, talk, discussion, observation.

- Interactive methods: communicative trainings, simulation games, role-playing, conducting active tasks.

Expected results:

- The student has proper habits for complete breathing, sound formation and diction, masters the existing coordination between them and has developed his vocal and articulatory qualities;
- He has practically mastered the norms of correctness in the modern Bulgarian literary speech, which guarantees a good example in the education of speech culture in adolescents;
- Is able to diagnose speech and communication problems in the speech of a preschool child and to apply the relevant technologies on the basis of verbal and performance activities that help to improve speech habits.