

SOUTH-WEST UNIVERSITY "NEOFIT RILSKI"

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FACULTY OF PUBLIC HEALTH, HEALTH CARE AND SPORTS

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

Educational degree: master

Professional qualification: logopedics

Training type: full-time

Training duration: 1 year (2 semesters)

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

QUALIFICATION PROFILE

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

for the educational qualification degree: **Master**

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

I. GENERAL PRESENTATION OF THE MASTER 'S PROGRAMME

The Clinical Speech Therapy program meets the need for highly qualified professionals by training specialists to provide effective consulting, diagnostic, and therapeutic services to individuals with severe language and speech disorders such as aphasia, dysarthria, autism spectrum disorder (ASD), cerebral palsy (CP), and dysphagia.

The Master's program in Clinical Speech Therapy at South-West University "Neofit Rilski" is accredited and focuses on implementing an effective educational process that improves the training of speech therapists with Master's degrees. This process prepares them for professional and personal development, enabling them to meet the needs of the labor market.

Clinical speech therapy graduates will acquire specialized knowledge about communication disorders and apply it in clinical, social, and educational settings. They will support individuals with severe speech and swallowing disorders and their families, meeting a growing need for specialists.

The educational documentation for this specialty aligns with the principles of modern university education. This is also consistent with the ongoing development of health, education, and social care systems, which aim to enhance the quality of life for individuals with communication disorders.

II. ADMISSION AND TRAINING

The Master's program in Clinical Speech-Language Therapy is open to individuals who have completed a Bachelor's or Master's degree in Speech-Language Pathology or a related field. Graduates receive the academic qualification of "Clinical Speech Therapist," which gives them access to a wide range of practical and research activities.

The one-year, full-time program comprises 570 hours of compulsory and elective courses, as well as 1,230 hours of extracurricular activities, totaling 60 ECTS credits. Graduation requires the defense of a thesis.

The compulsory subjects build on the knowledge acquired in the bachelor's degree program on aphasia, dysarthria, autism spectrum disorders (ASD), cerebral palsy (CP), and dysphagia. These subjects are methodological, specialized, and interdisciplinary in nature.

Elective courses provide in-depth, specialized training. These courses contribute to the acquisition of specific knowledge, building on what has been learned in the required courses with an emphasis on specific competencies and skills. Optional subjects offer an opportunity to acquire knowledge and skills that align with students' interests. Students can study any subject taught at SWU "Neofit Rilski" in Blagoevgrad, regardless of the faculty organizing the training.

Students who successfully pass all semester exams are eligible to receive their degree. The program concludes with a state exam or thesis defense covering the material from the required courses. The syllabus for the state exam is announced one semester before graduation. Students who wish to write a thesis must submit an application to the head of the department by the end of the first semester. The application determines the topic and the scientific supervisor, provided that the student has achieved a grade of Very Good (4.50) or higher. International students graduate by defending a thesis.

III. EDUCATIONAL OBJECTIVES

The primary goal of the Master's program in Clinical Speech Therapy is to educate specialists who can diagnose communication deficits and needs in individuals with dysarthria, autism, aphasia, and swallowing disorders. These specialists will also be able to plan therapeutic processes and implement modern speech therapy programs.

1. Knowledge, skills, and personal and professional competencies.

Upon completion of the Master of Science in Clinical Speech Therapy program, students will have the necessary knowledge and skills to:

- Assess and diagnose severe communication and swallowing disorders.
- Critically evaluate and apply evidence-based practices in speech therapy.
- Think and make decisions effectively in clinical settings based on evidence-based practices.
- Conduct clinical speech therapy practice effectively and competently.
- Develop and implement therapy for the restoration of communication disorders.
- Ethically based professional actions.
- Effective change management.
- Consultative and preventive activities;
- Serving as experts in the assessment and support of people with communication disorders in services and institutions.
- Actions that support the self-determination of all clients.
- Demonstrating the application of the principles of reflective practice.
- Collaboration and joint work with other specialists within a multidisciplinary team.
- Critical assessment of health services and legislation on humane treatment and service in the country, Europe, and globally.
- Maintain documentation in the speech therapy office and/or the sector it manages.
- Scientific research and applied scientific work.

2. Requirements for Graduates of the Program:

Students must acquire in-depth theoretical knowledge and develop practical skills for diagnosing and treating individuals with language, speech, and swallowing disorders. This knowledge includes definitions, etiology, symptoms, diagnosis, differential diagnosis, and therapy for speech, language, and swallowing disorders.

Specialized training requires knowledge of how to assess communication deficits and needs, as well as the ability to plan and implement modern speech therapy programs:

- Neurogenic communication disorders (aphasia, dysarthria, and apraxia)
- Communication disorders in cerebral palsy and musculoskeletal disorders; Chewing and swallowing disorders (dysphagia);
- Communication disorders associated with emotional and behavioral disorders.
- Consulting and counseling.

