

# **SOUTH-WEST UNIVERSITY "NEOFIT RILSKI"**

Blagoevgrad 2700, 66 Ivan Mihaylov Str.  
Tel. +359 /73/ 88 55 01, Fax: +359 /73/ 88 55 16  
E-mail: [info@swu.bg](mailto:info@swu.bg)

## **FACULTY OF PUBLIC HEALTH, HEALTH CARE AND SPORTS**

**Specialty:** Speech and Language Therapy

**Educational Qualification Degree:** Bachelor

**Professional Qualification:** Speech and Language Therapist

**Form of Education:** Full-time

**Duration of Study:** 4 years

### **Admission Requirements:**

Completed secondary education and successfully passed competitive entrance examinations in Bulgarian Language or Biology, or a state matriculation examination in Bulgarian Language or Biology.

## **QUALIFICATION PROFILE**

of the specialty: **Speech and Language Therapy**

for the educational qualification degree: **Bachelor**

with a professional qualification: **Speech and Language Therapist**

### **I. GENERAL PRESENTATION OF THE BACHELOR'S PROGRAMME**

In the context of the continuous development of healthcare, education, and social care systems, the demand for speech and language therapists who support individuals with communicative disorders and their families through counseling, diagnostics, and therapy, aimed at improving their quality of life, is increasingly evident.

The Bachelor's Programme in *Speech and Language Therapy* is designed to prepare specialists in response to the growing societal need for professionals competent in counselling, prevention, diagnostics, differential diagnosis, and therapy of children, adolescents, and adults with communication and swallowing disorders.

The curriculum of the Bachelor's Programme is aligned with the principles of modern university education, focusing on the practical application of scientific knowledge in both social and individual contexts.

### **II. ADMISSION AND TRAINING**

The programme is offered in full-time mode, with a duration of **4 years (8 semesters)**, comprising a total workload of **2,955 hours of in-class instruction** and **4,485 hours of independent study**, corresponding to **240 ECTS credits**. The curriculum comprises compulsory, elective, and optional courses.

The **compulsory courses** provide fundamental theoretical and practical training. The knowledge acquired through this component has an introductory, methodological, specialized, and interdisciplinary character.

The **elective courses** enable a deeper understanding of the general theoretical foundation. They contribute to the acquisition of specialized knowledge, building upon what has been studied in the compulsory courses, with an emphasis on specific competences and skills.

The **optional courses** provide students with the opportunity to pursue knowledge and skills that align with their personal interests. Every student may choose to attend any course offered at South-West University "Neofit Rilski" – Blagoevgrad, regardless of the faculty in which it is taught.

Specific theoretical and practical knowledge and skills are acquired through a cycle of courses, including lectures, seminars, and practical exercises.

Professional competences and skills are further developed through **clinical practicums**, conducted during four consecutive semesters. These practicums have a total duration of **225 hours**, corresponding to **15 ECTS credits**, and are completed with a semester examination. They are directly aligned with the courses taught in the respective semesters.

The **pre-graduation clinical practicum** takes place in the eighth semester, with a total workload of **300 hours**, corresponding to **20 ECTS credits**, and is completed with continuous assessment. The practicum is conducted under the supervision of a certified speech and language therapist and an academic mentor in outpatient and inpatient healthcare facilities, school and kindergarten-based speech therapy offices, specialized public and private speech therapy centres, the Centre of Speech and Language Therapy at the Faculty of Public Health, Health Care and Sports, as well as the University Centre for Stuttering Research at South-West University "Neofit Rilski." It includes work with all age groups. The diploma supplement records the total workload and credits for all semesters. Graduation concludes with a **State Theoretical Examination** and a **State Practical Examination**.

### III. EDUCATIONAL OBJECTIVES

The training of students in the Bachelor's Programme in *Speech and Language Therapy* aims to prepare specialists capable of successful professional realization on the labour market, equipped with the necessary qualifications to perform consultative, diagnostic, therapeutic, research, and other specialized activities in the field of communication disorders. The general and specific knowledge and skills are acquired through the study of foundational, profile-oriented, and advanced academic courses.

#### 1. Knowledge, skills, and professional competences of graduates:

Graduates of the programme:

- Possess in-depth theoretical knowledge in counselling, prevention, diagnostics, and therapy in the field of communication disorders, as well as the ability to interpret and analyse acquired information and documentation critically;
- can independently organize, manage, and conduct activities in speech therapy offices within preschool and school educational settings (general and special), social homes and centres, healthcare institutions, clinical, diagnostic, rehabilitation, and resource centres;
- Demonstrate leadership skills in organizing and managing diagnostic and therapeutic teams and units;
- Maintain and manage documentation in the speech therapy office and/or the respective unit of responsibility;
- Conduct consultations and preventive activities related to communication and swallowing disorders;
- Identify gaps in clients' awareness regarding their condition and actively seek and provide necessary information to fill these gaps;
- Describe the impact of the disorder on the client's psychosocial well-being, social and medical status, and recognize the importance of caregivers;
- Select and plan appropriate and effective therapeutic interventions, methods, and techniques, using the necessary materials and instrumental equipment;
- Demonstrate innovative methods and tools within their field of professional practice;
- Involve significant persons from the client's environment in the therapeutic process;
- Coordinate their activities with other members of the interdisciplinary team and plan therapy accordingly;
- Understand the concepts of efficacy and efficiency in relation to speech therapy intervention.

- Document therapeutic outcomes and all modifications to the treatment plan;
- Refer clients to other specialists when necessary, in a timely and appropriate manner;
- Conduct evaluations in relation to scientific and applied research in their field;
- Assess the need for continuing education, both for themselves and for those they supervise.

## **2. Requirements for the preparation of graduates:**

Throughout their studies, students are expected to acquire a strong theoretical foundation and develop practical skills for diagnostic and therapeutic work with individuals who have language, speech, and swallowing disorders. This includes knowledge of definitions, etiology, symptomatology, diagnostics, differential diagnosis, and therapy for speech, language, auditory, and swallowing impairments.

The general academic training covers knowledge in the following fields:

- Biomedical sciences
- Linguistic sciences
- Psychological sciences
- Other related disciplines

The specialized training provides knowledge of the following communication disorders:

- Articulation disorders
- Specific language impairment in children
- Language disorders in adults (aphasia)
- Fluency disorders (stuttering, cluttering)
- Voice disorders
- Written communication disorders (dyslexia, dysgraphia, dyscalculia, specific and non-specific learning difficulties)
- Speech motor disorders (dysarthria, apraxia)
- Communication disorders in emotional and behavioural disorders
- Communication disorders in multiple disabilities
- Communication disorders in psychiatry
- Communication disorders in cerebral palsy and other musculoskeletal conditions
- Communication disorders related to hearing impairment
- Communication disorders associated with structural anomalies of the craniofacial system
- Disorders of chewing and swallowing (dysphagia)
- Other related disorders

## **IV. FIELDS OF PROFESSIONAL REALIZATION**

With a completed **Bachelor's degree in Speech and Language Therapy**, graduates may pursue professional realization in the following areas and activities:

- Organize, manage, and conduct comprehensive speech and language therapy activities:
  - in speech therapy offices in preschool and school educational institutions (general and special);
  - in social homes and centres for individuals with disabilities;
  - in healthcare institutions, including clinical, diagnostic, and rehabilitation centres;
  - in centres for support of inclusive education, among others;
- In clinical settings, work collaboratively with the attending physician to determine the rehabilitation potential of individuals with speech, language, and swallowing disorders.
- Maintain and manage documentation in the speech therapy office and/or in the unit of responsibility;
- Conduct consultative and preventive activities;
- Engage in research, academic, and applied activities in the field of their specialty.

Graduates holding a Bachelor's degree may continue their education in a **Master's programme** within the same or another professional field, and subsequently pursue a **Doctoral degree**, as well as participate in various forms of continuing education.

**Positions that may be occupied** in accordance with Annex 4 to Order No. RD01-931/27.12.2010, and the amendments to the National Classification of Occupations and Positions (2011), effective from 01.01.2023, are:

- Code 2266 – Audiologists and Speech Therapists
- Code 2266 6001 – Speech Therapist

#### V. International Mobility

The program provides international student mobility opportunities under the ERASMUS+ initiative with universities in Poland, Cyprus, Belgium, Turkey, Finland, North Macedonia, and other countries. During their period of mobility, students receive an Erasmus grant, which provides financial assistance to help cover additional costs arising from differences in the standard of living abroad. Mobility corresponds to the educational and personal development needs of students.

The main document that determines the development of the curriculum and study programs is the qualification characteristics of the "Speech Therapy" primary for the educational qualification degree "Bachelor" with the professional qualification "Speech Therapist" (also known as "Speech and Language Therapist"). Training in the specialty of speech therapy aligns with the mission of the Faculty of Public Health, Health Care, and Sports at South-West University "Neofit Rilski." It complies with the Higher Education Act of the Republic of Bulgaria and the Regulations of South-West University "Neofit Rilski." The curriculum is structured according to the 2010 requirements of the International Association of Communication Sciences and Disorders (IACSD/IALP) and the 2003, 2007, and 2013 requirements of the European Speech and Language Therapy Association (ESLA/CPLOL), as well as the National Qualifications Framework (Council of Ministers Decision No. 96/02.02.2012)

### CURRICULUM

FIRST YEAR			
1- ST SEMESTER	ECTS	2ND SEMESTER	ECTS
1. Modern Bulgarian Language and Linguistics	4.0	1. Introduction to Speech Therapy	6.0
2. Human Anatomy and Physiology	5.0	2. Phonetics	5.0
3. Basics of Therapy and Rehabilitation	4.0	3. Medical Genetics	3.0
4. General and Age Psychology	5.0	4. Phoniatics	5.0
5. Cognitive Psychology	3.0	5. Audiology	6.0
6. Otorhinolaryngology	6.0	6. Psycholinguistics with Sociolinguistics	5.0
7. English Language	3.0	7. Sports	0
	6.0		
	<b>Total 30</b>		<b>Total 30</b>
SECOND YEAR			
3RD SEMESTER	ECTS	4TH SEMESTER	ECTS
1. Evidence-Based Practice	4.0	1. Neurology	4.0
2. Counselling and Advice in Speech and Language Pathology	3.0	2. Communication Disorders in Craniofacial Injuries	9.0
3. Neuropsychology and Neurolinguistics	4.0	3. Language Disorders in Children	8.0
4. Psychopathology	3.0	4. Social Medicine, Social Rehabilitation, and Health Promotion	2.0
5. Phonation Disorders	8.0		
6. Articulation Disorders	8.0		

		5. Elective Discipline Group I 6. Clinical Practice	4.0 3.0
		<b>Elective courses from Group I (students choose one course)</b>	
		1. Acoustic Phonetics 2. Massage 3. Psychodiagnostics 4. Telepractice in Language and Speech Therapy 5. Behavioral Neurology	4.0 4.0 4.0 4.0 4.0
	<b>Total 30</b>		<b>Total 30</b>
<b>THIRD YEAR</b>			
<b>5 - TH SEMESTER</b>	<b>ECTS</b>	<b>6 -TH SEMESTER</b>	<b>ECTS</b>
1. Hearing Disorders 2. Speech Fluency Disorders 3. Neurogenic Communication Disorders — Part I 4. Elective course from Group II 5. Clinical Practice	8.0 8.0 8.0 2.0 4.0	1. Neurogenic Communication Disorders – Part II 2. Disorders of Reading and Writing 3. Multiple Disabilities 4. Elective course from Group III 5. Clinical Practice	8.0 8.0 7.0 3.0 4.0
<b>Elective courses from Group II (students choose one course)</b>		<b>Elective courses from Group III (students choose one course)</b>	
1. Pediatrics 2. Speech Therapy Terminology (English) 3. Healthcare Organization and Legal Protection 4. Written and Spoken Culture 5. Psychology of Abnormal Development 6. Statistical Methods in Language and Speech Pathology	2.0 2.0 2.0 2.0 2.0 2.0	1. Alternative and augmentative communication and assistive technology 2. Art therapy and art pedagogy for communication disorders 3. Biofeedback and language and speech therapy 4. Integrated and special education for children with communication disorders 5. Technique of speech and verbal performing arts	3.0 3.0 3.0 3.0 3.0
	<b>Total 30</b>		<b>Total 30</b>
<b>FOURTH YEAR</b>			
<b>7- TH SEMESTER</b>		<b>8-TH SEMESTER</b>	<b>ECTS</b>
1. History of Speech Therapy and Comparative Speech Therapy 2. Communication Disorders in Emotional, Behavioral, and Mental Health Disorders 3. Swallowing and Chewing Disorders (Dysphagia) 4. Neurophysiology and Neurofeedback	7.0 8.0 5.0	1. Pre-diploma speech therapy practice 2. Graduation: - State practical exam - State theoretical exam	20.0  <b>10.0</b>

Clinical Practice	6.0 4.0		
	<b>Total 30</b>		<b>Total 30</b>
<b>TOTAL CREDITS FOR THE ENTIRE TRAINING PERIOD: 240</b>			

## DESCRIPTION OF THE DISCIPLINES

### I. COMPULSORY SUBJECTS

#### MODERN BULGARIAN LANGUAGE WITH LINGUISTICS

**ECTS credits:** 4

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

**Evaluation form:** exam

**Type of exam:** written

**Semester:** first

**Supervision:** Department of Bulgarian Language, Faculty of Philology

**Lecturer:**

Assoc. Prof. Gergana Padareva, PhD, e-mail: filologiya@swu.bg  
phone: +359 73 588 530

#### **Annotation:**

The course consists of 45 hours of classroom work, divided into 30 hours of lectures and 15 hours of practical exercises. In addition, 75 hours of extracurricular activities are provided.

The lecture course is divided into modules: Module A (Linguistics) and Module B (Contemporary Bulgarian Language).

The course introduces the basic knowledge of linguistics as a science, the main linguistic theories and directions, the levels of linguistic analysis, and the methods applied in linguistic research. It also clarifies the terminological apparatus. Students are introduced to the possibilities of linguistics in studying communicative disorders.

The lecture course provides knowledge about the modern Bulgarian language, its phonological and grammatical system, including the units of phonology, morphology and syntax. The terminological apparatus is clarified, the sound structure of the language, the nominal and verbal grammatical categories and the nature of the ten parts of speech are discussed. The main types of sentences are examined in terms of composition and communicative purpose, sentence structure, word order, and coherence.

During the practical exercises, students perform linguistic analysis by applying their learned methods.

#### **Aim and objectives:**

- The discipline aims to:
- Students should be aware of the possibilities of linguistic analysis when working with individuals with communication disorders.
- Be able to apply linguistic methods.
- The goal is to develop students' ability to analyze speech material (both in the norm and outside it) on different linguistic levels.

#### **Teaching methods:**

The lecture course offers training through pre-developed multimedia presentations on individual topics containing text, videos, diagrams, etc. The digital content will be presented as a lecture and provoke discussion through questions.

Learning methods include teamwork and group discussions. The learning within the course is conventionally divided into modules - theoretical - during the lectures and theoretical-applied - during the practical exercises. During the practical exercises, besides supplementing the information from the lecture course through discussions and assignments, work is done on forming and developing specific competencies in the students that will be useful to them in their continuing education in the program.

**Expected results:**

Students should develop an understanding of linguistics as a critical science in dealing with language and speech, to be aware of the grammatical features of the modern Bulgarian literary language to recognize and explain deviations from it. To identify and reveal the specifics of the parts of speech and their function in a sentence. To be aware of the nature and distribution of grammatical categories and the specific features of a sentence's parts and functions.

## HUMAN ANATOMY AND PHYSIOLOGY

**ECTS credits:** 5

**Hours per week:** 3l+0s+2p

**Evaluation form:** exam

**Type of exam:** written

**Semester:** first

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

**Lecturer:**

Assoc. Prof. Manol Kalniev, PhD, e-mail: manol\_kalniev@swu.bg  
phone: +359 73 588 530

**Annotation:**

The compulsory subject "Human Anatomy and Physiology" is essential and enables students to acquire fundamental knowledge on the structural organization and functions of the systems in the human body as a basis for their training in profiling subjects, as well as preparation for future therapeutic speech therapy. The course is divided into two parts: **IPart I - Anatomy, and Part II - Physiology**. Training on both parts is parallel. The Anatomy part has a module of 15 hours of lectures and 15 hours of exercises. In the second part of Physiology, there are two modules of lectures (Basic Physiological Systems and Sensation and Higher Cortical Functions) and one module of laboratory exercises.

**Aim and objectives:**

The main objective of the Anatomy and Physiology course is to provide information and basic knowledge about the morphology and functions of organs and systems, their unity and development in the human body, and the structural-functional interrelationships between cells, tissues, organs, and systems in the human organism. Aims and objectives related to the specifics of the training of students of the specialty of Speech Pathology are: - detailed introduction to the skeletal muscles of the pharynx, the structure of the airways, the structure of the cartilaginous skeleton, membranes, ligaments, muscles and innervation of the larynx, the functional organization of the false and true vowel connections; - description of the mechanisms of phonation, articulation, and resonance. Other important highlights of the students' training are: - introduction to functional indicators of breathing; - description of the specifics of ventilation in speech (speech breathing and metabolic breathing); - analysis of the particulars of cranial nerves and their role in speech functions. An essential goal of teaching in this specialty is to provide students with a detailed introduction to: - the physiology of sensory systems, reflex functions, and higher nervous activity (gnosis, praxis, and language); - higher cortical functions, and neurophysiological bases of speech, memory, learning, attention, and behavior.

