

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

FACULTY OF PUBLIC HEALTH, HEALTH CARE AND SPORTS

QUALIFICATIONS DESCRIPTION

OF SPECIALTY: LOGOPEDICS For qualification degree: MASTER

in the programme: LOGOPEDICAL MANAGEMENT OF VOICE AND FLUENCY DISORDERS

with professional qualification: LOGOPEDIST (SPEECH AND LANGUAGE THERAPIST)

- **Educational qualification degree:** Master
- **Professional qualification:** Logopedist (Speech and Language Therapist)
- **Form of education:** Full-time
- **Period of study:** 1 /one/ year
- **Admission requirements:** Applicants must hold a Bachelor's or Master's degree in Logopedics (Speech and Language Therapy).

I. GENERAL OVERVIEW OF THE MASTER'S PROGRAMME

The specialty “Logopedics” meets the need for highly qualified personnel by preparing professionals who will effectively carry out consultative, expert-diagnostic and therapeutic activities for individuals with fluency (stuttering, stammering, and mixed forms) and voice disorders. Master graduates will meet the growing need for professionals aimed at supporting individuals of various age groups with fluency and voice disorders and their families.

The focus of the Master's degree programme “Logopedical Management of Voice and Fluency Disorders”, accredited at the South-West University “Neofit Rilski”, is to implement a highly effective educational process that will advance the training of Master's degree speech and language therapists. The training is preparing the students for appropriate professional and personal development so that they can respond more adequately to the needs of the labour market.

Graduated speech and language therapists will expand their knowledge acquired in Bachelor's degree about voice and fluency disorders, with knowledge and skills for interpretation of definitions, aetiology, pathogenesis, symptomatology, assessment and differential diagnosis and speech and language therapy interventions - basic methods, programs, approaches, principles and techniques.

The programme's documentation is in accordance with the principles of modern university education, and is in line with the conditions of continuous development of the structures of the health and education systems, and the social care system, in order to improve the quality of life of individuals with communication disorders.

II. ADMISSION AND STUDY PROCESS

This master's program is designed for undergraduate speech and language therapists who have acquired basic training in two communication disorders modules: voice and fluency. The training is full-time, with duration of 1 year (2 semesters), with a total of 555 academic hours of compulsory and elective courses, and 1245 hours of extracurricular activities, with total 60 ECTS.

The compulsory courses are aimed at upgrading the acquired fundamental background knowledge from Bachelor's degree about voice and fluency disorders for individuals from all age groups.

The elective courses provide a deepening knowledge of the specialized training. They contribute to the acquisition of specific knowledge and build on what has been learned in the compulsory subjects, focusing on specific competences and skills.

Optional courses provide the opportunity to acquire knowledge and skills in accordance with students' interests. Every student can study any course that is taught at South-West University "Neofit Rilski" - Blagoevgrad, regardless of the faculty in which the training is organized.

Students who have successfully passed all term exams are permitted to graduate. The training ends with a state exam or a thesis defence, covering the studied topics in the compulsory disciplines. The syllabus for the state exam is announced one term before graduation. Students wishing to defend a diploma thesis must have a grade above Very Good (4.50) and they must submit a request to the Head of Department to determine the topic and a research supervisor by the end of the first semester. International students graduate with a defence of a diploma thesis.

III. EDUCATIONAL OBJECTIVES

The main objective of the training in the Master's programme "Logopedical Management of Voice and Fluency Disorders" is to prepare highly qualified professionals who are able to perform assessment of the communication deficits and needs of individuals with voice and fluency disorders (stuttering and stammering), as well as to consult, plan and implement up-to-date therapeutic speech and language therapy programmes.