Students will learn about the latest scientific achievements in the following areas:

- Behavioral neurology;
- Neurofeedback and biofeedback in speech therapy;
- Assistive and augmentative technologies in speech therapy

Students acquire specific practical knowledge and skills during 90 hours of practical training over the first two semesters of their program. This training is conducted once a week under the supervision of a speech therapist and academic mentor, and it is worth seven credits. Clinical practice concludes with a semester exam. Practical training takes place in outpatient and inpatient medical facilities; speech therapy offices in schools and kindergartens; specialized speech therapy centers in the public and private sectors; the Speech Therapy Center at the Faculty of Public Health, Health Care, and Sports at South-West University "Neofit Rilski"; and the University Center for Stuttering Research at South-West University "Neofit Rilski." Training covers work with all age groups. Clinical practice is consistent with the academic disciplines studied in the respective semester.

Students acquire the stated competencies through lectures, seminars, practical exercises, clinical practices, and participation in scientific seminars and student conferences.

IV. AREAS OF APPLICATION

Graduates of the Master's program in Clinical Speech Therapy can find employment in speech therapy at state and private institutions and offices. They perform specialized activities in accordance with their professional qualifications.

- Clinical facilities, where they work with attending physicians to determine the rehabilitation potential of individuals with language, speech, and swallowing disorders. Public health facilities (clinical, diagnostic, and rehabilitation centers)
- social homes and centers for persons with disabilities;
- speech therapy offices in preschool, school, general education, and special institutions;
- centers for inclusive education support;
- Private practice.

Clinical speech therapy graduates can pursue other Master's programs in the same or different professional fields, as well as educational and scientific degrees.

According to Annex 4 to Order No. RD01-931/27.12.2010, with amendments to the National Classification of Positions and Duties (NCPD-2011) that took effect on January 1, 2023, the following positions can be filled: The list of positions in the National Classification of Professions and Positions (NCPD-2011) includes the following codes: 2266 Audiologists and speech therapists—22666001 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 is tailored to students' studies and personal development needs.

The Master's program in Clinical Speech Therapy meets the qualifications outlined in the Development Strategy of South-West University "Neofit Rilski" and its central units, aligning with the institution's mission and strategic goals. Educational activities in the professional field 7.4. Public Health creates conditions for improving the quality of education by enhancing curricula and programs, strengthening the link between practice and education, and applying the results of scientific research in education.

These activities comply with the Higher Education Act, global and European standards, the SWU "Neofit Rilski" Regulations, and the National Qualifications Framework (Council of Ministers Decision No. 96/02.02.2012).

CURRICULUM

1- ST SEMESTER	ECTS	2ND SEMESTER	ECTS
1. Speech and language therapy in local lesions of the brain (aphasia and right-sided syndrome)	5.0	1. Complex therapy of Generalized Developmental Disorders	3.0
2. Clinic and therapy of dysphagia	5.0	2. Neurofeedback and biofeedback in speech and language therapy	3.0
3. Clinic, speech and language therapy in Neurodegenerative Diseases	5.0	3. Complex speech and language therapy for children and adolescents with cerebral palsy	3.0
4. Statistical methods in Logopedics	4.0	4. Elective course – practicum	3.0
5. Augmentative and alternative Communication and Assisting Technologies	5.0	5. Practice in logopedics (one day)	3.0
6. Elective course from group I	2.0		
7. a. Practice in logopedics (one day)	4.0	6. Graduation: Take the state theoretical exam or defend your thesis.	15.0
	Total 30		Total 30
ELECTIVE COURSES			
Elective courses from Group I (students choose one course)	ECTS	Elective course – practicum	ECTS
1. Counselling and advising for severe communication disorders	2.0	1. Telepractice in language and speech therapy	3.0
2. Basics of hospitalization and post-hospital care	2.0	2. Intervention strategies for persons with sensory-integrative dysfunctions	3.0
3. Clinical psychology and psychology of the third age	2.0	3. Electromyographic biofeedback in speech and language pathology	3.0
TOTAL CREDITS FOR THE ENTIRE TRAINING PERIOD: 60			

COURSE DESCRIPTIONS

I. COMPULSORY COURSES

SPEECH AND LANGUAGE THERAPY IN LOCAL LESIONS OF THE BRAIN (APHASIA AND RIGHT-SIDED SYNDROME)

ECTS credits: 5

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

Evaluation form: exam

Type of exam: written

Semester: first

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 course was designed for students with a master's degree and basic training in the bachelor's degree who will prepare for activities in clinical institutions for the treatment, rehabilitation, and recovery of persons (children and adults) with local brain lesions. The lecture course was divided into two modules. The first one was devoted to the identification of local lesions and specific diseases in which speech-language, communicative, intellectual, and cognitive functions were impaired, and the second module is dedicated to speech aphasiology in the context of speech rehabilitation training in adults or speech rehabilitation in children depending on the time of onset of the impairment. Special attention is given to the implications for communication and cognition in bilateral and unilateral (right-sided) impairments.

Aim and tasks:

The goal of the course is for students to successfully apply principles of teamwork in clinical settings to plan, implement, and evaluate activities related to the specifics of speech therapy and to conduct early prevention of speech disorders caused by local brain injuries during different periods of clients' development.