**Teaching methods:**

The lecture sessions are conducted with multimedia presentations on topics from the syllabus and with discussion of case studies and examples from experimental and clinical research and publications. Practical exercises are performed in experimental laboratories at the University Centre for Functional Research and the Laboratory of Anatomy and Physiology of SUSU, Corpus 1. On-Line learning provides teaching through the Big Blue Button and Zoom platforms. The lecture and laboratory exercises' teaching materials are available on the university Blackboard platform. In the same tests for ongoing control are conducted. In the case of online learning, semester exams can also be undertaken on this platform.

**Expected results:**

The preparation and knowledge of students in Speech Therapy are generated in the course of training through lectures and laboratory exercises in the discipline of Anatomy and Physiology to create the necessary knowledge and competencies for the specialty. The knowledge generated is the basis for both their further training and in their future professional activities related to the diagnosis and treatment of speech disorders.

## **BASICS OF THERAPY AND REHABILITATION**

**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 Sport**Lecturer:**

Assoc. Prof. Ekaterina Mitova, PhD, e-mail: ekaterina@swu.bg,  
phone: +359 73 588 530

**Annotation:**

The training task in "Fundamentals of Therapy and Rehabilitation" is to present and master the student's basic knowledge in this field.

The course is intended for students of the specialty "Speech Therapy" at the Faculty of Public Health, Health Care, and Sport of the South University of Health Sciences.

Knowledge in the field of "Fundamentals of Therapy and Rehabilitation" is necessary for students due to the essential features of their future work with patients/clients/children and elderly people with social problems with impaired anatomical and physiological functions and accompanying other somatic disorders.

**Aim and objectives:**

The course is designed to provide fundamental training in one central area—"Fundamentals of therapy and rehabilitation." The content of the lecture course, its structure, the various topical problems, and the formulated problem tasks aim to create maximum opportunities for students to activate their independent work.

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

**Teaching methods:**

Presentations, tests, case studies, discussions.

**Expected results:**

To know the primary normative documents for work in complex rehabilitation, to appreciate the importance and role of teamwork in medical and social rehabilitation, and to be informed about modern trends in work with children and persons with disabilities and their impact on our country.

## **GENERAL AND AGE PSYCHOLOGY**

**ECTS credits:** 5**Hours per week:** 3l+1s+0p**Evaluation form:** exam**Type of exam:** written



**Semester:** first

**Supervision:** Department of Psychology, Faculty of Philosophy

**Lecturer:**

Assoc. Prof. Stoil Mavrodiev, PhD, e-mail: stoil\_m@abv.bg

phone +359 73 588 546

**Annotation:**

The General and Adult Psychology lecture course introduces students to the fundamental problems of psychology as a unique science. The primary categories of psychology, such as "psyche" and "consciousness," are emphasized. The genesis and development of the elemental psychic phenomena and their peculiarities at different ages are elucidated. The psychological characterization of the age periods is made, and the primary development factors are elucidated.

**Aim and objectives:**

Students acquire a particular system of theoretical knowledge in the fields of general psychology and age psychology, make sense of them according to the modern requirements of speech therapy science, acquire practical skills for working with persons of different ages and with distinct psychological characteristics, and form an attitude for social-pedagogical activity with psychological determination.

**Teaching methods:**

- lecture; discussion; observation; interactive methods, presentation

**Expected results:**

At the cognitive-motivational level, students acquire and make sense of basic psychological knowledge (including categories, theories, and concepts) in general and age psychology. They are able to analyze psychological information. They understand that their success in practice depends on their psychological training.

At the competency level, students should be able to use and apply their psychological knowledge, use psychological concepts competently, modify their behavior according to the age of the person they are working with, and communicate professionally and appropriately with the person they are working with.

## COGNITIVE PSYCHOLOGY

**ECTS credits:** 3

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

**Evaluation form:** exam

**Type of exam:** written

**Semester:** first

**Supervision:** Department of Psychology, Faculty of Philosophy

**Lecturer:**

Assoc. Prof. Zornitsa Totkova, PhD, e-mail: z.totkova@gmail.com

phone. +359 73 588 546

**Annotation:**

This curriculum is built according to several principles. The first of these is integrative. Starting from the idea of the belonging of psychic phenomena to the whole person and their interconnectedness, this principle is concretely reflected in the following aspects:

- only the specific features of each mental process are revealed, but also 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 of program construction relates to the multifaceted nature of scientific positions in analyzing mental phenomena. This guiding principle conditioned the following:
- Characterizing mental phenomena from the positions of different schools;

- analyzing a more comprehensive range of psychic phenomena.

Key concepts: analytical mental processes, integrative mental processes, mediating processes, emotional processes, deliberate processes, unconscious mental processes, sensation, perception, imagination, thinking, concepts, attention, and memory.

**Aim and objectives:**

The primary goal of the Cognitive Psychology program is to uncover the nature of the cognitive processes by which people make contact with the continuous flow of information about the world and themselves. Parallel to this, topics on emotional and volitional processes are included, allowing for a more detailed examination of the content of cognitive processes and their relationship to a person's personality.

**Teaching methods:**

The lecture course is conducted in a traditionally established manner. It consists of PowerPoint presentations and practical sessions with demonstrations. Practical exercises are conducted in an auditorium, allowing discussion and "acting out" elements of the psychological counseling process. Self-study provides for the development of abstracts with theoretical and practical orientation on the lecture course topics.

Students are encouraged to actively engage with the course content by referencing scientific literature and describing experiments in Cognitive Psychology.

**Expected results:**

By studying the course, students can reveal the specificity of the outlined processes, the relationships between them, and their information capabilities. The course contributes to developing a wide range of intellectual and linguistic skills and theoretical knowledge formed in parallel with other vital disciplines of this course. The significant links are with physiological psychology and the psychology of personality. The subject links of cognitive psychology with these two disciplines serve as a practical foundation for students to develop specific logical knowledge and skills.

Establishing students' ability to express themselves with the conceptual apparatus of cognitive psychology in the discipline and their learning style, motives, and interests is essential in achieving the goals and objectives.

Depending on the demonstrated level of prior preparation, the content, scope, and depth of the topics covered and the teaching methods are updated.

## **OTORHINOLARYNGOLOGY**

**ECTS credits:** 6

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

**Evaluation form:** exam

**Type of exam:** written

**Semester:** first

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

**Lecturer:**

Assoc. Prof. Hristo Zlatanov, PhD, e-mail: hr.zlatanov@swu.bg

phone +359 73 588 530

**Annotation:**

The proposed course in "Otorhinolaryngology" consists of lectures and exercises studied within one semester.

The proposed course is related to the following disciplines: audiology, phoniatrics, neurology, psychology, medical genetics, maxillofacial surgery, and pathology.

**Aim and objectives:**

**Aim:** Within the curriculum, students will acquire the necessary:

**Knowledge:** characterized by a high degree of awareness of (1) the history and mission of otolaryngology as a clinical medical science; (2) the definitions of ENT, ENT diseases, and ENT

patients; (3) the morphology, physiology, and pathology of the ENT organs; (4) the methods of clinical examination and clinical diagnosis; (5) the clinical nosology, treatment principles, and therapeutic approaches in otolaryngology.

Skills and habits: (1) to identify functional impairments of the ENT organs; (2) to consult the otolaryngologist promptly; (3) to clinically manage ENT pathology in a team; (4) to participate in various tasks of functional expertise of ENT pathology; (5) to develop intervention strategies for functional prevention and rehabilitation.

**Teaching methods:**

The lecture course offers training through pre-developed multimedia presentations on individual topics containing text, videos, diagrams, etc. Learning methods include teamwork and group discussions.

**Expected results:**

The content of the lecture course, its structure, the various topical problems, and the formulated problem tasks suggest creating maximum opportunities for activating the students' independent research and practical work.

## **ENGLISH LANGUAGE**

**ECTS credits:** 3

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

**Evaluation form:** exam

**Type of exam:** written

**Semester:** first

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

**Lecturer:**

Assist. Prof. Anna Andreeva, PhD, e-mail:anna\_andreeva@swu.bg  
phone +359 73 588 530

**Annotation:**

The English language course is designed to introduce students of Speech Therapy to basic specialized terminology related to the anatomy and physiology of structures in the human body involved in the "communication chain" communication disorders, acting out situations related to diagnosis, therapy, prevention, coping with difficult situations when working with persons with communication disorders, working with a multidisciplinary team of health professionals.

**Aim and objectives:**

The course aims to develop students' knowledge and skills in speech and language therapy (terms, grammar, and listening) so that they can use English in their practice. The learning objectives of the English Language course are also in line with the Professional Standards for the Preparation of Professionals within European Higher Education (CPLOL/NQ, 2013) and the qualification specification of the degree program:

- theoretical knowledge of diagnosis and differential diagnosis of persons with communication disorders;
- Skills to identify the impact of the disorder on the psychosocial well-being and 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 in the prevention of communication disorders;
- Knowledge and skills in the application of appropriate techniques and programs and specialized equipment for the treatment of communication disorders;

- knowledge and skills to develop a treatment plan and document its results and changes, if any, in English if the person with a communication disorder needs to present the documents abroad or is coming from abroad and the documents need to be read in English.
- Knowledge and skills to apply ethical principles in handling information and advocate for the integrity, credibility, and reliability of problem-solving and finding solutions for working with persons with communication disorders.

### **Teaching methods:**

The course uses various teaching methods, such as reflective techniques, brainstorming, discussion and debate, and illustration with clinical materials, videos, and specialized software.

For the self-study:

- Develop a topic for discussion that is pre-determined by the instructor;
- Preparation for test examinations.

### **Expected results:**

At the end of their studies in English, students of Speech Therapy should have developed professional skills and qualities that correspond to the standards for professional training of speech therapists developed and adopted by the NetQues project. Using English, students should be able to:

- Learn and fluently use basic terminology and definitions in English related to human anatomy and physiology.
- establish rapport with the client and facilitate participation in the assessment and differential diagnosis process;
- analyze and interpret assessment results accurately and integrate them with medical history and other sources of information;
- prepare an oral and written report of the assessment results, including analysis and interpretation of assessment information in English;
- complete documentation promptly according to professional and legal requirements;

understand the concepts of efficacy and effectiveness of speech therapy intervention for individuals with communication disorders;

## **INTRODUCTION TO SPEECH THERAPY**

**ECTS credits:** 6

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

**Evaluation form:** exam

**Type of exam:** written

**Semester:** second

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

**Lecturer:**

Assoc. Prof. Miglena Simonska, PhD, e-mail: miglena\_simonska@swu.bg

Phone: +359 73 588 530

### **Annotation**

The lecture course "Introduction to Speech Therapy" is designed for full-time students and includes 90 academic hours per year (45 hours of lectures, 30 hours of seminar exercises, and 15 hours of practical exercises). The course is a fundamental discipline for students specializing in Speech Therapy. It includes the following content modules: 1) Historical data on the development of speech therapy as a science, code of ethics of speech therapy, and professional organizations; 2) Theoretical and methodological foundations of speech therapy as a science - definition, status of the science and profession, founding theories; 3) Nature and classifications of communicative disorders.

### **Aim and objectives:**

The main objectives of the course "Introduction to Speech Therapy" are the general objectives and the qualification description of the specialty, the academic standards of SUSU, and the expectations of employers and are oriented towards the acquisition and consolidation by students of essential skills and knowledge such as the main historical stages of the development of speech therapy and the study of language and speech disorders; knowledge of the physiological, psychological and

linguistic foundations of speech therapy; basic concepts related to speech-language and speech disorders.

**Teaching methods:**

Lectures and practical exercises, visualization, discussion, brainstorming, teamwork, simulations, observation, research, work in an electronic environment, demo products, consulting, and exchange of experience.

**Expected results:**

By the objectives of the course as the main expected results, students should acquire knowledge about the status of speech therapy as a science and a profession, master the category-conceptual apparatus of science, interpret the fundamental theories in the study of communicative disorders, acquire knowledge about the main categories of communication disorders; to gain knowledge about the relationship of communication disorders in the context of the interdisciplinary approach in their diagnosis and therapy; to acquire skills for analysis of the main methods related to assessment and treatment planning in speech therapy practice.

## PHONETICS

**ECTS credits:** 5

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

**Evaluation form:** exam

**Type of exam:** written

**Semester:** second

**Supervision:** Department of Bulgarian Language, Faculty of Philology

**Lecturer:**

Assoc. Prof. Gergana Padareva PhD, Phone: +359 73 588 530

E-mail: [filologiya@swu.bg](mailto:filologiya@swu.bg)

**Annotation:**

The course consists of lectures and practical exercises. The lectures are divided into two modules – segmental and suprasegmental (prosodic) systems. Speech sounds are described in articulatory, acoustic, and perceptual aspects. Special attention is paid to their complex nature and the relationship and correspondence between articulatory, acoustic, and perceptual characteristics. Much attention is paid to the relationship between speech units' functional and physical properties. Within the framework of the segmental system, the vocal and consonant system of SBKE is examined in detail, as well as the rhythmic and intonation system of the suprasegmental system. The course includes phonetic and phonemic transcription principles and the International Phonetic Alphabet of the World Phonetic Association. A critical component is the presentation of phonetics' experimental possibilities with a view to their application in the practice of a speech therapist—clinical phonetics.

**Purpose and tasks:**

The course aims to present the central theoretical positions in phonetics as a science of the sound structure of the language, as well as its actual application in the speech therapist's practice.

- Essential characteristics of speech sound;
- Clarification of the mechanisms for producing the speech sound;
- Characteristics of vowels and consonants;
- The place and role of prosodic components in speech;
- The peculiarities of prosodic phenomena;
- Methods for experimental research and their application in speech therapy practice.

**Teaching methods:**

The lecture course offers training through pre-developed multimedia presentations on topics containing text, video materials, diagrams, and more. The digital content is presented as a lecture but also provokes discussion through questions.

Learning methods include teamwork and group discussions. Reviewing the theoretical material includes working with modern software programs for acoustic speech analysis, such as Praat and SIL Acoustics software Speech Analyzer.

During the practical exercises, through discussions and tasks, we work on forming and developing specific competencies in the students, which will be helpful to them during their continued studies in the program.

**Expected results:**

- The free handling of the phonetic concepts indicated in the topics;
- A mastered terminological toolkit that will provide a reasonable basis for further training;
- Distinguishing the norm from possible deviations from it.
- Possibilities of sound analysis and its application in speech therapy practice.

## **MEDICAL GENETICS**

**ECTS credits:** 3

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

**Evaluation form:** exam

**Type of exam:** written

**Semester:** second

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

**Lecturer:**

Assoc. Prof. Ekaterina Mitova, PhD, e-mail: ekaterina@swu.bg,  
Phone: +359 73 588 530

**Annotation:**

The course on the basics of genetics aims to acquaint students with the main features of heredity in humans, the material carriers of genetic information, and their transmission across generations. Mutations and their varieties are considered the cause of various hereditary diseases and the basic principles of their diagnosis. The main regularities of the transmission of monogenic and polygenic diseases are presented, as well as the variations in the phenotypic expression of genes.

In the lectures and practical exercises, leading groups of diseases related to dysmorphism and mental retardation are considered, such as chromosomal diseases, molecular diseases - enteropathies, etc.

The role of hereditary factors in several diseases from different clinical specialties, which appear mainly in childhood and which students will learn about in other disciplines in the course of study - neurological, mental, deviations in behavioral reactions, hereditary forms of deafness and blindness, as well as modern knowledge of heredity in speech disorders.

In the final part of the curriculum, the main principles and approaches of genetic prevention aimed at reducing the birth of disabled children or their early therapeutic influence - genetic counseling, prenatal diagnosis, and genetic screening programs - are presented.

**Purpose and tasks:**

Students should be well informed about the definitions, morphology, research methods, diagnosis, and differential diagnosis of hereditary diseases and disorders. They should also learn the essential characteristics of hearing and speech in each inherited disorder.

**Teaching methods:**

Presentations, videos, case studies.

**Expected results:**

Master's students in speech therapy will be prepared for future speech therapy work with children with hereditary diseases and disorders related to speech and hearing.

## FONIATRY

**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 Sport

**Lecturer:**

Assoc. Prof. Hristo Zlatanov, PhD, e-mail: hr.zlatanov@swu.bg

phone +359 73 588 530

### **Annotation:**

The "Phoniatics" course includes lectures, seminars, and exercises and is studied over one semester.

It is intended for students from a bachelor's program in Speech Therapy.

Subject relationship with other academic disciplines: Phoniatics is based on the anatomical, physiological, diagnostic, and therapeutic principles of otorhinolaryngology and several different disciplines with which it is subject-related: audiology, neurology, psychology, psychiatry, medical genetics, facial maxillofacial surgery, pathology, orthodontics, and pediatrics.