1. Knowledge, skills, personal and professional competencies

The post-graduates will have the necessary knowledge and skills related to voice and fluency disorders at the end of the training, such as:

- Definitions, aetiology, symptomatology, assessment and treatment of individuals with voice and fluency disorders and will be able to:
 - Organize, supervise and carry out speech therapy work in speech therapy offices in the pre-school and school educational system, and special education establishments, in nursing homes and centres, in public health establishments; in diagnostic, rehabilitation and resource centres;
 - Keep records in the speech and language therapy office and/or sector of practice;
 - Conduct consultations and preventive activities on voice and fluency disorders;
 - Identifies gaps in information needed to better understand the client's disorder and seek information to fill them;
- Identify the impact of the disorder on the psychosocial well-being, social and medical status of the client and significant others;

- Select and plan appropriate and effective therapeutic interventions and techniques, using necessary materials and instrumental equipment involving key figures in the client's environment;
- Understand the role of other members of the interdisciplinary team and plan therapy accordingly;
- Measure different levels of efficacy and effectiveness of speech therapy work with individuals with voice and fluency disorders and apply best evidence-based practices;
- Document the response to therapy and any changes to the therapy plan;
- Refer the client to other professionals as needed in a timely and appropriate manner;
- Perform research and scientific-applied work in the area of his/her specialty.

2. Requirements for the preparation of graduates

During the training, the student acquires thorough theoretical and practical knowledge and skills for diagnostic and therapeutic work with individuals with voice and fluency disorders. This knowledge includes: definition, aetiology, symptomatology, diagnosis and differential diagnosis and treatment for voice and fluency disorders in all age groups.

Specialized training involves the acquisition of knowledge and skills in the following types of voice and fluency disorders:

- neurogenic voice disorders;
- psychogenic voice disorders;
- functional voice disorders;
- spasmodic dysphonia;
- congenital dysphonia;
- phonotrauma and trauma-related dysphonia;
- laryngectomy;
- voice resonance disorders;
- stuttering;
- stammering;
- mixed forms of voice and fluency disorders of speech;
- fluency disorders in neurological diseases;
- fluency disorders in genetic syndromes.

Students will acquire **specific practical knowledge and skills in the practical training** during the I and II semester, with total of 120 hours, 10 credits and is conducted once a week, under the supervision of a trained and experienced speech and language therapist with contractual relationship with the university, and academic mentor. The clinical practicum concludes with an exam. Practical training is conducted in outpatient and inpatient medical care facilities, speech-language therapy offices at schools and kindergartens, specialized speech and language therapy centres in the public and private sector, Logopedical Centre at the Faculty of Public Health, Health Care and Sport of South-West University "Neofit Rilski", University Stuttering Research Center at South-West University "Neofit Rilski" and covers work with all age groups. Clinical practice is tailored to the academic courses studied in the respective semester.

The stated competences are acquired through lectures, seminars, observations, clinical practice, participation in scientific seminars and student conferences.

IV. AREAS OF IMPLEMENTATION

Graduates of the Master's programme can practice the acquired knowledge and skills by organizing, supervising and implementing the complete speech therapy work:

- In speech and language therapy offices in pre-school and school education system and special institutions;
- In nursing homes and centres for persons with disabilities; in public health institutions (clinical, diagnostic, rehabilitation centres); in inclusive education support centres, etc.;
- In clinical settings, participate with the attending physician in determining the rehabilitation potential of individuals with speech and/or language pathology;
- Keep records in the speech therapy office and/or sector for which they are responsible;
- Carry out advisory and preventive activities;
- Carry out research and scientific-applied work in the field of their specialty;
- Private practice.

Positions that can be occupied pursuant to Addendum 4 of Ordinance No ПД01-931/27th Dec, 2010 with the changes that came into force with the National Standard Classification of Occupations and Professions-2011 on 1st Jan, 2023. The list of positions in the National Classification of Occupations and Professions, 2011 has the Code: 2266 Audiologists and Speech Therapists; and Code: 2266 6001 Speech Therapist.

Graduates can continue their education in other master's programs, in the same or another professional field, as well as in the educational and scientific degree "Doctor"/PhD.

V. INTERNATIONAL MOBILITY

The programme provides the opportunity for international student mobility under ERASMUS+ with universities from Poland, Cyprus, Belgium, Turkey, Finland, the Republic of North Macedonia, etc. For the duration of their mobility, students receive an Erasmus grant: a financial support aimed at helping with the additional mobility costs caused by differences in living standards abroad. Mobility responds to students' learning and personal development needs.

The Qualification Description for the Master's Degree programme in “Logopedical Management of Voice and Fluency Disorders” with professional qualification “logopedist (speech and language therapist)” is the main document which determines the development of the curriculum and the teaching programmes. The training is in accordance with the mission of the Faculty of Public Health, Health Care and Sport, South-West University "Neofit Rilski". It is in accordance 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 requirements of the National Qualification Framework (Decision of the Council of Ministers No. 96/02.02.2012).