The course tasks specifically relate to the preparation of clinical speech-language pathologists as:

- learn current terminology in speech therapy and related activities in a clinical setting;
- to identify the different clinical forms of local brain lesions affecting speech and mental higher functions (aphasias and right-sided syndrome);
- develop and implement therapeutic programs to restore the language and speech skills of individuals with local brain disorders;
- to make short-term predictions and evaluations of the effects of speech and language therapy;
- acquire skills and habits of teamwork in a clinical environment;
- be able to plan and conduct consultations with relatives of aphasic individuals regarding the remedial education and diagnostic process and with the client themselves to motivate them to engage and participate in recovery education;
- apply certain speech therapy technologies to restore impaired speech and higher mental functions relevant to the communicative behavior of adult clients;
- plan and implement in a clinical setting speech-language pathology impact and rehabilitation programs for children who have sustained brain injuries in the early speech and language developmental period 3 - 6 years;
- plan and implement preventive speech therapy activities for children who have sustained local brain injuries in the pre-linguistic period of their development 2 - 4 yrs;
- document the data and results of speech therapy assessment and subsequent re-assessment;

Teaching methods:

Visualization, discussion, brainstorming, simulations, case studies, observation, research, work in the electronic environment, demo products, consulting, exchange of experience, use of specialized computer and device technologies.

Expected results:

Acquisition of new scientific knowledge and practical skills and their application in the clinical setting as part of teams for treating, rehabilitating, and recovering individuals (children and adults) with local brain lesions.

CLINIC AND THERAPY OF DYSPHAGIA

ECTS credits: 5

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

Lecturers: Assoc. Prof. Miglena Simonska, PhD; Assoc. Prof. Hristo Zlatanov, PhD, e-mail: miglena_simonska@swu.bg; hr.zlatanov@swu.bg;

Phone: +359 73 588 530

Annotation:

The lecture course "Clinic and Therapy of Dysphagia" is designed for full-time students and includes 45 academic hours per year (45 hours of lectures and 15 hours of practical exercises). Basic knowledge of the oral cavity, pharynx, and esophagus anatomy and physiology is required. It is studied in one semester. The course is designed to build on the student's knowledge of the basic theoretical concepts defining the importance of the act of swallowing for the normal functioning of the body's digestive and respiratory systems, as well as the importance of swallowing disorders in the development of pathological severe changes in the lower airway and larynx, manifesting in varying degrees of severity and duration and as disorders of voice production. Emphasis is placed on learning the most essential techniques for assessing the effectiveness of swallowing function and invasive and non-invasive medical diagnosis and treatment methods. A significant aspect of the content focuses on the acquisition of knowledge and skills in the evidence-based effectiveness of speech therapy for the diagnosis and treatment of progressive and non-progressive dysphagia in different age groups.

Teaching methods:

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

Expected results:

Demonstrate knowledge of the fundamental swallowing processes in humans, including its biological, neurological, psychological, and cultural bases. Knowledge of the principles and methods of preventing, assessing, and diagnosing individuals with swallowing disorders, including considering the disorders' anatomical, physiological, psychological, evolutionary, and cultural aspects. Knows the standards of ethical conduct regarding the assessment and treatment of dysphagia. Knows the methods used in research and the application of research principles to evidence-based clinical practice. Has developed professional attributes and skills in line with the speech and language therapy standards within European higher education (CPLOL/NQ, 2013). Finds gaps in information needed to understand the client's violation better and seeks information to fill them; discovers the impact of the breach on the psycho-social well-being and social and medical status of the client and significant others; if necessary, in a timely and appropriate manner refers the client to other specialists; selects and plans appropriate and effective therapeutic interventions involving critical

figures from the client's environment depending on his age; understands the role of different members of the interdisciplinary team and plans therapy accordingly; applies appropriate therapeutic techniques for dysphagia using the necessary materials and instrumentation in; document the response to treatment and any changes in the therapy plan; understands the concepts of "efficiency" and "effectiveness" about speech therapy diagnosis and therapy of dysphagia.

CLINIC, SPEECH AND LANGUAGE THERAPY IN NEURODEGENERATIVE DISEASES

ECTS credits: 5

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

Evaluation form: exam

Type of exam: written

Semester: first

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

Lecturers: Assoc. Prof. Miglena Simonska, PhD; Assoc. Prof. Rosen Kalpachki, PhD, e-mail: miglena_simonska@swu.bg; rkalpachki@swu.bg

Annotation:

The course "Clinical, Speech and Language Therapy in Neurodegenerative Diseases" includes two main modules: (1) clinic of Neurodegenerative Diseases and (2) Speech Therapy Assessment and Therapy of Neurodegenerative Diseases. The lecture course is compulsory and intended for full-time students from OKS Master who have a fundamental knowledge of neurology, psychopathology, dysarthria, apraxia, aphasia, neuropsychology, neurolinguistics, dysphagia, voice disorders and includes 75 academic hours per year (45 hours of lectures and 30 hours practical exercises). It is studied within one semester.

Aim 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 employers' expectations and are oriented towards students' acquisition and consolidation of essential skills and knowledge such as knowledge about the etiology and pathogenesis of neurodegenerative diseases; knowledge about the clinical manifestations of neurodegenerative diseases; knowledge and skills for the diagnosis and differential diagnosis of speech and language skills in persons with neurodegenerative diseases; skills to apply various therapeutic approaches and methods of speech therapy for persons with neurodegenerative diseases; skills to work in a team with specialists involved in the complex impact on persons with neurodegenerative diseases.