### **Purpose and tasks:**

Purpose: to provide students with a wide range of knowledge in the field of phoniatics (anatomy and physiology of voice production, methods of research and registration of voice pathology, methods of screening identification of functionally impaired persons, clinical nosology, treatment principles, and approaches, as well as modern rehabilitation techniques for persons with voice disorders). Special attention is given to dysphonia.

Within the curriculum, students acquire the necessary:

Knowledge: characterized by a high degree 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 production; (4) methods of clinical examination and clinical diagnosis in phonation disorders; (5) clinical nosology and treatment principles in phoniatics.

Skills and habits: (1) for identification of functional disabilities of the organs of voice production; (2) for timeliness of consultations with the podiatrist; (3) for clinical management of speech pathology in a team; (4) for participation in various tasks of the functional expertise of voice disorders; (5) to develop intervention strategies for functional prevention and rehabilitation.

### **Teaching methods:**

The lecture course offers training through pre-developed multimedia presentations on individual topics containing text, video materials, diagrams, and more. Learning methods include teamwork, group discussions, etc.

### **Expected results:**

The content of the lecture course, its structure, the various current problems, and the formulated problem tasks imply the creation of maximum opportunities for activating the students' independent research and practical work.

## AUDIOLOGY

**ECTS credits:** 6

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

**Evaluation form:** exam

**Type of exam:** written

**Semester:** second

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

**Lecturer:**

Assoc. Prof. Hristo Zlatanov, PhD, e-mail: hr.zlatanov@swu.bg

phone +359 73 588 530

**Annotation:**

Audiology is the science of hearing. The proposed course in Audiology consists of lectures, seminars, and exercises and is completed in one semester.

It is intended for students from a bachelor's program in Speech Therapy. The students practice in the clinical base of the Department of Speech and Language Therapy, having the opportunity to participate in the clinical care of the patient flow (all ages) passing through the offices (ENT department, functional department, hearing prosthetics department), as well as to conduct thematic practical classes in specialized medical institutions with which the university has a contract.

**Purpose and tasks:**

Objective: Within the curriculum, students acquire the necessary:

Knowledge: characterized by a high degree of awareness of (1) the history and mission of audiology as a branch of otorhinolaryngology that studies auditory function; (2) the definitions of auditory function in normality and pathology; (3) the anatomy and physiology of the auditory system; (4) methods of clinical examination and clinical diagnosis; (5) the clinical nosology, treatment principles, therapeutic approaches and methods of rehabilitation of people with permanent hearing impairments.

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

**Teaching methods:**

The lecture course offers training through pre-developed multimedia presentations on individual topics containing text, video materials, diagrams, and more. Learning methods include teamwork, group discussions, etc.

**Expected results:**

The content of the lecture course, its structure, the various current problems, and the formulated problem tasks imply the creation of maximum opportunities for activating the students' independent practical and research work.

The proposed course is subject related to the disciplines:

Otorhinolaryngology, phoniatriy, neurology, psychology, medical genetics, maxillofacial surgery, pathology.

## **PSYCHOLINGUISTICS WITH SOCIOLINGUISTICS**

**ECTS credits:** 5

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

**Evaluation form:** exam

**Type of exam:** written

**Semester:** second

**Supervision:** Department of Slavonic Studies, Faculty of Philology

**Lecturer:**

Assist. Prof. Silvia Mitsova, PhD, e-mail:sofiamitsova@swu.bg

phone +359 73 588 530

**Annotation:**

The psycholinguistics course presents the transformational direction in psycholinguistics (J. Miller, N. Chomsky) and the new theories related to the development of cognitive psychology, network modeling, and socio-psycholinguistics. The psychological processes of perception of the units from the different linguistic levels are presented - phonetic, semantic, and syntactic. Psycholinguistic principles in diagnosing aphasias are outlined, including aphasias and language model testing. Both



experimental data and data from language pathology were used. The patterns of perception and production of language units and the interactions between different levels are critically analyzed. The sociolinguistics lectures examine the connections of language with consciousness, thinking, and culture. They outline the different social variants of the Bulgarian language: territorial, class, age, gender, and professional. Special attention is paid to European educational policy towards territorial and social languages, the acquisition of international languages, and bilingualism. The main dialect division of the Bulgarian language and the structural and functional features of the dialects and urban accents /intellects/ are examined.

**Purpose and tasks:**

- The main aim of the course is to provide some of the basic categories of the psychological approach to language and to develop sensitivity to the individual's linguistic being.
- Critically analyze and compare the models of perception and production of linguistic units - the autonomous transformational, cognitive, social-functional, and neural-network models.
- To build an understanding of children's language acquisition.
- The primary purpose of the sociolinguistic lectures and exercises is to give some of the main categories of the functional approach to language and present the language's main social variants - literary language, dialects, slang, youth slang, and professional dialects.
- The analysis of the European language policy draws attention to the relationship between language planning and social change. It outlines the possibilities for overcoming social inequality and marginality through an adequate language policy.

**Teaching methods:**

Powerpoint presentations with the main theses of the lectures are used. The topics are presented in a discussion way, with the different schools and directions being presented, which provokes participation and discussion on the part of the students on the issues under consideration. During the exercises, we work with specific texts and solve cases, and the goal is to develop the student's knowledge and critical thinking skills.

**Expected results:**

- Students will become familiar with the main categories of the socio-psychological approach to language and develop their sensitivity to the individual's linguistic being.
- The models of perception and production of linguistic units from the different linguistic levels /phonetic, morphological, lexical, syntactic, discourse/ - the autonomous transformational, cognitive, social-functional, and neural-network models will be critically discussed.
- Students will acquire knowledge and skills to diagnose typical language acquisition by children, gaining insight into possible deviations from this development.
- In the sociolinguistics lectures and exercises, students will learn the main categories of the functional approach to language and the main social variants of the language—literary language, dialects, secret talks, youth slang, and professional dialects.
- Students will be convinced of the advantages of a European language policy that focuses on the relationship between language planning and social change and outlines the possibilities for overcoming social inequality and marginality through an adequate language policy.

## **EVIDENCE-BASED PRACTICE**

**ECTS credits:** 4

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

**Evaluation form:** exam

**Type of exam:** written

**Semester:** third

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

**Lecturer:**

Assoc. Prof. Elka Goranova, PhD, e-mail: elkalogo@swu.bg

Phone: +359 73 588 530

**Annotation:**

The present course for undergraduate students in Speech Therapy aims to combine academic learning with clinical practice and leads to an increase in professional qualifications. It is the first of its kind to be introduced as part of the curriculum in an undergraduate program in the country.

**Purpose and tasks:**

The student should acquire knowledge and skills to access scientific databases such as Scopus, PubMed, and Clarivate Analytics (formerly T. Teuters) and analyze scientific publications related to the main types of communication disorders and the application of the fundamental foundations of evidence-based practice for efficiency. He must know how to evaluate the efficiency and effectiveness of speech therapy work in different types of communication disorders.

**Teaching methods:**

Presentations, case studies, tests, and brainstorming.

**Expected results:**

The student must form and be able to analyze and apply knowledge to evaluate the effectiveness of a given therapeutic and diagnostic methodology. The student who studied this course can work independently and as part of a team since he has the knowledge for solving clinical problems (problem-solving) and can select the appropriate diagnostic and therapeutic speech therapy tools, which are scientifically based.

## **COUNSELLING AND ADVICE IN SPEECH AND LANGUAGE PATHOLOGY**

**ECTS credits:** 3

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

**Evaluation form:** exam

**Type of exam:** written

**Semester:** third

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

**Lecturers:**

Assoc. Prof. Victoria Sotirova, Assoc. Prof. Miglena Simonska, PhD, e-mail: viktorija\_sotirova@swu.bg, miglena\_simonska@swu.bg  
phone: +359 73 588 530

**Annotation:**

The course "Counseling and Counseling in Language and Speech Pathology" is mandatory in the speech therapy curriculum. It aims to acquire knowledge and skills for counseling people with communication disorders, their families, and members of the diagnostic and therapeutic teams. It is based on building basic theoretical-methodical understanding and practical skills for supporting activities to improve the mentioned persons' mental health and personal and social functioning.

**Purpose and tasks:**

The main goals of the discipline are the general goals and the qualification characteristics of the specialty, the academic standards of the University of Southern Georgia, and the expectations of employers are oriented towards the students' acquisition of essential skills and knowledge such as primary methods of consulting and advising persons with communication disorders and their families; skills to work in a team with specialists involved in the complex impact on these individuals.

**Teaching methods:**

Lectures and practical exercises, visualization, discussion, brainstorming, teamwork, simulations, case solving, observation, research, working in an electronic environment, consulting, and exchange of experience.

**Expected results:**

They are in line with the course objectives. As expected results, students should acquire skills for the professional application of methods for assessing the needs of persons with communication disorders and their families related to the limitation of their quality of life and well-being to plan a therapeutic impact with appropriate approaches and techniques to be learned appropriately by these

individuals. The specific skills that the students must master are 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) and the recommendations of the Liaison Committee of Speech and Language Therapists in the EU (CPLOL). Students should also acquire the following specific skills: analysis and interpretation of the results of the assessment of language, speech, and masticatory functions and their integration with the history of the disease and its impact on the client's personality; preparing an oral and written report of the results of the assessment, including analysis and interpretation of the information of the evaluation; establishing the impact of the disorder on the psycho-social well-being, social and medical status of the person with severe communication disorders and significant others; understanding by the client and his relatives of the foundations and relationships that underlie the specific therapeutic methods; awareness of the role of other members of the interdisciplinary team and their active involvement by advising on therapy planning by their competencies; gathering quantitative and qualitative information to evaluate the effectiveness of counseling therapy. General and specific competencies are acquired through the successive mastering of the material on the topics specified in the course content.

## **NEUROPSYCHOLOGY AND NEUROLINGUISTICS**

**ECTS credits:** 4

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

**Evaluation form:** exam

**Type of exam:** written

**Semester:** third

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

**Lecturer:**

Assoc. Prof. Dimitar Kolev, d.m; e-mail: d.kolev@swu.bg

Phone +359 73 588 530

### **Annotation:**

Neuropsychology and neurolinguistics is a mandatory course from the curriculum of the speech therapy major, OKS bachelor, includes 45 academic hours per year for a regular form of study (30 hours of lectures and 15 hours of seminar exercises) and is studied in one semester - third semester. The course in Neuropsychology and Neurolinguistics includes the following content modules: 1) higher cortical functions – definition, characterization, localization, construction and functioning; 2) disorders of gnosis (agnosias) - definition, subdivision, main clinical manifestations of the types of agnosias; methods for researching gnostic functions and diagnosing types of agnosias; 3) disorders of praxis (apraxias) - definition, subdivision, main clinical manifestations of the types of apraxias; methods for researching praxical functions and diagnosing types of apraxia; 4) disorders of language functions (aphasias) - definition, subdivision, clinical characteristics of aphasic syndromes; characteristic manifestations differentiating pure aphasias, pure verbal agnosias and apraxias, and combined disorders; methods for researching language and speech functions in local cerebral lesions; 5) Deficit in the ontogenetic development of gnostic, praxis and language functions; methods for your research; 6) functional specialization of the brain - genesis of the functional asymmetry of the brain; mechanisms of cerebral lateralization; factors affecting its formation and manifestation; the role of impaired lateralization of language and speech functions in the genesis of some forms of developed speech pathology; methods for studying functional asymmetry of the brain.

### **Purpose and tasks:**

- to clarify essential concepts and theories about the brain mechanisms of higher cortical functions, about their essence, classification, localization, construction, and functioning;
- to clarify essential concepts and modern understandings of the nature of disorders of higher cortical functions—agnosias, apraxias, and aphasias—their definitions, subdivisions, and primary clinical manifestations.

### **Teaching methods:**

The lecture course offers training through pre-developed multimedia presentations on individual topics containing text, video materials, diagrams, and more. Learning methods include teamwork, group discussions, etc.

**Expected results:**

- to reach a clear understanding of the functional disparity and interaction of the cerebral hemispheres in the implementation of various forms of mental activity, of its role in the genesis of some forms of developmental speech pathology, as well as of modern methods for researching hemispheric asymmetry;
- to form practical skills related to acquiring methodological techniques that allow the diagnosis and differentiation of acquired and developmental disorders of the higher cortical functions, different in typology, levels of damage, and pathophysiological mechanisms.

## **PSYCHOPATHOLOGY**

**ECTS credits:** 3

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

**Evaluation form:** exam

**Type of exam:** written

**Semester:** third

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

**Lecturer:**

Professor. Vaska Stancheva-Popkostadinovap, PhD, e-mail: v\_stancheva@swu.bg  
phone +359 73 588 530

**Annotation:**

The academic discipline has as its subject the pathological changes in mental processes, with an emphasis on studying the primary disorders of the individual spheres of the cognitive apparatus and the general regularities of the manifestation and progression of mental health disorders.

The educational content is divided into two relatively separate parts: general (in which a description of mental phenomena is made and their naming as separate symptoms in mental disorders) and particular (where the most common and socially significant psychiatric disorders are considered). Knowledge of Psychopathology is necessary for specialists in speech therapy due to essential features in their future work - working with patients (clients) with mental disorders, severe social and psychological problems, difficulties in coping with life difficulties, as well as disabled persons due to mental or bodily disease.

This discipline is logically connected to and builds on the disciplines of General Psychology, Developmental Psychology, Psychodiagnostics, and Neurology.

**Purpose and tasks:**

To master a basic vocabulary of the main terms from the general and unique part of psychopathology and to know the main clinical characteristics of mental disorders.

The main tasks include:

- Presentation of the disorders of the individual mental spheres.
- Introduction to the primary classifications, epidemiology, and diagnostic criteria of mental disorders.
- Introduction to basic therapeutic principles.
- Getting to know the possibilities for the prevention of mental disorders at different levels.

**Teaching methods:**

The lecture course is conducted according to the traditionally established format, using interactive discussions, presentations of case studies, and discussions of e-learning possibilities.

The active engagement of students is stimulated by referencing scientific literature on the subject of the lecture course.

**Expected results:**

By studying the course, students will learn about mental disorders and their treatment approaches, as well as differentiate the specific role of the speech therapist as part of the multidisciplinary team. Establishing effective communication and intervention skills for children and adults with mental health disorders.

## **PHONATION DISORDERS**

**ECTS credits:** 8**Hours per week:** 3l+2s+2p**Evaluation form:** exam**Type of exam:** written**Semester:** third**Supervision:** Department of Logopedics, Faculty of Public Health, Health Care and Sport**Lecturers:**

Assoc. Prof. Miglena Simonska, PhD, Assist. Prof. Anna Andreeva, PhD, e- mail:

miglena\_simonska@swu.bg; anna\_andreeva@swu.bg

phone +359 73 588 530

**Annotation:**

The course is intended for students from the master's program in Speech Therapy. During their studies, students examine the definition, etiology, classification, symptomatology, diagnosis and differential diagnosis, and speech therapy for persons with voice disorders.

**Purpose and tasks:**

The main goal of the course is to acquaint speech therapy students with the possibilities of speech therapy diagnosis and differential diagnosis of voice disorders, to be able to apply modern therapeutic approaches and techniques in the context of popular programs and models of behavioral interventions for the above disorders. Students should develop specific competencies related to the diagnosis and identification of voice disorders, be able to prepare a plan (short-term and long-term) for therapy, and choose particular interventions to apply to individuals with voice disorders.

**Teaching methods:**

Various teaching methods are used in the lecture course, such as reflective techniques, brainstorming, discussing and debating, visualization with clinical materials, video materials, and specialized software.

During the seminar exercises, students discuss their pre-assigned topics and analyze clinical cases. The practical exercises are held in specialized speech therapy offices on university campuses and the clinical bases of the Center for Stuttering at the South University of Applied Sciences and the Center for Speech Therapy at the State University of Health Sciences.

For independent training, it is planned:

- Development of a topic for discussion that the teacher pre-sets;
- Case resolution;
- Development of theoretical and scientific-practical topics;
- Development and conduct of speech therapy classes;
- Preparation for test trials.

**Expected results:**

Students should have acquired knowledge and skills to understand, explain, analyze and apply:

- diagnosis of voice disorders;
- the differential diagnosis of the types of voice disorders included in the program;
- effective speech therapy techniques for voice therapy;
- to be able to work with a Facilitator and Real-Time Pitch;
- staging of the voice by application of the software product Voice range profile

## ARTICULATION DISORDERS

**ECTS credits:** 8

**Evaluation form:** exam

**Semester:** third

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

**Lecturer:**

Assoc. Prof. Elka Goranova, PhD, e-mail: elkalogo@swu.bg

Phone: +359 73 588 530

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

**Type of exam:** written

### **Annotation:**

The course is designed to introduce students to the most common communication disorders in childhood - specific disorders of articulation (dyslalia), expressed in incorrect speech sound production. As a part of speech disorders - specific articulations are mainly manifested as articulation dysfunction, which does not interact with other developmental ones - linguistic, intellectual, sensory, neurological, or bodily. Diagnostic assessment, differential diagnosis, and therapy are considered in the context of European standards in the education of speech therapy students.