The Qualification Description is adopted at the Departmental Council of the Department of Logopedics on 03.05.2022 by Protocol №4, at the Faculty Council “Public Health, Health Care and Sport” on 17.05.2022 with Protocol № 8, and approved by the Academic Council of South-West University "Neofit Rilski" on 13.07.2022 with Protocol № 24.

CURRICULUM

1- ST SEMESTER	ECTS	2ND SEMESTER	ECTS
1. Logopedical management of childhood fluency disorders	6.0	1. Medical aspects of voice disorders	3.0
2. Logopedical management of fluency disorders in adolescents and adults	6.0	2. Logopedical management of voice disorders	5.0
3. Medical, psychological, and linguistic aspects of fluency disorders	6.0	4. Elective course – practicum	3.0
4. Statistical methods in speech and language pathology	3.0	5. Practice in logopedics (one day)	4.0
5. Elective course from group I	3.0	6. Graduation: Take the state theoretical exam or defend your thesis.	15.0
6. a. Practice in logopedics (one day)	6.0		
	Total 30		Total 30
ELECTIVE COURSES			
Elective courses from Group I (students choose one course)	ECTS	Elective courses from Group II (students choose one course)	ECTS
1. Neurofeedback and biofeedback in fluency disorders	3.0	1. Assisting technologies and alternative communication in individuals with voice pathology	3.0
2. Art therapy in fluency disorders	3.0	2. Psychotherapy for fluency and voice disorders	3.0
3. Phonetic-linguistic protocol for fluency and voice disorders	3.0	3. Vocal pedagogy	3.0
TOTAL CREDITS FOR THE ENTIRE TRAINING PERIOD: 60			

COURSE DESCRIPTIONS

I. COMPULSORY COURSES

LOGOPEDICAL MANAGEMENT OF CHILDHOOD FLUENCY DISORDERS

ECTS credits: 6

Hours per week: 2l+1s+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 – miglena_simonska@swu.bg

Phone: +359 73 588 530

Annotation: This course consists of lectures, seminars, and practical training studied over one semester. It is intended for students in the Master's program *Speech-Language Pathology Management in Voice and Fluency Disorders*, who already hold a Bachelor's degree in Speech and Language Therapy and possess foundational knowledge of fluency disorders. The course is aimed at expanding and deepening students' knowledge and skills in diagnosing, treating, and predicting stuttering in early childhood and primary school age. The lecture course is structured into two modules:

1. Stuttering in early childhood.
2. Stuttering in primary school age.

Aims and Tasks: The main aim of the course is to acquire and refine skills related to:

1. The application of tests for diagnosis and differential diagnosis.
2. The use of methods and techniques for speech-language therapy.
3. The administration of tests and methods for evaluating the effectiveness of therapy for childhood stuttering.

Specific skills to be developed include applying outcomes from the **NetQues project** (*Network for Tuning Standards and Quality of Educational Programmes in Speech and Language Therapy/Logopaedics across Europe*), such as:

- Analysis and interpretation of assessment results and integrating them with case history and other information sources.
- Preparing oral and written reports of assessment outcomes, including analysis and interpretation.
- Evaluating the impact of the disorder on the child's psychosocial well-being, social and medical status, and family.

Teaching Methods: Lectures, seminars, practical sessions, visualization, discussion, brainstorming, teamwork, simulations, case studies, observation, research, online activities, consultations, experience exchange, and the use of specialized computer and instrumental technologies.

Expected Results: By the end of the course, students should be able to:

- Differentiate stuttering from normal disfluency.
- Establish an accurate diagnosis and determine the severity of stuttering.
- Classify the disorder and distinguish subtypes of stuttering.
- Assess the likelihood of spontaneous recovery.
- Identify risk factors for the development of chronic stuttering.
- Select appropriate therapy programs.
- Collect both quantitative and qualitative data to evaluate therapy effectiveness.
- Understand the concepts of *efficacy* and *effectiveness* in relation to speech-language interventions.