Teaching methods:

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

Expected Results:

These are in line with the objectives of the course. As an expected result, students should have acquired skills for the professional application of methods for diagnosis and differential diagnosis of speech and language disorders and dysphagia, planning logopedic intervention with appropriate approaches and techniques, and evaluating the effectiveness of this intervention. The specific skills that students should master relate to the application of the results of the project NetQues (Network for tuning standards and quality of education programs in Speech and Language Therapy/Logopedics across Europe: a multilateral academic and professional network) and recommendations of the Committee on Liaison on Logopedics in the EU (CPLOL).

Students should also acquire the following specific skills: analysis and interpretation of results from assessment of linguistic, speech and articulate function and their integration with disease history and other sources of information; Preparing oral and written reports on the results of the evaluation,

including analysis and interpretation of data from the review; Establishing the impact of the disorder on the psycho-social well-being, social and medical status of persons with neurodegenerative diseases and other persons significant to them; understanding the basis and relationships that underlie specific therapeutic methods; awareness of the role of different members of the interdisciplinary team and planning of therapy in accordance with their competencies; application of appropriate therapeutic techniques, using the necessary materials and instrumental equipment; collecting quantitative and qualitative information to assess the effectiveness of therapy; Understanding of the concepts "effectiveness" and "effectiveness" in relation to logopedic intervention. General and specific competencies are assimilated through consistently mastering the material on the topics specified in the course content.

STATISTICAL METHODS IN LOGOPEDICS

ECTS credits: 4

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

Evaluation form: exam

Type of exam: written

Semester: first

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

Lecturers: Assoc. Prof. Elena Karashtranova; Assis. Prof. Vera Veleva

Email: helen@swu.bg; veleva_v@swu.bg

Tel.: +359 73 588 530

Annotation:

The course "Statistical Methods in Logopedics" aims to acquaint students with the possibilities of specialized statistical packages for processing experimental data and their application in practice. It covers the basic principles of modeling empirical data and the possibilities of modern technologies for their implementation (MS Excel, SPSS, STATISTICA, and others).

Aim and tasks:

Tasks of the discipline taught:

- give students theoretical knowledge of contemporary applied programs, as well as the specifics of their use;
- give students the knowledge to create correct statistical models and develop skills for their application;
- To acquaint students with contemporary approaches to applying statistical methods in research in logopedics.

Tasks - to form habits for:

- design and modeling of practical problems with the help of statistics;
- development of models for statistical analysis of data in the subject area;
- Processing and analysis of accurate statistical data.

Teaching methods:

Lectures, talks, discussions, interactive methods

Expected results:

- After successful completion of the course, students should:
- know the principles of applying modern techniques for statistical analysis of data;
- able to create models for statistical processing of data;
- Knows and can apply statistical procedures with current statistical packages – creating, parameterizing, editing, entering, and exiting.

AUGMENTATIVE AND ALTERNATIVE COMMUNICATION AND ASSISTING TECHNOLOGIES

ECTS credits: 5

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

Evaluation form: exam

Type of exam: written

Semester: first

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

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

Annotation:

The course on the discipline “Augmentative and alternative communication and assisting technologies” is designed to acquaint students with the most widespread systems of complementary and alternative communication, their origin, essence, and purpose: Bulgarian gesture language, spoken gesture language, typed alphabet; independent use on various sign systems; specific communication approaches for multiple disorders; systems MAKATOH, PECS, Talking Mats. Students study popular strategies for communication, aiding or replacing verbal communication; Form skills to use in practice the following alternative strategy and specialized assisting technologies.

Aim and tasks:

The training objectives of the discipline are based on professional standards for the preparation of specialists within the framework of European higher education (NetQues, 2013) and the qualification characteristics of the specialty. During their studies in the discipline, students acquire theoretical and practical knowledge:

- about the existing systems for complementary and alternative communication;
- diagnosis and differential diagnosis for persons with communication disorders who need alternative and complementary communication;
- skills to detect the impact of the violation on the psycho-social well-being 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;
- to apply appropriate techniques and programs and specialized equipment for the therapy of communication disorders;
- for teamwork with various specialists involved in the treatment and therapy of persons with communication disorders, using complementary and assistive communication;
- to draw up a therapeutic plan and document its results and changes, if necessary;
- applying ethical principles in handling information and protecting the integrity, reliability, and credibility of solving problems and finding solutions for working with persons with communication disorders, users of complementary and assistive communication, and assistive technologies.

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, specialized software, etc. The practical exercises are held in specialized speech therapy offices on a university basis and in the clinical base of the Center for Speech Therapy at the FOZZGSS. Independent training is planned:

- Development of a topic for discussion, which the teacher pre-sets;
- Solving cases;
- 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 training in the discipline, 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 a relationship 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 conducted assessment, including analysis and interpretation of the information of the evaluation;
- select and plan appropriate and effective therapeutic interventions involving critical persons from the client's environment;
- apply appropriate therapeutic techniques and programs using the necessary materials and instrumental equipment.
- complete their documentation on time, by professional and legal requirements;
- understand the concepts of efficiency and effectiveness in the speech therapy intervention of persons with communication disorders, users of complementary and assistive communication;

COMPLEX THERAPY OF GENERALIZED DEVELOPMENTAL DISORDERS

ECTS credits: 3

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

Evaluation form: exam

Type of exam: written

Semester: second

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

Lecturer: Zornitsa Ivanova, honorary lecturer, e-mail: ababloom@yahoo.com
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Annotation:

The course aims to acquaint students with GDD in different age groups by revealing the regularities and dynamics of their development. It considers the problems of definition, etiology, symptomatology, and diagnosis of GDD. The emphasis falls on the peculiarities of speech and language development in persons with LD and the main strategies for complex, and in particular speech therapy, impact.