### **Purpose and tasks:**

Assess and identify the need for communication therapy and therapy for eating, drinking, and swallowing skills:

- Establishes rapport with the client and facilitates participation in the assessment and differential diagnosis process;
- Determines the impact of different situations, environments or contexts on the client's problems;
- Accurately analyzes and interprets assessment results and integrates them with medical history and other sources of information;
- Provides feedback on the interpretation of assessment results to the client and others concerned in an appropriate manner;
- Can prepare an oral and written report of the results of the conducted assessment, including analysis and interpretation of the information of the evaluation;
- Find the gaps in the necessary information for a better understanding of the client's violation and seek information to fill them (gaps);
- Discovers the impact of the disorder on the psychosocial well-being and social and medical status of the client and significant others;
- If necessary, refer the client to other specialists promptly and appropriately.

### **Teaching methods:**

The lecture course offers training through pre-developed multimedia presentations on individual topics containing text, video materials, diagrams, and more. Learning methods include teamwork, group discussions, etc.

### **Expected results:**

By the course objectives, the main expected results are that students should acquire knowledge and skills for the professional application of diagnostic methods and differential diagnosis, plan the speech therapy impact with appropriate approaches and techniques, and evaluate the effectiveness of this impact.

## NEUROLOGY

**ECTS credits:** 4

**Evaluation form:** exam

**Semester:** fourth

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

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

**Type of exam:** written

**Lecturer:**

Assoc. Prof. Rosen Kalpachki, PhD , e-mail: rkalpachki@swu.bg

Phone: +359 73 588 530

**Annotation:**

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

**Purpose and tasks:**

The lecture course aims to acquaint speech therapist students with the structural-functional basis and procedural mechanisms of many brain activities that may be impaired in their clients and patients. This includes essential sensory functions, such as auditory and visual, body motility, speech, cognitive activity, memory, etc.

Mastering the basics of neuroscience requires students' active, creative participation in the learning process. The disclosure of the specific neurological deviations, through which the type and localization of the disease process are diagnosed and exactly which systems and levels are affected, is carried out with the help of special neurological techniques and research methods. They are absorbed only by direct observation and subsequent independent manipulation. Therefore, practical knowledge, skills, and talent for taking neurological status can only be acquired through practical exercises and independent work on specific patients.

Neurology is an academic discipline that is thematically related to the scholarly disciplines of Human Anatomy, Physiology, General Pathology, Neuropsychology, Neurophysiology, and Neurophysiology of Communications.

**Teaching methods:**

Pre-developed multimedia presentations on topics containing text, video materials, diagrams, and more. Learning methods include teamwork, group discussions, etc.

**Expected results:**

The acquired knowledge will allow speech therapist students to delve deeper into the specifics of their speech therapy and rehabilitation activities and to adequately and purposefully plan their methodical approaches.

## **COMMUNICATION DISORDERS IN CRANIOFACIAL DISORDERS**

**ECTS credits:** 9

**Hours per week:** 4l+2s+1p

**Evaluation form:** exam

**Type of exam:** written

**Semester:** fourth

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

**Lecturers:**

Assist. Prof. Anna Andreeva, PhD, Assist. Prof. Tsvetanka Tamburakova, MD,

e-mail:anna\_andreeva@swu.bg

phone +359 73 588 530

**Annotation:**

The course introduces speech therapy students to treating individuals with clefts or other craniofacial anomalies. The first module contains information on congenital and acquired craniofacial anomalies and syndromes and their impact on nutrition, speech and language development, psychosocial function, speech, and resonance. The second module of the discipline addresses the need to involve a multidisciplinary team to provide care and treatment for patients with cleft lip and/or palate or other craniofacial anomalies. The third module covers the various diagnostic methods for speech assessment, resonance, and velopharyngeal function, as well as types of diagnostic instrumentation. The fourth module covers the treatment and specific speech therapy of speech and resonance disorders due to cleft lip and palate, other craniofacial anomalies, and velopharyngeal dysfunction.

**Purpose and tasks:**

The course's main objective is for students to acquire theoretical and practical knowledge and skills about the interventions applied to children with craniofacial injuries. The learning objectives of the discipline "Communicative disorders in craniofacial injuries" are following the professional standards for training specialists within the framework of European higher education (CPLOL/NQ, 2013) and the qualification characteristics of the specialty. The main tasks during exercise in the discipline are the acquisition of:

- knowledge of the anatomy and physiology of orofacial structures and velopharyngeal function;
- knowledge of diagnosis and differential diagnosis in persons with craniofacial injuries;
- skills to detect the impact of the disorder on the psychosocial well-being and social and medical status of the client and significant others;
- knowledge and skills for the prevention of communication disorders in craniofacial injuries;
- knowledge and skills to apply appropriate techniques, programs, and specialized equipment for the therapy of communication disorders as a result of craniofacial injuries;
- knowledge and skills for teamwork with various specialists involved in the treatment and therapy of persons with craniofacial injuries;
- 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 handling information, protect the integrity, reliability, and credibility of problem-solving, and discover solutions related to working with children with craniofacial injuries.

**Teaching methods:**

Various teaching methods are used in the lecture course, such as reflective techniques, brainstorming, discussing and debating, visualization with clinical materials, video materials, and specialized software.

During the seminar exercises, students discuss their pre-assigned topics and analyze clinical cases. The practical exercises are held in specialized speech therapy offices on university campuses and in the clinical base of the Center for Speech Therapy at the Faculty.

Medical models, atlases, multimedia, educational films, and specialized software illustrate the educational content taught.

For independent training, it is planned:

- Development of a topic for discussion that the teacher pre-sets;
- Case resolution;
- Development of theoretical and scientific-practical topics;
- Development and conduct of speech therapy classes;
- Preparation for test trials.

**Expected results:**

At the end of their studies in the discipline "Communicative disorders in craniofacial injuries", speech therapy students must have developed professional skills and qualities corresponding to the standards for professional training of speech therapists developed and adopted under the NetQues project. Students should be able to:

- Establish rapport with the client and facilitate participation in the assessment and differential diagnosis process;
- accurately analyze and interpret assessment results and integrate them with medical history and other sources of information;
- prepare an oral and written report of the results of the conducted assessment, including analysis and interpretation of the information from the evaluation;
- select and plan appropriate and effective therapeutic interventions involving critical figures from the client's environment;
- apply appropriate therapeutic techniques and programs using the necessary materials and instrumentation.
- complete their documentation on time, under professional and legal requirements;



- understand the concepts of efficacy and effectiveness concerning speech therapy intervention for persons with craniofacial injuries.

## **LANGUAGE DISORDERS IN CHILDREN**

**ECTS credits:** 8

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

**Evaluation form:** exam

**Type of exam:** written

**Semester:** fourth

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

**Lecturer:**

Assoc. Prof. Elka Goranova, PhD, e-mail: [elkalogo@swu.bg](mailto:elkalogo@swu.bg)

Phone: +359 73 588 530

### **Annotation:**

The course is designed to familiarize students with the theoretical problems and speech therapy of language disorders in childhood - definition, diagnosis, planning, and implementation of speech therapy, as well as the organization of the environment for forming communication skills. The training is aimed at distinguishing the language disorders of development that are not determined by mental deficiency, deafness, autism, dysarthria, etc., and clarifying the terminology used in the Western and Eastern schools. The course is designed to give students lasting knowledge in this field of speech therapy.

### **Purpose and tasks:**

At the end of the training, students should be aware of the language disorder developmental dysphasia, its identification, and the main techniques for effective corrective action.

### **Teaching methods:**

The lecture course offers training through pre-developed multimedia presentations on individual topics containing text, video materials, diagrams, and more. Learning methods include teamwork, group discussions, etc.

### **Expected results:**

Students will acquire skills to assess and distinguish language disorder developmental dysphasia from similar conditions, plan upcoming impacts, and perform therapeutic work.

## **SOCIAL MEDICINE, SOCIAL REHABILITATION AND HEALTH PROMOTION**

**ECTS credits:** 2

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

**Evaluation form:** exam

**Type of exam:** written

**Semester:** fourth

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

**Lecturer:**

Assoc. Prof. Ekaterina Mitova, PhD, e-mail: [ekaterina@swu.bg](mailto:ekaterina@swu.bg),

Phone: +359 73 588 530

### **Annotation:**

The course on "Social Medicine, Social Rehabilitation and Health Promotion" takes into account the new guidelines and trends for the preparation of various specialties in public health care, as well as health and other specialists, such as speech therapists, who, through increasing knowledge and public health skills, can contribute to reducing preventable disease and disability.

The master's students in the specialty of "Speech Therapy" will focus primarily 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, indicators of public health, and especially health care risk factors.

**Purpose and tasks:**

The purpose of the course is to direct students' attention to the group and public health, emphasize the great importance of the social problems of medicine and health care, and explore the place and role of medico-social activities in health promotion and broad personal and public prevention.

The course objectives are:

- to propose a methodology for researching public health indicators and the health needs of the population, the social factors of health and disease;
- to investigate the health status of the population, demographic processes, and health risk factors;
- to contribute to the promotion of a healthy lifestyle;
- to illuminate the medico-social problems of the active population.

**Teaching methods:**

Presentations, case studies, tests.

**Expected results:**

The content of the lecture course, its structure, the various current problems, and the formulated problem tasks imply opportunities for students to conduct independent research and practical work.

## HEARING DISORDERS

**ECTS credits:** 8

**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 Sport

**Lecturer:**

Assist. Prof. Anna Andreeva, PhD, e-mail:anna\_andreeva@swu.bg  
phone +359 73 588 530

**Annotation:**

The Hearing Disorders course is designed to acquaint speech therapy students with the etiology and pathogenesis of hearing disorders and their impact on speech and language; assistive devices for persons with hearing disorders and hearing aids; study of methods for the development of listening skills, speech, and language; what are the cochlear implant systems and the possibilities for the development of oral speech, through the application of various speech therapy programs; application of auditory-speech rehabilitation in hearing-impaired adults.

**Purpose and tasks:**

The learning objectives of the discipline "Hearing disorders" are based on professional standards for training specialists within the framework of European higher education (NetQues, 2013) and the qualification characteristics of the specialty. At the end of their studies in the discipline, students must have mastered:

- knowledge of ear devices and physiology of hearing analyst
- theoretical knowledge of diagnosis and differential diagnosis in persons with hearing disorders
- Skills to detect the impact of the disorder on the psychosocial well-being and social and medical status of the client and significant others
- knowledge and skills with which, if necessary, to refer the client to other specialists in a timely and appropriate manner
- knowledge and skills for the prevention of communication disorders in the hearing impaired.

- Knowledge and skills to apply appropriate techniques, programs, and specialized equipment for therapy communication disorders due to hearing disorders.
- Knowledge and skills for teamwork with various specialists involved in the treatment and therapy of persons with hearing disorders
- knowledge and skills in drawing up a treatment plan and documenting its results and changes, if necessary
- knowledge and skills to apply ethical principles in handling information and protect the integrity, reliability, and credibility of problem-solving and finding solutions for working with people with hearing impairments.

#### **Teaching methods:**

Various teaching methods are used in the lecture course, such as reflective techniques, brainstorming, discussing and debating, visualization with clinical materials, video materials, and specialized software.

During the seminar exercises, students discuss their pre-assigned topics and analyze clinical cases. The practical exercises are held in specialized speech therapy offices on university campuses and in the clinical base of the Center for Speech Therapy at the Faculty.

For independent training, it is planned:

- Develop a topic for discussion that is pre-determined by the instructor;
- Solving case studies;
- Development of theoretical and practical issues;
- Developing and conducting speech therapy sessions;
- Preparation for test examinations.

#### **Expected results:**

At the end of their training in the discipline of Auditory Processing Disorders, students of Speech Therapy should have developed professional skills and qualities consistent with the standards for the professional training of speech therapists developed and adopted by the NetQues project. Students should be able to:

- Establish rapport with the client and facilitate participation in the assessment and differential diagnosis process;
- analyze and interpret assessment results accurately and integrate them with medical history and other sources of information;
- prepare an oral and written report of the results of the assessment, including analysis and interpretation of assessment information;
- select and plan appropriate and effective therapeutic interventions involving critical figures in the client's environment;
- apply appropriate therapeutic techniques and programs, using necessary materials and instrumental equipment.
- Complete documentation promptly, according to professional and legal requirements;
- understand the concepts of efficacy and effectiveness concerning speech therapy intervention for individuals with hearing impairments;

## **SPEECH FLUENCY DISORDERS**

**ECTS credits:** 8

**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 Sport

**Lecturer:**

Assoc. Prof. Miglena Simonska, PhD, e-mail: miglena\_simonska@swu.bg

Phone: +359 73 588 530

**Annotation:**

The proposed course of lectures (45 hours), seminars (30 hours), and practical exercises (30 hours) is studied in one semester. It is designed for students in the undergraduate Speech-Language Pathology program. It intends to form a broad range of primary and specific knowledge in speech fluency disorders in students. The lecture course consists of three modules: (1) fluency and disfluent speech (2) stuttering, and (3) stammering and mixed forms.

**Purpose and tasks:**

The main objectives of the course are following the general objectives and qualification characteristics of the specialty, the academic standards of SUSU, and the expectations of employers and are oriented towards the acquisition and consolidation by students of essential skills and knowledge related to the knowledge and interpretation of the definitions of fluency, impaired fluency, stuttering, and stammering; knowledge of the etiology, pathogenesis and symptomatology of fluency disorders, knowledge and skills for the diagnosis and differential diagnosis of fluency disorders; knowledge of the skills and knowledge of the skills for the diagnosis of fluency disorders.

**Teaching methods:**

Lectures, seminars and practical exercises, visualization, discussion, brainstorming, teamwork, simulations, observation, research, work in an electronic environment, demo products, consulting, exchange of experience, and use of specialized computer and apparatus technologies.

**Expected results:**

The expected outcomes are consistent with the course objectives. As the primary expected outcomes, students should acquire knowledge and skills for professional application of diagnostic methods and differential diagnosis of stuttering and stammering, planning speech therapy impact with appropriate approaches and techniques, and evaluating the effectiveness of this impact. The specific skills that students need to acquire are related to applying the results of a project NetQues (Network for tuning standards and quality of education programs in Speech and Language Therapy/Logopaedics across Europe: a multilateral academic and professional network). Students must also acquire the following specific skills: analyzing and interpreting the results of a stuttering/deafening assessment and integrating them with the history of the disorder/disease and other sources of information; preparing an oral and written report of the results of the evaluation using specific instrumental and non-instrumental evidence-based methods, including analysis and interpretation of assessment information; identifying the impact of the disorder on psychosocial well-being, social and me These general and specific competences are fulfilled through the sequential mastery of the material on the topics specified in the course content.

## **NEUROGENIC COMMUNICATIVE DISORDERS - PART I**

**ECTS credits:** 8

**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 Sport

**Lecturer:**

Assoc. Prof. Miglena Simonska, PhD, e-mail: miglena\_simonska@swu.bg

Phone: +359 73 588 530

**Annotation:**

The "Neurogenic Communicative Disorders - Part I" lecture course is designed for full-time students. It includes 105 academic hours per year (45 hours of lectures, 30 hours of seminar exercises, and 30 hours of practical exercises). It is studied within one semester (5th semester). 1) Structural and functional organization of speech activity in norm and pathology: Basic neurological syndromes determining the manifestation of expressive speech-motor disorders; 2) Speech apraxias - definition, classification, etiopathogenesis, symptomatology, diagnosis and differential diagnosis, and methods of speech therapy intervention; 3) Dysarthria - definition, classifications, etiopathogenesis,

symptomatology, diagnosis and differential diagnosis, methods and principles of speech therapy intervention, evaluation of therapy effectiveness and prognosis.

**Purpose and tasks:**

The main objectives of the course are by the general objectives and qualification characteristics of the specialty, the academic standards of the South University of Science and Technology, and the expectations of employers and are oriented towards the acquisition and consolidation of basic skills and knowledge such as Knowledge of the structure and functions of the nervous system supporting the speech act; Basic concepts related to speech apraxia and dysarthria; Knowledge of the etiology, pathogenesis, and symptomatology of speech apraxia and dysarthria; Knowledge and skills for diagnosis and differential diagnosis of speech apraxia and dysarthria; knowledge and skills to apply a variety of therapeutic approaches and methods for speech therapy in speech apraxia and different forms of dysarthria; knowledge and skills to work in a team with specialists involved in the complex impact in speech apraxia and different forms of dysarthria.

**Teaching methods:**

Lectures, seminars and practical exercises, visualization, discussion, brainstorming, teamwork, simulations, observation, research, work in an electronic environment, demo products, consulting, exchange of experience, and use of specialized computer and apparatus technologies.