LOGOPEDICAL MANAGEMENT OF FLUENCY DISORDERS IN ADOLESCENTS AND ADULTS

ECTS credits: 6

Hours per week: 2l+1s+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. Elka Goranova, PhD – elkalogo@swu.bg

Phone: +359 73 588 530

Annotation: The course is structured into two modules:

1. Diagnostic tools and procedures for adolescents and adults who stutter.
2. Therapeutic approaches, programs, and strategies for adolescents and adults.

The course provides knowledge related to understanding, analyzing, and interpreting the etiology, symptomatology, diagnostics, and speech-language intervention for fluency disorders in adolescents and adults – including main methods, programs, approaches, principles, and techniques.

Aims and Tasks: The course aims to update and deepen students' knowledge and skills in counseling, diagnosis, and therapy of stuttering in adolescents and adults.

Teaching Methods: The lecture course is delivered through pre-prepared multimedia presentations on the respective topics, containing text, videos, diagrams, and other materials. Teaching methods include teamwork, group discussions, case study analysis, observation, research, online activities, consultations, and the use of specialized computer and instrumental technologies. Students are encouraged to develop critical analysis skills and creativity.

Expected Results: Students will be able to:

- Apply modern therapeutic approaches and correction techniques within evidence-based behavioral intervention programs and models.
- Select and plan appropriate and effective therapeutic interventions, involving significant individuals from the client's environment.
- Understand and recognize the role of other members of the inter-/transdisciplinary team and develop therapy plans in collaboration with them.
- Apply appropriate therapeutic techniques specific to fluency disorders, using relevant visual materials and instrumental equipment such as **DAF, Facilitator, Easy Speech System, Biofeedback**.

(According to the European project NetQues – Network for Tuning Standards and Quality of Education Programmes in Speech and Language Therapy/Logopaedics across Europe: a multilateral academic and professional network.)

MEDICAL, PSYCHOLOGICAL, AND LINGUISTIC ASPECTS OF FLUENCY DISORDERS

ECTS credits: 6

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

Evaluation form: exam

Type of exam: written

Semester: first

Supervision: Department of Medical and Social Sciences (Faculty of Public Health, Health Care and Sports), Department of Psychology (Faculty of Philosophy), Department of Bulgarian Language (Faculty of Philology)

Lecturers:

- Prof. Vaska Stancheva-Popkostadinova, PhD – v_stancheva@swu.bg
- Assoc. Prof. Natasha Angelova, PhD – natasha_v@swu.bg
- Assoc. Prof. Gergana Padareva-Ilieva, PhD – filologiya@swu.bg

Phone: +359 73 588 530

Annotation: The course *Medical, Psychological, and Psycholinguistic Aspects of Fluency Disorders* aims to summarize knowledge that cannot be attributed solely to speech-language pathology but is essential for understanding dysprosodic speech disorders.

The content is organized into three modules:

1. **Medical module** – Diseases, psychophysiological and neurological issues related to etiology, hereditary factors, and clinical vulnerability in children with stuttering and cluttering.
2. **Psychological module** – Personality characteristics of individuals who stutter, with a focus on socialization, behavior modification, and strengthening of self-esteem and self-concept as the most vulnerable aspects of their personality.
3. **Linguistic module** – Linguistic, phonetic, and phonological models explaining manifestations of fluency disorders. This part also examines the relationship between the linguistic system (of a specific language) and fluency disorders. Acoustic studies emphasize parameters proven to be predictors of stuttering. Prosodic research is also discussed in relation to pragmatics and the participation of individuals with fluency disorders in communication.

Aims and Tasks: Aim: To provide students with knowledge, skills, and competencies regarding the medical, psychological, and linguistic aspects of fluency disorders.

Tasks:

1. To clarify para-logopedic aspects in contemporary theories of stuttering, cluttering, and other fluency disorders.
2. To understand the specifics of personality development in individuals with fluency disorders.
3. To analyze issues related to socialization and social functioning of individuals with fluency disorders.
4. To acquire knowledge necessary for differentiating speech-language pathology from other problems, without compromising the multidisciplinary approach.
5. To develop skills for counseling in cases of difficulties in social adaptation.

The course also aims to familiarize students with phonetic, phonological, and linguistic models of stuttering, the influence of the specific language system, and the role of phonetics not only in assessment and therapy monitoring but also in predicting stuttering.