Aim and tasks:

At the end of the training, students should know the specifics of generalized developmental disorders. They must also know and apply basic approaches to forming communicative and social skills in practice. Students must also be able to assess the needs of the child and family and plan and coordinate the upcoming interventions.

Teaching methods:

Visualization, discussion, brainstorming, simulations, solving cases, observation, research, working in an electronic environment, demo products, consulting, exchange of experience, use of specialized computer and hardware technologies.

Expected results:

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

NEUROFEEDBACK AND BIOFEEDBACK IN SPEECH AND LANGUAGE THERAPY

ECTS credits: 3

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

Evaluation form: exam

Type of exam: written

Semester: second

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

Lecturers: Assoc. Prof. Dimitar Kolev, Assoc. Prof. Elka Goranova, e-mail: d.kolev@swu.bg; elkalog@swu.bg

tel. +359 73 588 530

Annotation:

Neurofeedback and biofeedback in modern science are part of applied neuroscience and behavioral therapies. An extremely rapidly developing field of shaping and modifying behavior and behavioral responses using computerized systems involving hardware (sensors) and software (audio-visual presentations). The course on Neurofeedback and Biofeedback in speech therapy practice introduces students to the practical application of the principles, methods, and techniques of instrumental (operant) learning in the speech therapy of communicative disorders by stepping on the theoretical propositions of the theory of functional systems (Russian school) and the theory of behavior analysis (western school). The course is entirely practically oriented to the specific speech therapy for the various communication disorders and, more precisely, how the principles, methods, and techniques of behavioral therapy in the form of neurofeedback and biofeedback can be applied together with the speech therapy work. The curriculum was developed with an external expert, a neurology doctor.

Aims and tasks:

The main aims of the course are:

- Getting to know the principles, methods, and techniques of the behavioral approach in speech therapy practice
- Mastering the basic techniques and concepts of instrumental (operant) learning to acquire or modify behavior, in particular speech and communicative behavior.
- Getting to know the basic principles, methods, and techniques for shaping and modifying behavior
- Getting to know the principles, methods, techniques, and technologies of neurofeedback and biofeedback in the behavioral approach

The main tasks of the course are:

- Students must have basic knowledge and practical skills for conducting behavioral speech therapy
- Students should understand the principles, methods, and techniques of shaping and modifying speaking behavior.
- Students should know the basic principles, methods, and techniques in 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 and practical exercises, visualization, discussion, brainstorming, simulations, solving cases, observation, research, working in an electronic environment, demo products, consulting, exchange of experience, use of specialized computer and hardware technologies.

Expected results:

The expected results of the course are:

- To use their knowledge and mastered practical skills to form and modify speaking and communicative behavior.
- To use biofeedback methods and technologies in their speech therapy practice.
- To know the neurofeedback methods and to be able to advise the interested persons which method can affect which disorder efficiently and effectively.

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

ECTS credits: 3

Hours per week: 2l+0s+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
tel. +359 73 588 530

Annotation: The lecture course on the discipline "Complex language and speech therapy for children and adolescents with cerebral palsy" is intended for full-time students from the OKS Master and includes 45 academic hours per year (30 hours of lectures and 15 hours of practical exercises). Requires basic knowledge of neurology, dysarthria, apraxia of speech, human anatomy and physiology, neurophysiology of communication, neuropsychology and neurolinguistics, voice disorders, psychology, dysphagia, writing and reading disorders. It is studied within one semester. The course includes the following content units: 1) Main etiological factors determining the occurrence of cerebral palsy; 2) Basic forms of cerebral palsy; 3) Communication disorders in children and adolescents with cerebral palsy; 4) Disorders of nutritional mechanisms in cerebral palsy; 5) Diagnosis and differential diagnosis of oral-motor mechanisms, language skills and academic skills in children and adolescents with cerebral palsy; 6) Approaches, methods and principles for logopedic impact, assessment of therapy effectiveness and prognosis.

Aim and tasks: The main goals of the course are following the general goals and qualification characteristics of the specialty, the academic standards of the University of Southern Ukraine, and the expectations of employers and are oriented towards the acquisition and consolidation by students of basic skills and knowledge such as knowledge of the etiology and pathogenesis of cerebral palsy; knowledge about the types of communication disorders that occur in children and adolescents with cerebral palsy; knowledge and skills for the diagnosis and differential diagnosis of speech, oral-motor, language and academic skills in children and adolescents with cerebral palsy; skills to apply various therapeutic approaches and methods of logopedic impact in cerebral palsy; skills to work in a team with specialists involved in the complex effects on children and adolescents with cerebral palsy.