**Expected results:**

The expected outcomes align with the course objectives, as the primary expected outcomes are that students should acquire knowledge and skills for professional application of diagnostic and differential diagnostic methods, planning speech therapy impact with appropriate approaches and techniques, and evaluating the effectiveness of this impact. The specific skills to be acquired by students are related to applying 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). Students should also acquire the following specific skills: analysis and interpretation of assessment results and their integration with the medical history and other sources of information related to the manifestation of speech motor disorders; preparation of oral and written reports of assessment results and differential diagnosis; comprehensive analysis and interpretation of assessment information to make a correct diagnosis; identification of the impact of the disorder on psychosocial well-being, social and me; Awareness of the role of other members of the interdisciplinary team and planning therapy by their competencies; application of appropriate therapeutic techniques using the necessary materials and instrumental equipment; a collection of quantitative and qualitative information to evaluate the effectiveness of therapy; understanding of the concepts of "efficacy" and "effectiveness" about speech therapy intervention. These general and specific competencies are achieved through the sequential mastery of material on the topics outlined in the course content.

## **NEUROGENIC COMMUNICATIVE DISORDERS - PART II**

**ECTS credits:** 8

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

**Evaluation form:** exam

**Type of exam:** written

**Semester:** sixth

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

**Lecturer:**

Assoc. Prof. Miglena Simonska, PhD, e-mail: miglena\_simonska@swu.bg

Phone: +359 73 588 530

**Annotation:**

The "Neurogenic Communicative Disorders - Part II" lecture course is designed for full-time students. It includes 105 academic hours per year (45 hours of lectures, 30 hours of seminar exercises, and 30 hours of practical exercises). It is studied in one semester (VI semester). The course focuses on

the study of acquired language disorders (aphasias). It includes the following main topics: 1) Language functions and language competencies and their interaction and interrelation with the anatomical structure of the cerebral cortex, with gnosis and with praxis functions; 2) Causes of aphasias and their primary manifestation; 3) Diagnosis of aphasias; 4) Methods and principles of speech therapy in aphasias; evaluation of the effectiveness of therapy and prognosis; 5) Teamwork in the diagnostic and therapeutic process.

**Purpose and tasks:**

The main objectives of the course are the general objectives and qualification characteristics of the specialty, the academic standards of SUSU, and the expectations of employers and are oriented towards the acquisition and consolidation by students of essential skills and knowledge such as knowledge of the structure and functions of the nervous system supporting the speech act; knowledge of the relationship of brain structures to language functions; basic concepts related to aphasia; knowledge of the etiology, pathogenesis and symptomatology of aphasia; knowledge and skills for the diagnosis of aphasia.

**Teaching methods:**

Lectures, seminars and practical exercises, visualization, discussion, brainstorming, teamwork, simulations, observation, research, work in an electronic environment, demo products, consulting, exchange of experience, and use of specialized computer and apparatus technologies.

**Expected results:**

The expected outcomes are consistent with the course objectives. The primary expected outcomes are that students acquire the knowledge and skills to apply professional methods of diagnosis and differential diagnosis of aphasia, plan the speech therapy impact with appropriate approaches and techniques, and evaluate the effectiveness of this impact. The specific skills to be acquired by students are related to applying the results of the NetQues project (Network for tuning standards and quality of education in Programs in Speech and Language Therapy/Logopaedics across Europe: a multilateral academic and professional network). Students should also acquire the following specific skills: analyzing and interpreting the results of an assessment of aphasia and integrating them with the history of the disorder and other sources of information; producing an oral and written report of the results of the evaluation using specific instrumental and non-instrumental evidence-based methods, including the analysis and interpretation of assessment information; identifying the impact of the disorder on the psychosocial well-being, social and medical status of the client; Awareness of the role of other members of the interdisciplinary team and planning of therapy according to their competencies; application of appropriate therapeutic techniques using the necessary materials and instrumental equipment; collection of quantitative and qualitative information to evaluate the effectiveness of therapy; understanding of the concepts of "efficacy" and "effectiveness" about speech therapy intervention. These general and specific competencies are achieved through the sequential mastery of material on the topics outlined in the course content.

## **WRITTEN COMMUNICATION DISORDERS**

**ECTS credits:** 8

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

**Evaluation form:** exam

**Type of exam:** written

**Semester:** sixth

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

**Lecturer:**

Assoc. Prof. Elka Goranova, PhD, e-mail: [elkalogo@swu.bg](mailto:elkalogo@swu.bg)

Phone: +359 73 588 530

**Annotation:**

The training course on the problems of speech therapy work in written communication disorders (dyslexia, dysgraphia, dyscalculia) is designed for students of the specialty "Speech Therapy". It

aims to acquaint them with the etiology, symptomatology, pathogenesis, and speech therapy work in cases of complete or partial inability to use the graphic system in communication.

**Purpose and tasks:**

- They should know the history of the emergence and types of basic graphic systems, the psychological and pedagogical foundations of the literacy process;
- Acquire the knowledge and skills to diagnose written communication disorders (WCD);
- To learn how to structure a proper speech therapy intervention in cases of PNC;
- Acquire skills and habits to work in a team of specialists /neurologists, psychologists, ophthalmologists, otorhinolaryngologists, special educators, and social workers/ in the diagnosis and treatment of NPD;
- To learn skills for conducting consultative activities with persons with NPC.

**Teaching methods:**

Activities include lectures, seminars, practical exercises, visualizations, discussions, brainstorming, teamwork, simulations, observations, research, working in electronic environments, demonstrating products, consulting, and exchanging experiences. Specialized computer and hardware technologies are used.

**Expected results:**

At the end of the course, students are expected to acquire the following general and specific competencies according to the new standards for speech therapy training within European higher education, linked 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). (1) general competences - to be able to master the principles and methods of speech therapy diagnosis of PPC, to be able to master the basic principles, approaches, methods and techniques of speech therapy for PPC and for the evaluation of their effectiveness; (2) specific competences - to be able to identify by speech therapy markers the main primary and secondary forms of disorders of graphic communication / PPC /; to be able to distinguish specific learning difficulties related to initial literacy; to analyse and interpret the results of assessment and their; Identify the impact of the disorder on the psychosocial well-being, social and medical status of the client and significant others; understand the rationale and relationships underlying specific therapeutic modalities; be aware of the role of other members of the interdisciplinary team and plan therapy according to their competencies; apply appropriate therapeutic techniques using necessary materials and instrumentation; collect quantitative and qualitative information to evaluate effectiveness These general and specific competencies are achieved through the sequential mastery of the material on the topics specified in the course content.

## **MULTIPLE VIOLATIONS**

**ECTS credits:** 7

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

**Evaluation form:** exam

**Type of exam:** written

**Semester:** sixth

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

**Lecturer:**

Assist. Prof. Radostina Kostova, PhD, e-mail:radostina.kostova@swu.bg

phone +359 73 588 530

**Annotation:**

This course focuses on the developmental characteristics of children with multiple disabilities, the types of disabilities, and their impact on child development. Emphasis is also placed on working with

the family to promote positive motivation and realistic expectations. The issue of early intervention or special education is considered in the context of positive impact and effective interaction with the social environment. Specific therapy approaches for children with multiple disabilities are discussed.

**Purpose and tasks:**

The main goal of the course is to introduce students to the specifics of communication disorders in children with multiple disabilities and the basic approaches to forming communication and social skills. Assignments during the course include learning skills to assess child and family needs and planning and coordinating upcoming interventions. The specific skills students need to acquire are related to applying 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). Students should also acquire the following specific skills: analyzing and interpreting assessment results and integrating them with the medical history and other sources of information; producing an oral and written report of the results of the assessment, including analysis and interpretation of assessment information; identifying the impact of the disorder on the psychosocial well-being, social and medical status of the client and significant others; understanding the rationale and relationships that underlie the specific; Awareness of the role of other members of the interdisciplinary team and planning therapy under their competencies; application of appropriate therapeutic techniques using the necessary materials and instrumental equipment; a collection of quantitative and qualitative information to evaluate the effectiveness of treatment; understanding of the concepts of "efficacy" and "effectiveness" about speech therapy intervention. These general and specific competencies are achieved through the sequential mastery of material on the topics outlined in the course content.

**Teaching methods:**

The lecture course uses various teaching methods, such as reflective techniques, brainstorming, discussion and debate, and illustration with clinical materials, videos, and specialized software.

During seminar exercises, students discuss predefined topics and analyze clinical cases. Practical exercises are conducted in specialized speech therapy rooms at the University's facilities and in the clinical facilities of the Speech Therapy Center at the Faculty.

For the self-study:

- Develop a topic for discussion that is pre-determined by the instructor;
- Solving case studies;
- Development of theoretical and practical issues;
- Developing and conducting speech therapy sessions;
- Preparation for test examinations

**Expected results:**

Introduces students to leading-edge therapy strategies that develop communication skills and language and speech development for children with multiple disabilities.

## **HISTORY OF SPEECH THERAPY**

**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 Sport

**Lecturer:**

Assist. Prof. Anna Andreeva, PhD, e-mail:anna\_andreeva@swu.bg

phone +359 73 588 530

**Annotation:**

This curriculum aims to form knowledge in students of Speech Therapy about the main trends in the historical development of Speech Therapy in Bulgaria, European and American countries; about the



historical phenomena and trends that are related to and determine the progressive development of Speech Therapy; the organization, system, and methods of speech therapy impact on speech and language disorders in different historical periods; the basic principles and principles of the development of comparative speech therapy in Bulgaria, EU countries, USA, Canada, Av.

**Purpose and tasks:**

The main objective of the course is to introduce students to the specialty of Speech-Language Pathology so that they can make a comparative analysis of problems of modern speech-language pathology, treating the issues of terminology, diagnostics, symptomatology, and speech therapy impact, and the different teachings in the past. Also, they will analyze and discuss competently comparative terminology issues.

**Teaching methods:**

The lecture course uses various teaching methods, such as reflective techniques, brainstorming, discussion and debate, and illustration with clinical materials, videos, and specialized software.

During seminar exercises, students discuss predefined topics and analyze clinical cases.

For the independent preparation:

- Develop a topic for discussion that the instructor pre-sets;
- Development of theoretical issues;
- Test preparation.

**Expected results:**

Upon completion of the course, students are expected to:

- Know the basic speech therapy concepts from a comparative and historical perspective;
- understand, analyze, and discuss the fundamental concepts of communication disorders about all modules studied in the undergraduate cycle of study from a historical and comparative perspective;
- know the specific features of training speech-language pathologists in different countries in Europe, America, Australia, etc.
- understand the professional role of the speech and language therapist
- complies with the code of ethics of the speech and language therapist, adopted by the National Association of Speech and Language Therapists in Bulgaria, as well as state and institutional standards
- promotes the role of the speech therapist by drawing attention to current issues in speech pathology and therapy.

## **COMMUNICATION DISORDERS IN EMOTIONAL-BEHAVIOURAL DISORDERS AND MENTAL ILLNESSES**

**ECTS credits:** 8

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

**Evaluation form:** exam

**Type of exam:** written

**Semester:** seventh

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

**Lecturer:**

Assoc. Prof. Elka Goranova, PhD, e-mail: [elkalogo@swu.bg](mailto:elkalogo@swu.bg)

Phone: +359 73 588 530

**Annotation:**

The course aims to introduce students to ESP in different age groups by revealing the patterns and dynamics of their development. It discusses the problems of definition, etiology, symptomatology, and diagnosis of EPH. Emphasis is placed on speech and language development features in individuals with ESP and the communicative disorders accompanying them. Special attention is given to the main strategies for comprehensive therapy, particularly speech therapy.

**Purpose and tasks:**

At the end of the training, students should know the specifics of communication disorders in emotional and behavioral disorders, and mental illnesses. You must know and apply basic

approaches to forming communicative and social skills in practice. Students must be able to assess the child and family's needs and plan and coordinate upcoming interventions.

**Teaching methods:**

Activities include lectures, seminars, practical exercises, visualizations, discussions, brainstorming, teamwork, simulations, observations, research, working in electronic environments, demonstrating products, consulting, and exchanging experiences. Specialized computer and hardware technologies are used.

**Expected results:**

They must be able to assess the child's and the family's needs and plan and coordinate the upcoming impacts. The specific skills that students must master are related to applying 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). Students should also acquire the following specific skills for: analysis and interpretation of assessment results and their integration with the medical history and other sources of information; prepares an oral and written report of the results of the conducted assessment, including analysis and interpretation of the data of the evaluation; ascertaining the impact of the disorder on the psychosocial well-being, social and medical status of the client and significant others; understanding the foundations and relationships that underlie specific therapeutic methods; awareness of the role of other members of the interdisciplinary team and planning therapy in accordance with their competencies; applying appropriate therapeutic techniques using the necessary materials and instrumentation; gathering quantitative and qualitative information to evaluate the effectiveness of the treatment; understanding of the concepts of "efficiency" and "effectiveness" in relation to speech therapy intervention. The specified general and specific competencies are realized through the successive mastering of the material on the topics specified in the course content.

Expected results: to make speech therapy diagnosis and differential diagnosis of communication disorders accompanying EPN and mental illnesses; to apply leading approaches and speech therapy techniques for therapy, ensuring the development of communication skills in persons with emotional and behavioral disorders and mental illnesses.

## **CHEWING AND SWALLOWING DISORDERS / DYSPHAGIA /**

**ECTS credits:** 5

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

**Evaluation form:** exam

**Type of exam:** written

**Semester:** seventh

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

**Lecturer:**

Assoc. Prof. Miglena Simonska, PhD, e-mail: miglena\_simonska@swu.bg  
phone: +359 73 588 530

**Annotation:**

The lecture course on the discipline "Disorders of swallowing and chewing /dysphagia/" is intended for full-time students and includes 60 academic hours per year (30 hours of lectures, 15 hours of seminar exercises, and 15 hours of practical exercises). It is studied within one semester. The course includes the following substantive thematic units: 1) Structural and functional organization of the chewing and swallowing processes; 2) Main syndromes, diseases, and disabilities causing the manifestation of dysphagia; 3) Speech therapy diagnosis of eating and chewing disorders in individual age groups; 4) Approaches, methods and principles for dysphagia therapy for different age groups.

**Purpose and tasks:**

The main goals of the discipline "Speech therapy work for persons with dysphagia" are by the general goals and qualification characteristics of the specialty, the academic standards of the University of Warsaw, and the expectations of employers and are oriented towards the students' acquisition and consolidation of essential skills and knowledge such as knowledge about the structure and functions of the nervous system, ensuring the processes of chewing and swallowing; knowledge about the etiology and pathogenesis of dysphagia; skills for diagnosis and differential diagnosis of disorders of chewing and swallowing mechanisms; knowledge and skills to apply a variety of therapeutic approaches and methods for speech therapy in dysphagia; skills to work in a team with specialists involved in the complex impact of disorders of the chewing and swallowing mechanisms.

**Teaching methods:**

Lectures, seminars and practical exercises, visualization, discussion, brainstorming, teamwork, simulations, observation, research, work in an electronic environment, demo products, consulting, exchange of experience, and use of specialized computer and hardware technologies.

**Expected results:**

Based on the course's objectives, as expected results, students should acquire skills for the professional application of diagnosis and differential diagnosis methods, plan the speech therapy impact with appropriate approaches and techniques, and evaluate the effectiveness of this impact. The specific skills that students need to learn are related to the application of the results of a project NetQues (Network for tuning standards and quality of education programs in Speech and Language Therapy/Logopaedics across Europe: a multilateral academic and professional network) and the recommendations of the Committee for Liaison of Speech-Language Pathologists in the EU (CPLOL). Students should also acquire the following specific skills for: analysis and interpretation of assessment results and their integration with the medical history and other sources of information; preparing an oral and written report of the results of the assessment, including analysis and interpretation of the data from the evaluation of chewing and swallowing functions; ascertaining the impact of the disorder on the psychosocial well-being, social and medical status of the client and significant others; understanding the foundations and relationships that underlie specific therapeutic methods; awareness of the role of other members of the interdisciplinary team and planning therapy in accordance with their competencies; applying appropriate therapeutic techniques using the necessary materials and instrumentation; gathering quantitative and qualitative information to evaluate the effectiveness of the treatment; understanding of the concepts of "efficiency" and "effectiveness" in relation to speech therapy intervention. General and specific competencies are acquired through the successive mastering of the material on the topics specified in the course content.

## **NEUROPHYSIOLOGY AND NEUROFEEDBACK**

**ECTS credits:** 6

**Hours per week:** 3l+0s+2p

**Evaluation form:** exam

**Type of exam:** written

**Semester:** seventh

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

**Lecturer:**

Assoc. Prof. Dimitar Kolev, d.m; e-mail: d.kolev@swu.bg

Phone: +359 73 588 530

**Annotation:**

Neurophysiology is the science of the practical application of neuroscience's methods, techniques, theories, and facts. The theory of functional systems, instrumental reflexes (operants), and the 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, which form the basis of the behavioral approach in speech therapy. Functional systems and behavioral therapies are examined consistently and comprehensively from the molecular to the systems level.

**Purpose and tasks:**

The main objectives of the course are:

- Introduction to functional systems theory
- Familiarity with the instrumental reflex (operant)
- Familiarity with the methods and techniques for shaping and modifying behavior used in speech therapy and rehabilitation.

**Teaching methods:**

The lecture course offers training through pre-developed multimedia presentations on topics containing text, video materials, diagrams, and more. Learning methods include teamwork, group discussions, etc.