Teaching methods:

Lectures and practical exercises, visualization, discussion, brainstorming, teamwork, simulations, solving cases, observation, research, working 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, 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 must learn 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 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 of the evaluation; ascertaining the impact of the disorder on the psycho-social well-being, social and medical status of children and adolescents with cerebral palsy 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.

II. ELECTIVE DISCIPLINES

COUNSELLING AND ADVISING FOR SEVERE COMMUNICATION DISORDERS

ECTS credits: 2

Hours per week: 1l+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. Miglena Simonska, PhD; e-mail: miglena_simonska@swu.bg
tel. +359 73 588 530

Annotation:

The course "Counseling and Advising for Severe Communicative Disorders" is an elective from the Clinical Speech Therapy curriculum designed to provide knowledge and skills for counseling individuals with severe communicative disorders and their families. It is based on developing fundamental theoretical and methodological knowledge and practical skills for supportive activities to improve these individuals' mental health and personal and social functioning.

Aim and objectives:

The main objectives of the discipline are the general objectives and qualification characteristics of the specialty, the academic standards of the South University of Health Sciences, and the expectations of employers, which are oriented towards the acquisition and consolidation by students of essential skills and knowledge such as primary methods of counseling and advising persons with neurodegenerative diseases; aphasia, dysphagia, cerebral palsy, emotional-behavioral disorders; teamwork skills with specialists involved in the complex impact in these persons.

Teaching methods:

Lectures and practical exercises, visualization, discussion, brainstorming, teamwork, simulations, case studies, observation, research, work in an electronic environment, counseling, and exchange of experience.

Expected results:

They are in line with the course objectives. As expected outcomes, students should acquire skills in the professional application of methods to assess the needs of individuals with severe communication disorders and their families related to limiting their quality of life and well-being to plan therapeutic interventions with appropriate approaches and techniques to be appropriately utilized by these individuals. The specific skills to be acquired by the students 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 EU Liaison Committee of Speech and Language Therapists (CPLOL). Students must 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 disorder and its impact on the client's personality; preparation of an oral and written report of the results of the assessment, including analysis and interpretation of the assessment information; identification of the impact of the disorder on the psychosocial well-being, social and medical status of persons with severe communication disorders. General and specific competencies are acquired through the sequential mastery of the material on the topics specified in the course content.

BASICS OF HOSPITALIZATION AND POST-HOSPITAL CARE

ECTS credits: 2

Hours per week: 1l+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. Ekaterina Mitova, MD, ekaterina@swu.bg

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Annotation:

The program is designed for students in clinical speech therapy. It introduces the basic theoretical and practical concepts of pre-hospital, hospital, and post-hospital care types. The role of the clinical speech therapist in the inpatient and post-hospital care system is examined. The administration of the admission, stay, and discharge process for patients with neurological disorders is also discussed. Emphasis is placed on working in a multidisciplinary team and the possibilities of adapting different types of environments to achieve a higher quality of life for patients with neurological disabilities. Students will be prepared for their future work with individuals who have neurological and mental illnesses and disorders related to motor functioning, coordination, memory, hearing, speech, behavior, intellectual and physical development, and their ability to self-care.

Aim and objectives:

To build knowledge and skills in a clinical environment about the specifics of the contingent.

Teaching methods:

Presentations, documentation, case studies

Expected outcomes:

Approaches and work methods learned based on the knowledge acquired about inpatient and post-hospital care.

CLINICAL PSYCHOLOGY AND PSYCHOLOGY OF THE THIRD AGE

ECTS credits: 2

Hours per week: 1l+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. Rusank Mancheva, e-mail: r.p.mancheva@swu.bg

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Annotation:

Students will learn about the most common alternative communication strategies, their origins, natures, and purposes. They will also study Bulgarian sign language, calqued sign language, and the dactyl alphabet. Students will learn to use different sign systems independently and study contemporary communication strategies, such as total communication and bilingualism. They will also learn about the socio-psychological aspects of the bilingual-bicultural approach and specific communication approaches for multiple disorders, such as the MAKATON system.

Students should be familiar with popular communication strategies that support or replace verbal communication and develop the skills necessary to use the following alternative strategies in practice: sign language, finger spelling, and the Makaton system.

The learning objectives of the course "Alternative Communication Strategies" align with professional standards for training specialists within the European higher education system

(CPLOL/NQ, 2013) and the specialty's qualification characteristics. During their training, students will acquire theoretical and practical knowledge.

Aim and objectives:

The **objectives** of the course, "Alternative Communication Strategies," align with professional training standards for specialists in European higher education (CPLOL/NQ, 2013) and the specialty's qualification characteristics. During their training, students acquire theoretical and practical knowledge.

- regarding existing alternative communication strategies;
- diagnosis and differential diagnosis in individuals with communication disorders who need alternative and augmentative communication;
- skills for detecting the impact of the disorder on the client's psychosocial well-being, social and medical status, and significant others;

They also acquire the knowledge and skills necessary to refer clients to other specialists in a timely and appropriate manner, if necessary.

- Apply appropriate techniques, programs, and specialized equipment to treat communication disorders resulting from hearing impairments.
- To work as part of a team with various specialists involved in treating and providing therapy to individuals with communication disorders who use augmentative and alternative communication.
- To develop a therapeutic plan and document results and changes, as needed.
- Apply ethical principles when handling information to protect the integrity, reliability, and credibility of problem-solving and finding solutions related to working with individuals with communication disorders who use augmentative and alternative communication.