**Expected results:**

- Students should have basic knowledge of the nervous system's structure and an up-to-date understanding of its molecular and systemic functions.
- Students should understand the principles of regulation carried out by the nervous system in the body to maintain body homeostasis, focusing on the principle of feedback
- Students should know in detail all functional systems from a historical (Luria blocks) and contemporary perspective: sensory systems, attentional networks, affective systems, executive (executive) systems, and memory.
- Students should know techniques for modifying and shaping behavior when working with children and individuals
- Students should learn how to automate new desired behavior and eliminate inappropriate and inappropriate behavior in speech therapy work.

## **II. ELECTIVE COURSES**

### **ACOUSTIC PHONETICS**

**ECTS credits:** 4

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

**Evaluation form:** exam

**Type of exam:** written

**Semester:** fourth

**Supervision:** Department of Bulgarian Language, Faculty of Philology

**Lecturer:**

Assoc. Prof. Gergana Padareva PhD, e-mail: [filologiya@swu.bg](mailto:filologiya@swu.bg)

Phone: +359 73 588 530

**Annotation:**

The discipline examines the main propositions of the Acoustic Theory of Speech Formation for the speech tract as an acoustic system. Special attention is paid to the acoustic analysis of speech and the functional connections and relations between speech's articulatory, acoustic, and perceptual properties. During the entire training in the discipline, students learn the material (theoretical and practical) with the awareness of its applicability and great importance in speech therapy diagnostics and therapy. Acquaints students with the acoustic features of vowels and consonants, with the possibilities of studying phonation, with acoustic correlates of individual speech characteristics.

The program is divided into two modules. Acoustic phonetics presents the history of acoustic phonetics, the main theories and principles of acoustic phonetics, programs for acoustic speech analysis with and without free access, and acoustic features of the segmental and suprasegmental systems.

**Purpose and tasks:**

The course aims to acquaint students with acoustic phonetics's fundamental theories, principles, and applications in speech therapy. The ultimate goal of the course is to form in-depth theoretical and practical knowledge: 1/ about the speech tract as an acoustic system with specific properties; 2/ about the articulation-acoustic relationship in speech production; 3/ on the methods for objective research of the acoustic properties of speech, both of the segmental and the suprasegmental system.; 4/ the possibilities of applying the acquired knowledge in speech therapy practice.

**Teaching methods:**

In addition to the theoretical presentation of the material, discussions, attempts to solve cases, and synchronous work with programs for acoustic speech analysis are planned during the work with the students.

Review of theoretical material and practical activities with students include working with modern software programs for acoustic speech analysis: Praat and SIL Acoustics Speech Analyzer.

**Expected results:**

Students must acquire the following skills: 1/ to do an acoustic analysis of individual speech sounds and related speech; 2/ to analyze prosodic features; 4/ to connect the acoustic features of speech sounds with articulation deviations.

## **MESSAGE**

**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 Sport**Lecturer:**

Assoc. Prof. Ekaterina Mitova, PhD, e-mail: ekaterina@swu.bg,

Phone: +359 73 588 530

**Annotation:**

The program includes 30 hours of lectures and 15 hours of practical exercises. These will cover the history of massage, anatomical and physiological data on individual organs and systems, the effects of massage on these systems, the classification of massage, and specific techniques of speech therapy massage. The elective training program for speech therapists includes studying and practicing speech therapy massage (manual and mechanical) for specific types of disorders. The massage technique varies depending on the nosological unit. Massage must be adapted to the specific nosological unit without violating the rules of classical massage, while also complying with all standards when working with children and individuals with speech development problems.

**Purpose and tasks:**

The training provides an opportunity to acquire the knowledge and skills necessary for performing classical and therapeutic speech therapy massages, as well as their application in practice. The training objectives relate to acquiring the skills necessary to apply various types of speech therapy massage techniques.

**Teaching methods:**

Lectures are conducted in a traditional manner using multimedia presentations of the course material. Discussions and the expression of personal opinions and views on the taught topics are also included.

**Expected results:**

Perform and apply massage techniques such as stroking, rubbing, kneading, tapping, and vibration (both basic and auxiliary techniques).

- Apply contemporary achievements in speech therapy massage techniques.

- Use specialized methods for examination and diagnosis.

## PSYCHODIAGNOSTIC

**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 Sport

**Lecturer:**

Assoc. Prof. Natasha Angelova, e-mail:natasha\_v@swu.bg;

tel. +359 73 588 546

### Annotation:

The discipline "Psychodiagnostics" is included in the curriculum of the specialty "Speech Therapy" in the "Elective disciplines" cycle. The training aims to acquaint students with the mental characteristics of persons with a cognitive developmental disorder /LNPR/and unique educational needs /LSOP/ of all ages, which arose in different periods of their development. There is a need for their identification in various periods of speech therapy, such as work/search, therapy, study over time, etc. /, as well as making psychological and speech therapy diagnoses, creates a need to train future psychodiagnostic specialists in particular institutions, both for children and adults. The processes of inclusive and integrated training, as well as anticipatory special training /early rehabilitation/, require the specialist-speech therapist to know the main psychological, physiological, and social characteristics of the subcategories of persons with a disorder in mental development, as well as the peculiarities of their behavior in the conditions of the specialized institutions where medical, pedagogical, speech therapy and psychological therapy and rehabilitation are carried out. The training is planned in such a way that the students have the opportunity to practically, in the field, apply what they have learned by developing unique diagnostic methods and through coursework to show what they have learned.

### Purpose and tasks:

To identify the main subcategories of persons with impaired mental development /LNPR/ and persons with special educational needs; To detect and correctly differentiate primary and secondary SEN;

To recognize the main psycho-physiological characteristics of LNPR, as well as the peculiarities of their behavior in family and other social environments; To know and describe the personal characteristics of the "I" and frustration states and reactions, as well as the models of social-psychological adaptation of NLPR;

### Teaching methods:

- lectures and seminars; laboratory exercises; work with scientific literature, official documentation from speech therapy offices;
- reflective methods, discussions, and "brainstorming," analysis of problem situations;
- fieldwork and technical construction of methodologies/adaptation/;
- monitoring and registration by scaled signs;
- defense of coursework and presentation of the developed diagnostic methods.

### Expected results:

To know the potential opportunities of LNPR and SOP for training, social and labor adaptation;

To get a basic idea of the mental foundations of the communication of LNPR, as well as the impact of cognitive deficits on the course of basic activities in different environments and with different motivations; To know and master the basic terminology in particular psychology and psychodiagnostics; To get theoretical and practical knowledge, skills and habits for conducting special psychodiagnostics of the LNPR contingent; To become familiar with the basic principles and

strategies of the therapeutic, compensatory and diagnostic process in the conditions of the various speech therapy offices and/or other institutions.

## **TELEPRACTICE IN LANGUAGE AND SPEECH THERAPY**

**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 Sport

**Lecturer:**

Assoc. Prof. Elka Goranova, PhD, e-mail: [elkalogo@swu.bg](mailto:elkalogo@swu.bg)

Phone: +359 73 588 530

### **Annotation:**

Telepractice in Language and Speech Therapy is an elective course in the curriculum. It includes a module examining telepractice as a subfield of telemedicine that offers remote therapy via telecommunications technology and the Internet. Topics covered in the course include: - Reasons for the emergence of telepractice and its areas of application

- Advantages and disadvantages of telepractice
- Factors affecting the effectiveness of telepractice
- Application of telepractice in:
  - Expressive language disorders
  - Impaired speech fluency
  - Voice disorders
  - Cognitive and behavioral disorders (e.g., autism)
  - Aphasia
  - Genetic disorders
  - Hearing loss
- Application of biofeedback devices in telemedicine
- Supervision in completing a written (oral) protocol, video review, and structured observation

### **Purpose and tasks:**

Students will learn about innovations in telemedicine for consulting with, diagnosing, and treating individuals with communication disorders. Tasks include acquiring the knowledge and skills necessary to apply teletherapy to various types of language and speech disorders and complying with ethical and professional standards of conduct.

### **Teaching methods:**

Reflective techniques, discussion and debate, illustration with clinical materials, video materials, specialized software, etc.

### **Expected results:**

Develop practical skills in counseling, diagnosing, and treating language and speech disorders. Prepare a written report on the assessment results, including the analysis and interpretation of the information gathered. Select and plan effective therapeutic interventions involving key people from the client's environment. Apply appropriate therapeutic techniques and programs using the necessary materials and equipment.

## BEHAVIOURAL NEUROLOGY

**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 Sport

**Lecturer:**

Assoc. Prof. Dimitar Kolev, d.m; e-mail: d.kolev@swu.bg

tel. +359 73 588 530

### Annotation:

The proposed course in behavioral neurology aims to enrich and deepen knowledge of the physiological and neural substrates of behavior. The course examines behavioral neurological regulatory mechanisms involved in controlling behavior and changes associated with the onset of socially significant diseases, such as stroke, depression, anxiety, epilepsy, Alzheimer's disease, dementia of various origins, diabetes, ADHD, and autism. The course covers basic characteristics of cognitive behavior and memory, brain plasticity, and neural activity. It also covers electrophysiological and neurological changes resulting from key stages of individual development and age-related influences. Students will learn about the practical application of behavioral therapy through the neurofeedback method and its potential use in speech therapy.

### Goals and Objectives:

The main goals of this course are:

1. To introduce students to the principles, methods, and techniques of neurofeedback therapy as a means of operant conditioning of human behavior.

- Students should understand the principles, methods, and techniques for forming and modifying speech behavior.

Students should also understand the basic principles, methods, and techniques of neurofeedback and biofeedback therapies in speech therapy practice.

### Teaching methods:

The lecture course provides training through pre-developed multimedia presentations on specific topics containing text, videos, diagrams, and other materials. Teaching methods include teamwork, group discussions, case studies, observations, research, working in an electronic environment, consulting, and using specialized computer and hardware technologies.

### Expected results:

- Use knowledge and practical skills to shape and modify speech and communication behaviors.

Be familiar with neurofeedback methods and know how to advise interested parties on which method can effectively and efficiently treat which disorder.

- Develop the ability to critically analyze literary sources and empirical data based on evidence.

## PEDIATRY



**ECTS credits:** 2

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

**Evaluation form:** exam

**Type of exam:** written

**Semester:** fifth

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

**Lecturer:**

Assoc. Prof. Ekaterina Mitova, PhD, e-mail: ekaterina@swu.bg,

Phone: +359 73 588 530

**Annotation:**

The program aims to acquaint Masters in Speech Therapy students with the most common acute and chronic diseases, as these patients often require long-term and targeted social care.

A wider familiarization with the epidemic process and infectious diseases is also foreseen, as some are defined as "typically" childhood diseases.

Parasitic diseases and the possibility of providing first emergency aid in urgent situations are discussed in particular topics.

The main intention of pediatric studies is to upgrade and integrate knowledge of all scientific disciplines (basic methods, organization of social work, etc.) with pediatric ones.

In this way, the fundamental training is supplemented, and it becomes more comprehensive.

**Purpose and tasks:**

- To outline the subject of pediatrics, social, preventive, and curative goals;
- To emphasize the dynamics of fertility infant mortality, outlining the importance of morbidity and its structure;
- To provide knowledge of the principal disabilities in diseases of bone, muscle, and heart as well as respiratory, digestive, and endocrine systems;
- To present knowledge about infection, infectious processes, and infectious disease;
- To outline activities to prevent /preferably with immunizations/ and specific hygiene and preventive measures to interrupt the epidemic process;
- To make sense of the dangers, to remember the most important clinical signs, and to be aware of the need to raise the health awareness of the whole population, especially on the extraction and storage sales of food products and increase the possibilities of mass spread of food poisoning;
- To provide a basic theoretical knowledge of the most common cases requiring first aid and to indicate the management principles of these emergency conditions.

**Teaching methods:**

Presentations, case studies, tests.

**Expected results:**

To make future speech therapists aware of the general demographic and health problems, as well as the general morbidity and its structure, with the clear awareness that these issues are, albeit indirectly, related to the activity of future specialists.

## **SPEECH THERAPY TERMINOLOGY (ENGLISH)**

**ECTS credits:** 2

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

**Evaluation form:** exam

**Type of exam:** written

**Semester:** fifth

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

**Lecturer:**

Assist. Prof. Anna Andreeva, PhD, e-mail:anna\_andreeva@swu.bg

phone +359 73 588 530

### **Annotation:**

The course aims to introduce specialty students to the terminology and concepts of speech therapy and related interdisciplinary medical, biological, and psychological sciences.

### **Purpose and tasks:**

The course aims to develop speech therapy students' knowledge and skills to use English terminology in their practice. The learning objectives of the course "Speech Therapy Terminology (English)" are also in line with the professional standards for the preparation of specialists within the European Higher Education (NetQues, 2013) and the qualification description of the specialty:

- Theoretical knowledge of terminology related to diagnosis and differential diagnosis of persons with communication disorders;
- Skills to identify the impact of the disorder on the psychosocial well-being and social and medical status of the client and significant others;
- knowledge and skills in teamwork with a variety of professionals from different countries involved in the treatment and therapy of persons with communication disorders;
- Familiarity with the English language terms used to apply techniques, programs, and specialized equipment to the therapy of communication disorders;
- knowledge and skills to develop a treatment plan and document the results of the plan and changes, if needed, in English if the person with a communication disorder needs to present the documents abroad or is coming from abroad and needs the documents to be read from English.
- Knowledge and skills to apply ethical principles in handling information and to advocate for the integrity, credibility, and reliability of problem-solving and solution-finding related to working with persons with communication disorders.

### **Teaching methods:**

The course uses various teaching methods, such as reflective techniques, brainstorming, discussion and debate, and illustration with clinical materials, videos, and specialized software.

For the self-study:

- Develop a topic for discussion that is pre-determined by the instructor;
- Preparation for test examinations.

### **Expected results:**

At the end of their studies in English, students of Speech Therapy should have developed professional skills and qualities that correspond to the standards for professional training of speech therapists developed and adopted by the NetQues project. Using English, students should be able to:

- Learn and fluently use basic terminology and definitions in English related to speech therapy practice;
- establish rapport with the client and facilitate participation in the assessment and differential diagnosis process in English;
- analyze and interpret assessment results accurately and integrate them with medical history and other sources of information from and in English;
- prepare an oral and written report of the assessment results, including analysis and interpretation of the assessment information in English;
- complete documents by professional and legal requirements in English;
- understand the concepts of efficacy and effectiveness of speech therapy intervention for individuals with communication disorders;

## HEALTHCARE ORGANISATION AND LEGAL PROTECTION

**ECTS credits:** 2

**Evaluation form:** exam

**Semester:** fifth

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

**Lecturer:**

Prof. D. Chanakova, PhD, e-mail: chankova@law.swu.bg

phone +359 73 588 530

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

**Type of exam:** written

### **Annotation:**

The course includes lectures on:

- the current spelling, punctuation, and grammar rules in the modern Bulgarian literary language;
  - the rules and requirements for creating and formatting written text;
  - rules for citing, referencing, and formatting a bibliographic description;
  - rules for oral communication;

Divided into two modules - spelling, punctuation, grammar rules, and academic communication.

The course focuses on rules relevant to students' studies and future practice in the major.

### **Purpose and tasks:**

The discipline aims to:

- To improve the student's ability to deal smoothly with the rules and norms of the modern Bulgarian literary language;
- to provide students with guidelines related to building the ability to express themselves successfully and effectively in written and oral form;
- to give students knowledge of the correct structuring of different types of text;
- to create in students the ability to communicate correctly in an academic environment;
- to develop students' ability to cite, reference, and format a bibliographic description correctly.

### **Teaching methods:**

The lecture course offers training through pre-developed multimedia presentations on individual topics containing text, videos, diagrams, etc. The digital content will be presented as a lecture and provoke discussion through questions.

### **Expected results:**

After completing the course in "LAW AND LAW," students should:

- have improved their ability to follow the primary spelling, punctuation, and grammar rules of the Bulgarian literary language in written and oral speech;
- be aware of the structuring and layout of different types of text;
- know how to cite and reference in a scientific text, be able to form a bibliographic description;
- be aware of linguistic etiquette in academic communication.

## WRITTEN AND SPOKEN CULTURE

**ECTS credits:** 2

**Evaluation form:** exam

**Semester:** fifth

**Supervision:** Department of Bulgarian Language, Faculty of Philology

**Lecturer:**

Prof. Gergana Dyankova, PhD, e-mail: diankova\_g@swu.bg

phone +359 73 588 530

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

**Type of exam:** written

### **Annotation:**

This course introduces the transformational strand in psycholinguistics (J. Miller, N. Chomsky) and new theories related to the development of cognitive psychology, network modeling, and socio-psycholinguistics. It presents the psychological processes of perception of the units of different linguistic levels—phonetic, semantic, and syntactic. Psycholinguistic principles in diagnosing aphasia—aphasia and language pattern testing—are outlined. Both experimental and language pathology data are used. Patterns of perception and production of language units and interactions between different levels are critically analyzed.

Lectures on sociolinguistics examine the relations of language to consciousness, thought, and culture. They outline different social variants of the Bulgarian language—territorial, class, age, gender, and professional. Special attention is paid to European educational policy towards territorial and social languages, international language acquisition, and bilingualism. The fundamental dialectal division of the Bulgarian language and the structural and functional features of dialects and urban accents /interjections/ are examined.

#### **Purpose and tasks:**

- The main aim of the course is to provide some of the basic categories of the psychological approach to language and to develop sensitivity to the individual's linguistic being.
- To critically analyze and compare the models of perception and production of linguistic units - autonomic transformational, cognitive, social-functional, and neural-network models.
- To build an understanding of children's language acquisition.
- The main aim of the sociolinguistics lectures is to provide some of the basic categories of the functional approach to language and present the main social variants of language -English, dialects, jargon, youth slang, and professiolexts.
- The analysis of European language policy draws attention to the relationship between language planning and social change. It outlines the possibilities for overcoming social inequality and marginality through adequate language policy.

#### **Teaching methods:**

Powerpoint presentations with the main theses of the lectures are used. Topics are presented in a discussion style, with different schools and strands represented, encouraging student participation and discussion of the issues addressed.

#### **Expected results:**

- Students will be introduced to the basic categories of the social psychological approach to language and will develop their sensitivity to the individual's linguistic being.
- The models of perception and production of linguistic units from different linguistic levels—phonetic, morphological, lexical, syntactic, discourse-/ autonomous transformational, cognitive, social-functional, and neural-network models—will be presented and critically discussed.
- Students will acquire the knowledge and skills to diagnose children's typical language acquisition and gain insight into possible deviations from this development.
- In the sociolinguistics lectures, students will be introduced to the basic categories of the functional approach to language and the main social variants of language -kinglish, dialects, secret languages, youth slang, and professiolexts.
- Students will be convinced of the advantages of a European language policy that draws attention to the relationship between language planning and social change and outlines the possibilities of overcoming social inequality and marginality through an adequate language policy.

**ECTS credits:** 2

**Evaluation form:** exam

**Semester:** fifth

**Supervision:** Department of Psychology, Faculty of Philosophy

**Lecturer:**

Assoc. Prof. Natasha Angelova, PhD, e-mail: natasha\_v@swu.bg

phone +359 73 588 530

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

**Type of exam:** written

**Annotation:**

The Psychology of Abnormal Development course is designed for students studying for their primary undergraduate degree in psychology, and it is studied in one semester. 1) Clinical-psychological characteristics of different categories of children with abnormal development; 2) Diagnosis and differential diagnosis of different forms of developmental cognitive pathology; 3) Specificity of personal and social functioning of families of children with abnormal development.

**Purpose and tasks:**

The aim of the course is for students to acquire knowledge, skills and competences in the clinical-psychological characteristics of different categories of children with developmental disorders, their psychodiagnostic and prognostic assessment.

The objectives of the Psychology of Abnormal Development course are: (1) clarification of the basic concepts in the psychology of abnormal development; (2) attainment of a clear understanding of the general and specific psychological characteristics of the different categories of children with abnormal development, the causes, nature and specificity of the phenomenological manifestations and prognosis of the different forms of neurodevelopmental pathology, as defined according to the latest revision of the diagnostic statistical manual - DSM-5; (3) acquisition of basic knowledge on the technology of conducting psychological assessment of childhood developmental disorders; ((4) formation of skills and competences for the application of methods and techniques that allow the diagnosis and differentiation of different types of developmental disorders, for the analysis and diagnostic interpretation of the results of the psychological evaluation; (5) familiarization with the specifics of the social functioning of families of children with abnormal development and, in particular, with the personal characteristics of the individual members of these families; (6) development of skills for communication and counseling of families of children with developmental disorders.

**Teaching methods:**

The "Psychology of Abnormal Development" course is taught through lectures and supervised independent extra-curricular work. The traditional lecture course includes interactive teaching methods, multimedia, and individual and group discussions.

**Expected results:**

Successful completion of the course "Psychology of Abnormal Development" provides a good knowledge of the characteristics of the central neurodevelopmental disorders as defined in the modern classification systems of the DSM-5, as well as the formation of skills and competencies for routine psychological examination and assessment of children with different types of developmental disorders.

## **STATISTICAL METHODS IN LANGUAGE AND SPEECH PATHOLOGY**

**ECTS credits:** 2

**Evaluation form:** exam

**Semester:** fifth

**Supervision:** Department of Statistics, Faculty of Natural Sciences and Mathematics

**Lecturer:**

Assoc. Prof. Elena Karashtanova, PhD, e-mail: helen@swu.bg

tel. +359 73 588 530

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

**Type of exam:** written

**Annotation:**

The course "Statistical Methods in Speech Therapy" aims to introduce students to the possibilities of specialized statistical packages for processing experimental data and their application in practice. The course includes basic principles of modeling empirical data and the possibilities of modern technologies for their implementation (MS Excel, SPSS, STATISTICA, etc.).

**Purpose and tasks:**

Aims of the course:

- To provide students with theoretical knowledge of modern application programs as well as the specifics of their use;
- to give students the knowledge to create correct statistical models and develop the skills to apply them;
- to introduce students to modern approaches to applying statistical methods in speech therapy research.

Tasks - forming habits of:

- designing and modeling practical problems with the tools of statistics;
- developing models for statistical analysis of data in the subject area;
- processing and analysis of accurate statistical data.

**Teaching methods:**

Lectures, discussion, interactive methods.

**Expected results:**

Upon successful completion of the course, students should:

- know the principles for applying modern technologies for statistical data analysis;
- be able to create models for statistical data processing;
- Know and be able to apply statistical procedures with modern statistical packages: creation, parameterization, editing, input, and output.

## **AUGMENTATIVE AND ALTERNATIVE COMMUNICATION AND ASSISTIVE TECHNOLOGIES**

**ECTS credits:** 3

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

**Evaluation form:** exam

**Type of exam:** written

**Semester:** sixth

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

**Lecturer:**

Assoc. Prof. Anna Andreeva, PhD, e-mail: [anna\\_andreeva@swu.bg](mailto:anna_andreeva@swu.bg)

tel. +359 73 588 530

**Annotation:**

The course "Complementary and Alternative Communication and Assistive Technology" is designed to introduce students to the most common systems for complementary and alternative communication, their origin, nature, and purpose: Bulgarian sign language, calquing sign language, dactylic alphabet; independent use of different sign systems; specific communicative approaches to multiple disorders; systems MACATON, PECS, Talking Mats. Students learn popular communication strategies that assist or substitute for verbal communication and develop practical skills using the following alternative strategies and specialized assistive technologies.

**Purpose and tasks:**

The discipline's learning objectives align with the professional standards for preparing specialists within European Higher Education (NetQues, 2013) and the qualification description of the specialty. During their studies, students acquire theoretical and practical knowledge:

- on existing systems of complementary and alternative communication;

- diagnosis and differential diagnosis in persons with communication disorders who need alternative and augmentative communication;
- Skills to identify the impact of the disorder on the psychosocial well-being and social and medical status of the client and significant others;
- Knowledge and skills to refer the client to other professionals in a timely and appropriate manner when necessary;
- to apply proper techniques, programs, and specialized equipment for the therapy of communication disorders;
- teamwork with a variety of professionals involved in the treatment and therapy of persons with communication disorders using augmentative and assistive communication;
- to draw up a therapy plan and to document its results and changes, if necessary;
- apply ethical principles in handling information and protect the integrity, reliability, and credibility of problem-solving and solution-finding related to working with individuals with communication disorders, augmentative and assistive communication, and assistive technology users.

### **Teaching methods:**

The lecture course uses various teaching methods, such as reflective techniques, brainstorming, discussion and debate, and illustration with clinical materials, videos, and specialized software.

Practical exercises are carried out in specialized speech therapy rooms at the University's facilities and in the clinical facilities of the Speech Therapy Center at the FOSGS.

For the independent training:

- Development of a topic for discussion, which the lecturer pre-sets;
- Solving case studies;
- Development of theoretical and practical issues;
- Development and conduct of speech therapy sessions
- Preparation for test examinations.

### **Expected results:**

At the end of their studies in the discipline, students of Speech Therapy must have developed professional skills and qualities consistent with the standards for professional training of speech therapists developed and adopted by the NetQues project. Students should be able to:

- Establish rapport with the client and facilitate participation in the assessment and differential diagnosis process;
- accurately analyze and interpret assessment results and integrate them with medical history and other sources of information;
- prepare an oral and written report of the results of the assessment, including analysis and interpretation of assessment information;
- select and plan appropriate and effective therapeutic interventions involving critical persons in the client's environment;
- apply appropriate therapeutic techniques and programs, using necessary materials and instrumental equipment.
- Complete documentation promptly, according to professional and legal requirements;
- understand the concepts of efficacy and effectiveness of speech therapy intervention for individuals with communication disorders, consumers of augmentative and assistive communication;

## **ART THERAPY AND ART PEDAGOGY FOR COMMUNICATION DISORDERS**

**ECTS credits:** 3

**Evaluation form:** exam

**Semester:** sixth

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

**Type of exam:** written

**Supervision:** Department of Education Management and Special Pedagogy, Faculty of Education  
**Lecturer:** Prof. Pelagia Terziyska, PhD, e-mail: pelagia.terziyska@swu.bg  
tel. +359 73 588 530

**Annotation:**

The "Art Therapy and Art Pedagogy in Communicative Disorders" training includes studying issues relevant to contemporary speech therapy theory and practice.

With the topics in the curriculum, students are offered information about the specifics of art therapy and art pedagogy as phenomena that can be used in the treatment and development of persons with communicative disorders. Several technological and methodological solutions to the problem are revealed, implying the effective implementation of the typical work features with these persons. Many ideas and techniques are proposed that can be effective in the diverse variants of communicative disorders.

**Purpose and tasks:**

The aim is to acquire knowledge and skills about the nature, role, and place of art therapy and art pedagogy in the corrective-developmental work system in communicative disorders.

Familiarization with the nature and the main trends in the theory and history of art therapy and art pedagogy.

Reflection on the issues from the positions of new pedagogical thinking and current educational trends about communicative disorders.

Enriching students' theoretical knowledge and practical skills about strategies, technologies, and tactics for interacting with individuals with communication disorders through the use of different types of art.

**Teaching methods:**

Lectures, stimulation of active debate in subgroups, situational methods, case studies, role plays, and multimedia presentations aim to build professional competence for the work and development of persons with communication disorders.

**Expected results:**

Mastering by the students of knowledge about the current state of problems related to the practical realization of the corrective-developmental interaction with persons with communicative disorders through different types of art; formation of skills for optimizing the learning environment for these persons through the use of specific art-pedagogical technologies of work in this direction; acquisition of theoretical and practical experience in different areas of art-pedagogy and art therapy and their application in concrete cases.

## **BIOFEEDBACK IN LANGUAGE AND SPEECH THERAPY**

**ECTS credits:** 3

**Evaluation form:** exam

**Semester:** sixth

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

**Type of exam:** written

**Supervision:** Department of Education Management and Special Pedagogy, Faculty of Education

**Lecturer:** Assoc. Prof. Dimitar Kolev, PhD, e-mail: d.kolev@swu.bg  
tel. +359 73 588 530

**Annotation:**

Neurofeedback and biofeedback in modern science are part of applied neuroscience and behavioral therapies. It is a rapidly growing field for shaping and modifying behavior and behavioral responses using computerized systems involving hardware (sensors) and software (audiovisual presentations).



The course in Neurofeedback and Biofeedback in Speech Therapy Practice introduces students to the practical application of the principles, methods, and techniques of instrumental (operant) learning in speech therapy for communicative disorders by building on the theoretical frameworks of functional systems theory (Russian school) and behavior analysis theory (Western school).

**Purpose and tasks:**

The main tasks of the course are:

- Students should have basic knowledge and practical skills to conduct behavioral speech therapy.
- Students should understand the principles, methods, and techniques of speech behavior formation and modification.
- Students should be familiar with the basic principles, methods, and techniques of neurofeedback and biofeedback therapies in speech therapy practice.
- Students should know which neurofeedback and biofeedback methods, protocols, and technologies are efficient and effective for which disorders.

**Teaching methods:**

Lectures; stimulating active debate in subgroups; planning and conducting mini-experiments to analyze the behavior of children with communication disorders in different situations and socio-cultural environments; business games, etc.

**Expected results:**

The expected outcomes of the course are:

- They should use their knowledge and the practical skills they have acquired to shape and modify speech and communication behavior.
- To use biofeedback methods and technologies in their speech therapy practice.
- Know neurofeedback methods and be able to advise stakeholders which method can affect what disorder efficiently and effectively.

## **INTEGRATED AND SPECIAL EDUCATION FOR CHILDREN WITH COMMUNICATION DISORDERS**

**ECTS credits:** 3

**Evaluation form:** exam

**Semester:** sixth

**Supervision:** Department of Education Management and Special Pedagogy, Faculty of Education

**Lecturer:** Prof. Pelagia Terziyska, PhD, e-mail: pelagia.terziyska@swu.bg

tel. +359 73 588 530

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

**Type of exam:** written

**Annotation:**

Teaching "Integrated and special education of children with communication disorders" implies studying several vital issues of integrated/inclusive and special education of children with communication disorders. Special attention is paid to the theoretical content analysis of several concepts. The primary forms of integrated and special education of the children mentioned above are examined; different models of integrated education that have proved their effectiveness in countries that have already gained experience; the essential prerequisites for the creation of a system of integrated education; the role and importance of special education in the integration process.

**Purpose and tasks:**

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

**Teaching methods:**

Lectures; stimulating active debate in subgroups; planning and conducting mini-experiments to analyze the behavior of children with communication disorders in different situations and socio-cultural environments; business games, etc.

**Expected results:**

The acquisition of skills for analyzing the problems related to the integration of children with communication disorders in the general educational environment, as well as knowledge and effective practical application of the ideas of integrated education.

**SPEECH TECHNIQUE AND VERBAL  
PERFORMANCE ART**

**ECTS credits:** 3

**Evaluation form:** exam

**Semester:** sixth

**Supervision:** Department of Preschool and Primary School Pedagogy, Faculty of Pedagogy

**Lecturer:** Prof. Gergana Dyankova, PhD, e-mail: diankova\_g@swu.bg

tel. +359 73 588 530

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

**Type of exam:** written

**Annotation:**

The course "Speech Technique and Verbal-Performance Art" provides Speech Pathology students with knowledge about the prerequisites and dynamics of verbal communication, the physiological mechanisms of the speech-communication process, and the theoretical and applied aspects of verbal-performance art.

Practical exercises contribute to the formation of students' personal and professional attitudes to the problems of correct and sonorous speech and the creation and refinement of orthographic skills to ensure a suitable model in the education of good speech habits in adolescents through verbal-performing art.

**Purpose and tasks:**

The course aims to improve the basic communicative skills of students whose training is directed towards the field of the so-called speech professions;

The course has the following tasks:

- to form in students the skills of correct breathing, placed voice, and precise diction;
- to develop skills for practical mastery of pronunciation and spelling norms;
- Through the performance of literary works of art to support the formation and development of speech culture in adolescents.

**Teaching methods:**

Standard methods: lecture, discussion, observation.

Interactive methods: communication training, simulation games, role-playing, and action tasks.

**Expected results:**

- The student possesses correct habits of full breathing, sound production, and diction, has mastered their existing coordination, and has developed their vocal articulation skills;
- Has practically mastered the norms of correctness in modern Bulgarian literary speech, which guarantees a suitable model in the education of speech culture in adolescents;
- Can diagnose speech-communicative speech disabilities and apply appropriate technologies based on verbal-performance activities conducive to improving speech habits.

**III. PRACTICE**

## CLINICAL PRACTICE

**ECTS credits:** 3

**Evaluation form:** exam

**Semester:** fourth

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

**Practice supervisor:** Assist. Prof. Svetlana Kartunova, e-mail: sv.kartunova@swu.bg  
tel. +359 73 588 530

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

**Type of exam:** written

### **Annotation:**

"Clinical Practice" course is for full-time Bachelor of Science students in Speech Therapy. It aims to introduce students to clinical practice in the specialty studied.

It consists of 90 hours, of which 45 are practical exercises, and 45 are for extra-curricular activities. The practical training is based on the disciplines of the first, second, and third semesters of the curriculum of the specialty of Logopedics, Bachelor of Science.

The practical training is conducted under the supervision of an introductory speech therapist and an academic mentor, on a strictly fixed schedule, and with preliminary instruction from the students and the essential speech therapist.

The head of the practice (academic mentor) assigns students to speech therapy offices at primary institutions (outpatient and inpatient medical care facilities, schools and kindergartens, specialized speech therapy centers of the state and private sector, Speech Therapy Center at the Faculty of Public Health, Health Care and Sport of Southwestern University "Neofit Rilski").

### **Purpose and tasks:**

The Clinical Practice course aims to introduce students to the diagnosis of comorbid disorders that have been studied up to the time of their training.

The practical exercises aim to introduce students to the peculiarities of the diagnostic process in people with communicative disorders of different age groups.