Teaching methods:

Presentations, documentation, case studies

Expected outcomes:

By the end of the "Alternative Communication Strategies" training program, students majoring in Speech Therapy should have developed professional skills and qualities that meet the NetQues project's standards for speech therapist training. Students should be able to:

- establish a relationship with clients and facilitate their participation in the assessment and differential diagnosis process;
- accurately analyze and interpret assessment results and integrate them with medical histories and other sources of information;
- Prepare an oral and written report on the results of the assessment, including the analysis and interpretation of assessment information.
- Select and plan effective and appropriate therapeutic interventions involving key individuals from the client's environment.
- apply appropriate therapeutic techniques and programs using the necessary materials and instrumental equipment; and
- complete their documentation in a timely manner in accordance with professional and legal requirements.
- Complete their documentation in a timely manner in accordance with professional and legal requirements.

Understand the concepts of efficiency and effectiveness in relation to speech therapy interventions for individuals with communication disorders who use augmentative and alternative communication.

TELEPRACTICE IN LANGUAGE AND SPEECH THERAPY

ECTS credits: 3

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

Evaluation form: exam

Type of exam: written

Semester: second

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 course includes a module examining telemedicine, a subfield offering remote therapy via telecommunications technology. Topics covered in the course include: - Telemedicine: reasons for its emergence and areas of application

- Advantages and disadvantages of telemedicine
- Factors affecting the effectiveness of telemedicine
- Application of telemedicine in language and speech pathology
- Application of telemedicine in expressive language disorders
- Application of telemedicine in impaired speech fluency
- Application of telemedicine in voice disorders
- Application of telemedicine in cognitive and behavioral disorders, including autism Aphasia.

Genetic disorders, hearing loss, and the application of biofeedback devices in telemedicine. The course also includes supervision in completing a written (oral) protocol, video review, and structured observation. The course also covers the code of ethics and professional conduct.

Aim and objectives:

The goal is to familiarize students with innovations in telemedicine for counseling, diagnosing, and treating individuals with communication disorders. Tasks include acquiring the knowledge and skills necessary to apply telemedicine to various types of language and speech disorders and complying with ethical and professional standards and behaviors.

Teaching methods:

Reflective techniques, discussions, debates, and illustrations using clinical materials, videos, and specialized software.

Expected outcomes:

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.

INTERVENTION STRATEGIES FOR PERSONS WITH SENSORY-INTEGRATIVE DYSFUNCTIONS

ECTS credits: 3

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

Evaluation form: exam

Type of exam: written

Semester: second

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

Lecturer: Assoc. Prof. Svetlana Kartunova, e-mail: sv.kartunova@swu.bg

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Annotation:

The course, "Strategies for Impact on Individuals with Sensory-Integrative Dysfunctions," consists of two main modules. The first module covers neurophysiological development and the assessment of sensory processing, integration, and motor planning. The second module covers therapeutic planning and approaches to sensory-integrative dysfunction. This compulsory lecture course is intended for full-time master's degree students with a basic knowledge of neurology, psychopathology, apraxia, neuropsychology, neurolinguistics, and dysphagia. The course includes 45 academic hours per year, consisting of 15 hours of lectures and 30 hours of practical exercises. The course is completed within one semester.

Aim and objectives:

The main objectives of the discipline align with the general objectives and qualification characteristics of the specialty, the academic standards of SWU, and the expectations of employers. They are oriented toward helping students acquire and consolidate basic skills and knowledge, such as:

- knowledge of the etiology and pathogenesis of sensory-integrative dysfunctions
- knowledge of pathological factors of dysregulation in early childhood and beyond
- knowledge of tools for assessing sensory processing and behavior regulation in individuals with sensory-integrative dysfunctions
- skills for applying therapeutic approaches and methods for intervention in individuals with sensory processing and integration problems

Teaching methods:

The program includes lectures, practical exercises, visualizations, discussions, brainstorming sessions, simulations, case studies, observations, research, work in real and electronic environments, demonstrations of products, consulting services, and an exchange of experiences. It also involves the use of specialized computer and hardware technologies.

Expected outcomes:

Students should acquire the skills necessary for professionally applying methods of assessing sensory-integrative development and processes. They should also learn to plan therapeutic interventions with appropriate approaches and techniques according to the age and specific developmental characteristics of individuals with sensory-integrative dysfunctions. Additionally, students should learn to monitor the stages and effectiveness of these interventions. These skills are related to the application of the NetQues project results (Network for Tuning Standards and Quality of Education Programs in Speech and Language Therapy/Logopedics Across Europe, a multilateral academic and professional network) and the CPLOL (Committee for Liaison of Speech and Language Therapists in the EU) recommendations. Students should also learn to diagnose, analyze, and interpret the results of assessments of language, speech, and feeding mechanisms, integrating them with medical histories and other sources of information. Students will be expected to identify and analyze the impact of sensory-integrative dysfunctions on communication, speech, and feeding skills in diagnostic and therapeutic contexts. They must also be able to prepare oral and written reports on assessment results, including analysis and interpretation of assessment information.