The objectives of the Clinical Practice course are:

- Observation and analysis of the primary speech therapist's documentation of the speech therapy sessions he/she has conducted;
- conducting speech therapy diagnostics by collecting data from the medical history, expert decisions from medical committees, results of clinical examinations and medication therapies, interviews with the parent/guardian/relatives of the person;
- Interview with teachers/carers and other professionals working with the person; conduct screening procedures and apply appropriate speech therapy diagnostic methodologies to assess the type and severity of the communication disorder.

During these exercises, students acquire the knowledge and skills to apply specific methods for studying and analyzing speech and language pathology. These methods can assist in diagnosing communicative disorders and structuring speech therapy.

These exercises enable students to become familiar with the general specifics of working in speech therapy offices, the structure and sequence of a diagnostic speech therapy session (speech therapy session), and the role of the speech therapist in a multidisciplinary team.

### **Teaching methods:**

Clinical practice instruction; process monitoring; student counseling.

### **Expected results:**

The student should know the modern methods and tools for diagnosing communicative disorders, master the acquired knowledge, and apply it practically in speech therapy. The student should be able to determine the degree and specific features of language and speech pathology in different age groups.

The student who has studied this course can work independently and as part of a team since he/she has the necessary knowledge to solve clinical problems and can select the appropriate diagnostic speech therapy tools on his/her own.

The student's knowledge and skills acquired through study in this course ensure further successful application in the health care system, educational or private sector, and are related to clinical practice.

## CLINICAL PRACTICE

**ECTS credits:** 4

**Evaluation form:** exam

**Semester:** fifth

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

**Hours per week:** 0l+0s+4p

**Type of exam:** written

**Practice supervisor:** Assoc. Prof. Angela Zelnichka, e-mail: sv.kartunova@swu.bg  
tel. +359 73 588 530

### Annotation:

The present course, "Clinical Practice," is for students pursuing a Bachelor's degree in Speech Therapy full-time. It aims to introduce students to clinical practice in the specialty studied.

It consists of 120 hours, of which 60 are practical exercises, and 60 are for extra-curricular activities. The practical training is based on the courses studied in the curriculum's first, second, third, and fourth semesters for the specialty of speech therapy.

The current clinical practice enriches the practical experience of the students in the speech therapy courses studied in the previous semesters: "Counselling and advising in language and speech pathology", "Phonation disorders," "Articulation disorders", "Communication disorders in craniofacial disorders" and "Language disorders in children."

Practical training is carried out in actual conditions, under the supervision of an essential speech therapist and an academic mentor, under a strictly fixed schedule, and by conducting a preliminary briefing of the students and the essential speech therapist.

The head of the practice (academic mentor) assigns the students to speech therapy offices at base institutions (outpatient and inpatient medical care facilities, schools and kindergartens, specialized speech therapy centers of the state and private sector, Speech Therapy Center at the Faculty of Public Health, Health Care and Sport of Southwestern University "Neofit Rilski").

### Purpose and tasks:

The Clinical Practice course aims to enrich the students' practical experience in diagnosing and treating communication disorders in different age groups, which have been studied so far in their training, and to enable them to apply the knowledge and skills acquired during the training process in real practice conditions.

The objectives of the Clinical Practice course are related to the development of students' practical skills to:

- research and discussion of the documentation required for the specific base institution for the speech therapy practice;
- observation and analysis of the base speech therapist's documentation of speech therapy sessions;
- conducting speech therapy diagnostics by collecting data from medical history, expert decisions from medical committees, results of clinical examinations and medication therapies conducted, interviews with the person's parent/guardian/relatives;
- interview with teachers/carers and other professionals working with the person;

- conducting screening procedures and applying appropriate speech therapy diagnostic methodologies to assess the type and severity of the communication disorder;
- preparation of a speech therapy plan for a specific case, preparation of individual and/or group speech therapy sessions;
- conducting therapeutic speech therapy sessions, using modern, scientifically based methods and techniques for the therapy of communicative disorders in different age groups studied so far;
- professional competence and habits of working in a multidisciplinary team in a natural working environment.

During these exercises, students acquire the knowledge and skills to apply specific methods for the study and analysis of speech and language pathology to assist in diagnosing communicative disorders and structuring speech therapy. Therefore, after developing a speech therapy plan, students have the opportunity to put into practice the speech therapy methods studied for communicative disorders in different age groups under the supervision of the primary speech therapist.

Practical exercises enable students to become familiar with the general specifics of work in speech therapy offices, the structure and sequence of conducting a diagnostic and therapeutic speech therapy session (speech therapy session), and the role of the speech therapist in a multidisciplinary team.

#### **Teaching methods:**

Clinical practice instruction; process monitoring; student counseling.

#### **Expected results:**

Students taking this course should be familiar with the characteristics of speech therapy diagnosis and therapy for the communication disorders studied and be able to apply current methods of diagnosis and treatment.

Upon completion of the practicum, the expected student outcomes are:

- consolidation and deepening of theoretical knowledge and improvement of practical skills;
- independent diagnosis and analysis of anamnesis data to prepare a speech therapy plan;
- solving clinical cases and selecting appropriate therapeutic tools for specific cases;
- independently developing a plan for effective and efficient speech therapy tailored to the needs and preferences of clients and their families;
- implementation of scientifically based speech therapy methods and techniques for diagnosis, prevention, and treatment of communication disorders;
- acquired professional knowledge, skills, and habits to work in a multidisciplinary team in a natural environment.

The competencies acquired during this course's practicum enable students to realize their potential as professionals in the health, social, and educational systems and the private sector.

## **CLINICAL PRACTICE**

**ECTS credits:** 4

**Hours per week:** 0l+0s+4p

**Evaluation form:** exam

**Type of exam:** written

**Semester:** sixth

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

**Practice supervisor:** Assoc. Prof. Angela Zelnichka, e-mail: sv.kartunova@swu.bg  
tel. +359 73 588 530

**Annotation:**

This Clinical Practice course is designed for students of Speech Therapy, BSc, III semester, full-time study and aims to introduce students to the clinical practice of speech therapy based on therapeutic methods and contemporary therapeutic practices.

The program consists of 120 hours, 60 of which are for practical exercises and 60 for extracurricular activities.

The practical training is by the courses studied and mastered in the previous semesters, as approved in the specialty's curriculum.

The practical training is carried out under the supervision of a primary speech therapist and a practice supervisor (academic mentor), on a strictly fixed schedule, and with prior instruction for both the students and the essential speech therapist.

The practice supervisor assigns the students to speech therapy offices at the base institutions (outpatient and inpatient medical care facilities, schools and kindergartens, specialized speech therapy centers of the state and private sector, Speech Therapy Center at the Faculty of Public Health, Health Care and Sport of Southwestern University "Neofit Rilski".

### **Purpose and tasks:**

The purpose of the Clinical Practice course is to introduce students to the process of speech therapy with emphasis on the following courses studied in previous semesters, namely:

- Neurogenic Communicative Disorders - Part I;
- Speech Fluency Disorders;
- Auditory Processing Disorders;
- Language Disorders in Children;
- Communicative disorders in craniofacial impairments;
- Articulation Disorders;
- Phonation Disorders;
- As well as provide an opportunity for clinical practice in the courses studied in the current semester, but with less intensity:
- Neurogenic Communicative Disorders - Part II;
- Written Communication Disorders;

During the practical exercises, students are introduced to the peculiarities of the therapeutic process for people with communication disorders from different age groups.

The practicum aims for the students to develop skills in planning, organizing, and conducting a speech therapy session and acquire the knowledge and skills to apply specific therapy methods in speech and language pathology.

The main aim of this course is to familiarize the student with the general specifics of working in speech therapy offices, the structure and sequence of conducting a therapy session (speech therapy session), and to focus on the role of the speech therapist as part of a multidisciplinary team. To acquire the skills to prepare a plan and outline for a speech therapy session on a given topic and a strategy for dealing with particular forms of speech, language, voice, and hearing pathology.

The tasks set in the Clinical Practice training are related to observing, analyzing, and discussing the therapeutic techniques used by the primary speech therapist in his/her speech therapy sessions.

### **Teaching methods:**

- Clinical practice instruction;
- Monitoring (supervision) of the therapeutic process;
- Counseling students;

### **Expected results:**

Students should be familiar with the characteristics of speech therapy, current methods, and tools for therapeutic intervention in communication disorders;

To master the acquired knowledge and apply it practically in speech therapy work.

Students who have studied this course can work independently or as part of a team. They have the necessary knowledge to solve clinical problems and can independently select appropriate therapeutic tools for the class.

The knowledge and skills students acquire during their training in this course enable them to pursue careers in the health care system, educational or private sectors, making clinical practice focused on the therapy of communication disorders significant to the learning process.

In summary, after their training in this course, students could:

- Develop a long-term therapy plan and provide therapy services with the best available practices related to speech-language pathology.
- Integrate therapy methods based on goals and objectives.
- provide appropriate frequency and intensity of therapy sessions;
- determine the effectiveness of therapy;
- collaborate with other professionals in the delivery of services.

## **CLINICAL PRACTICE**

**ECTS credits:** 4

**Hours per week:** 0l+0s+4p

**Evaluation form:** exam

**Type of exam:** written

**Semester:** seventh

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

**Practice supervisor:** Assoc. Prof. Angela Zelnichka, e-mail: sv.kartunova@swu.bg  
tel. +359 73 588 530

### **Annotation:**

The present course, "Clinical Practice," is a full-time study that aims to enrich students' practical experience in logopedics. It is for students pursuing a bachelor's degree in Logopedics.

It consists of 120 hours, 60 of which are practical exercises and 60 of which are for extracurricular employment.

The practical training is based on the courses studied in the first, second, third, fourth, fifth, and sixth semesters of the curriculum for the specialty of speech therapy.

The current clinical practice enriches the students' practical experience in the speech therapy courses studied in the previous semesters: "Counseling and Advising in Speech-Language Pathology", "Phonation Disorders", "Articulation Disorders", "Communication Disorders in Craniofacial Disorders", "Language Disorders in Children", "Auditory Disorders", "Speech Fluency Disorders", "Neurogenic Communication Disorders - Parts I and II", "Written Communication Disorders" and "Multiple Disorders".

Practical training is conducted in natural conditions, under the supervision of an essential speech therapist and an academic mentor, under a strictly fixed schedule, and by performing a preliminary briefing of the students and the essential speech therapist.

The head of the practice (academic mentor) assigns the students to speech therapy offices at base institutions (outpatient and inpatient medical care facilities, schools and kindergartens, specialized speech therapy centers of the state and private sector, Speech Therapy Center at the Faculty of Public Health, Health Care and Sport of Southwestern University "Neofit Rilski").

### **Purpose and tasks:**

The Clinical Practice course aims to enrich the students' practical experience in diagnosing and treating communication disorders in different age groups, which have been studied so far in their training, and to enable them to apply the knowledge and skills acquired during the training process in actual practice conditions.

The objectives of the Clinical Practice course are related to the development of students' practical skills to:

- research and discussion of the documentation required for the specific base institution for the speech therapy practice;

- observation and analysis of the base speech therapist's documentation of speech therapy sessions;
- conducting speech therapy diagnostics by collecting data from medical history, expert decisions from medical committees, results of clinical examinations and medication therapies conducted, interviews with the person's parent/guardian/relatives;
- interview with teachers/carers and other professionals working with the person;
- conducting screening procedures and applying appropriate speech therapy diagnostic methodologies to assess the type and severity of the communication disorder;
- preparation of a speech therapy plan for a specific case, preparation of individual and group speech therapy sessions;
- conducting therapeutic speech therapy sessions, using modern, scientifically based methods and techniques for the therapy of communicative disorders in different age groups studied so far;
- professional competence and habits of working in a multidisciplinary team in a natural working environment.

During these exercises, students acquire the knowledge and skills to apply specific methods for the study and analysis of speech and language pathology to assist in diagnosing communicative disorders and structuring speech therapy. Therefore, after developing a speech therapy plan, students have the opportunity to put into practice the speech therapy methods studied for communicative disorders in different age groups under the supervision of the primary speech therapist.

Practical exercises enable students to become familiar with the general specifics of work in speech therapy offices, the structure and sequence of conducting a diagnostic and therapeutic speech therapy session (speech therapy session), and the role of the speech therapist in a multidisciplinary team.

#### **Teaching methods:**

Clinical practice instruction; process monitoring; student counseling.

#### **Expected results:**

Students taking this course should be familiar with the characteristics of speech therapy diagnosis and therapy for the communication disorders studied and be able to apply current methods of diagnosis and treatment.

Upon completion of the practicum, the expected student outcomes are:

- consolidation and deepening of theoretical knowledge and improvement of practical skills;
- independent diagnosis and analysis of anamnesis data to prepare a speech therapy plan;
- solving clinical cases and selecting appropriate therapeutic tools for specific cases;
- independently developing a plan for effective and efficient speech therapy tailored to the needs and preferences of clients and their families;
- implementation of scientifically based speech therapy methods and techniques for diagnosis, prevention, and treatment of communication disorders;
- acquired professional knowledge, skills, and habits to work in a multidisciplinary team in a real working environment.

The competencies the students acquired during their practice in this course enable them to realize their future professional potential in the health, social, and educational systems and the private sector.

## **PRE-DIPLOMA SPEECH THERAPY PRACTICE**

**ECTS credits:** 20

**Evaluation form:** exam

**Semester:** fourth

**Hours per week:** 0l+0s+15p

**Type of exam:** written



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

**Practice supervisor:** Senior Assistant Professor Dr. R. Kostova, e-mail:

radostina.kostova@swu.bg

tel. +359 73 588 530

**Annotation:**

This course, "Pre-graduate Speech Therapy Practice," is for students pursuing a Bachelor's degree in full-time study in Speech Therapy. It aims to introduce students to clinical practice in the specialty studied.

It consists of 600 hours, 300 of which are practical exercises and 300 of which are for extracurricular activities.

The practical training is tailored to the competencies each student should have when he/she reaches the pregraduate speech therapy practice and has successfully passed all semester examinations. Each student has the opportunity to apply the acquired skills and knowledge related to the diagnosis and therapy of the following disorders - articulation disorders, language disorders, voice (phonation) disorders, neurologically based communicative disorders (speech apraxia, dysarthria, and aphasia), communication-disorders in craniofacial disorders, chewing and swallowing disorders (dysphagia), emotional-behavioral communication disorders, communication disorders in persons with multiple disabilities, communication disorders in persons with hearing impairments. Speech fluency disorders and written communication disorders.

Practical training is carried out under the supervision of an essential speech therapist and an academic mentor, under a strictly fixed schedule, and by conducting a preliminary briefing of the students and the essential speech therapist.

The head of the practice (academic mentor) assigns the students to speech therapy offices at base institutions (outpatient and inpatient medical care facilities, schools and kindergartens, specialized speech therapy centers of the state and private sector, Speech Therapy Center at the Faculty of Public Health, Health Care and Sport of Southwestern University "Neofit Rilski").

**Purpose and tasks:**

The purpose of the Pre-Professional Speech Therapy Practicum course is to reinforce students' skills in diagnosing and treating comorbid disorders that have been studied up to the point of their training. The practicals aim to consolidate their knowledge and skills regarding the diagnostic and therapeutic process in individuals of different age groups with communicative disorders.

The tasks set in the "Pre-graduate speech therapy practice" training are:

- Observation and analysis of the primary speech therapist's documentation of the speech therapy sessions he/she has conducted;
- conducting speech therapy diagnostics by collecting data from the medical history, expert decisions from medical committees, results of clinical examinations and medication therapies, interviews with the parent/guardian/relatives of the person;
- interview with teachers/carers and other specialists working with the person; conduct screening procedures and apply appropriate speech therapy diagnostic methodologies to assess the type and severity of the communication disorder; prepare a speech therapy plan for a specific case. Preparing individual and group speech therapy sessions;
- conducting speech therapy for different communicative disorders in persons of different age groups;
- preparation of individual speech therapy support plans;
- application of the knowledge and skills acquired during the previous semesters in practice.

During these exercises, students acquire the knowledge and skills to apply specific methods for the study and analysis of speech and language pathology to assist in diagnosing communicative disorders and structuring speech therapy. They also have the opportunity to put into practice the speech therapy methods studied for different communicative disorders and various age groups.

These exercises enable students to learn about the general specifics of working in speech therapy offices, the structure and sequence of conducting a diagnostic and therapeutic speech therapy session (speech therapy session), and the role of the speech therapist in a multidisciplinary team.

**Expected results:**

The student should know the modern methods and tools for diagnosing communicative disorders, master the acquired knowledge, and apply it practically in speech therapy. The student should be able to determine the degree and specific features of language and speech pathology in different age groups.

The student who has studied this course can work independently and as part of a team since he/she has the necessary knowledge to solve clinical problems and can select the appropriate diagnostic and therapeutic speech therapy methods on his/her own.

The student's knowledge and skills acquired through study in this course ensure further successful application in the health care system, educational or private sector, and are related to clinical practice.

Head of Department:.....  
/assoc. Prof. E. Goranova, PhD/

DEAN:.....  
/assoc. Prof. M. Simonska, PhD/