ELECTROMYOGRAPHIC BIOFEEDBACK IN SPEECH AND LANGUAGE PATHOLOGY

ECTS credits: 3**Hours per week:** 1l+0s+2p**Evaluation form:** exam**Type of exam:** written**Semester:** second**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:

As a modern applied field, biofeedback is widely penetrating various behavioral therapies, including speech therapy. An extremely rapidly developing field of forming and modifying behavior and behavioral responses with the help of computerized systems, including hardware (sensors) and software (audiovisual presentations), biofeedback methods have become an indispensable tool in speech therapy practice worldwide and are rapidly entering Bulgarian practice as well.

The EMG-Biofeedback in Speech Therapy Practicum introduces students to the practical application of the principles, methods, and techniques of instrumental (operant) learning in the speech therapy of communicative disorders by building on the physiological method widely used in medical practice, namely electromyographic (EMG).

The course is entirely practical and oriented towards specific speech and language therapy for different communicative disorders and, more precisely, how the principles, methods, and techniques of behavior therapy in the face of EMG-biofeedback can be applied together with speech therapy.

The curriculum was developed with an external expert, a neurology physician.

Aim and objectives:

The main objectives of the course are:

- To introduce the principles, methods, and techniques of EMG-biofeedback in speech therapy practice.
- To master the basic techniques and techniques of instrumental (operant) learning for acquiring or modifying behaviors, particularly speech and communication, using EMG.
- Familiarity with the basic principles, methods, and techniques of shaping and modifying behavior using EMG.

The main tasks of the course are:

- Students should have basic knowledge and practical skills for conducting EMG-biofeedback.
- Students should understand the principles, methods, and techniques of speech behavior shaping and modification through EMG-Biofeedback
- Students should know the basic principles, methods, and techniques of relaxation in speech therapy practice through EMG-biofeedback
- Students should know how to modify and eliminate accompanying movements in speech performance.

Teaching methods:

Visualization, discussion, brainstorming, simulations, case studies, observation, research, work in the electronic environment, demo products, consulting, exchange of experience, and use of specialized computer and instrumentation technologies.

Expected outcomes:

They will use the knowledge and practical skills they have learned to shape and modify speech and communication behaviors through EMG-Biofeedback.

To use EMG biofeedback to relax individual muscle groups or the patient.

III. PRACTICE

CLINICAL PRACTICE

ECTS credits: 4

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: Assis. Prof. Radoslava Kostova, PhD, e-mail: radostina.kostova@swu.bg
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Annotation:

The current course, "Clinical Practice," for students with a Master's degree, full-time study in the specialty Clinical Speech Therapy, aims to introduce students to the clinical practice of the studied specialty. It consists of a total schedule of 120 hours, of which 45 hours are practical exercises and 75 hours are intended for extracurricular activities. The practical training is tailored to the competencies that each of the students who graduated with the bachelor's degree must have and to the disciplines studied in the current semester - Speech therapy for local lesions of the brain (aphasias and right-hemispheric syndrome); Clinic, and treatment of dysphagia; Clinic, language and speech therapy in neurodegenerative diseases; Augmentative and alternative communication and assistive technologies. The 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 preliminary instruction of the students and the essential speech therapist. The head of the practice (academic mentor) assigns the students to speech therapy offices at primary institutions (treatment facilities for outpatient and inpatient medical care, schools and kindergartens, specialized speech therapy centers from the state and private sector, the Speech Therapy Center at the Faculty of Public Health, Health Care and sport" of South-west University "Neofit Rilski").

Purpose and tasks:

The "Clinical Practice" course aims to introduce students to the diagnosis and therapy of communication disorders that have been studied up to the time of their training. The practical exercises aim to acquaint the students with the diagnostic and therapeutic process peculiarities for persons with communication disorders of different age groups. The tasks included in the "Clinical Practice" training are monitoring and analysis of the primary speech therapist's documentation for the speech therapy classes conducted by him; carrying out speech therapy diagnostics by collecting data from the anamnesis, expert decisions by medical committees, results of conducted clinical examinations and administered drug therapies, interview with the person's parent/guardian/relatives; interview with teachers/educators and other specialists working with the person; conducting screening procedures and applying appropriate speech therapy diagnostic methods to assess the type and degree of severity of the communicative disorder; preparation of a speech therapy plan for a specific case, preparation of individual and group speech therapy classes. During these exercises, students acquire knowledge and skills to apply the particular research and analysis methods of speech and language pathology to support the diagnosis of communication disorders and structuring speech therapy. They also have the opportunity to put into practice the speech therapy methods studied for various communication disorders and different age groups. These exercises allow 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:

Instructions for conducting clinical practice, process monitoring, and advising students.

Expected results: Students must know modern methods and tools for diagnosing communication disorders in order to apply their knowledge practically in speech therapy work. They must also be able to determine the degree and specific features of language and speech pathology in different age groups. Students who have completed this course can work independently or as part of a team because they have the knowledge necessary to solve clinical problems and select appropriate diagnostic and therapeutic speech therapy methods independently. The knowledge and skills acquired through this

course training ensure successful application in the health system, education, or private sectors and are relevant to clinical practice.

Head of department:.....
/assoc. prof. E. Goranova/

Dean:.....
/assoc. prof. M. Simonska/