Teaching Methods: The lecture course uses multimedia presentations (text, videos, diagrams) and interactive discussions. Examples from speech samples with fluency disorders are used, along with modern software for acoustic speech analysis (Praat, SIL Acoustic Speech Analyzer). Seminars include group discussions, problem-solving, and case studies.

Expected Results: By the end of the course, students will:

- Understand the para-logopedic aspects of fluency disorders.
- Acquire basic skills for diagnosis, counseling, and therapy of individuals with fluency disorders.
- Be familiar with phonetic, phonological, and linguistic models of stuttering.

- Be able to independently analyze cases based on language-speech models and technological tools.

STATISTICAL METHODS IN SPEECH AND LANGUAGE PATHOLOGY

ECTS credits: 3

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

Evaluation form: exam

Type of exam: written

Semester: first

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

Lecturer: Assoc. Prof. Elena Karashtranova, PhD – helen@swu.bg

Phone: +359 73 588 530

Annotation: The course *Statistical Methods in Speech and Language Pathology* introduces students to the use of specialized statistical software for processing experimental data and applying it in practice. It covers basic principles of empirical data modeling and explores the possibilities offered by modern technologies such as **MS Excel, SPSS, STATISTICA**, and others.

Aims and Tasks:

Aims:

- To provide students with theoretical knowledge about applied statistical programs and the specifics of their use.
- To develop skills for creating accurate statistical models and applying them in practice.
- To introduce modern approaches to applying statistical methods in research in the field of speech and language pathology.

Tasks – developing habits for:

- Designing and modeling practical problems using statistical tools.
- Developing models for statistical data analysis in the professional field.
- Processing and analyzing real statistical data.

Teaching Methods: Lectures, discussions, interactive methods.

Expected Results: By the end of the course, students will:

- Understand principles of applying modern technologies for statistical data analysis.
- Be able to create models for statistical data processing.
- Be familiar with and able to use statistical procedures in modern software packages (creating, parameterizing, editing, input and output of data).

MEDICAL ASPECTS OF VOICE DISORDERS

ECTS credits: 3

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

Evaluation form: exam

Type of exam: written

Semester: second

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

Lecturer: Prof. Vaska Stancheva-Popkostadinova, PhD – v_stancheva@swu.bg

Phone: +359 73 588 530

Annotation: The course aims to provide students with fundamental knowledge of the etiology, pathogenesis, and clinical manifestations of the most common diseases related to the **anatomical and functional organization of the vocal apparatus**.

The course introduces specific nosological entities, outlining:

- predisposing and etiological factors,
- pathogenesis,
- clinical characteristics,
- diagnostic approaches, and
- possibilities for treatment.

Aims and Tasks: The aim of the course is to develop competencies for identifying and understanding the medical aspects of voice disorders.

Tasks:

1. To acquire theoretical knowledge regarding the main medical conditions underlying voice disorders.
2. To analyze the impact of these conditions on communication and quality of life.
3. To understand diagnostic methods used in medical practice for identifying voice disorders.
4. To develop skills for working in an interdisciplinary team alongside medical specialists.

Teaching Methods: Lectures, seminars, demonstrations, multimedia presentations, case studies, discussions, observation of clinical practice.

Expected Results: By the end of the course, students will:

- Recognize the most common medical conditions associated with voice disorders.
- Understand the etiological and pathogenic mechanisms underlying these disorders.
- Be able to collaborate effectively with medical professionals in the diagnosis and treatment process.
- Apply acquired knowledge when planning and conducting speech-language therapy for individuals with voice disorders.

LOGOPEDICAL MANAGEMENT OF VOICE DISORDERS

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. Miglena Simonska, PhD – miglena_simonska@swu.bg

Phone: +359 73 588 530

Annotation: The course is studied over one semester and includes lectures, seminars, and practical sessions. It is intended for students in the Master's program *Speech-Language Pathology Management in Voice and Fluency Disorders*.

The subject offers knowledge, skills, and competencies related to:

- the nature of voice disorders,
- their etiology and symptomatology,
- diagnostic procedures, and
- speech-language therapy methods.

Special emphasis is placed on the **logopedic management of functional, organic, and psychogenic voice disorders**, including their classification, assessment, and evidence-based therapeutic approaches.

Aims and Tasks:

To provide students with advanced theoretical knowledge and practical skills for diagnosing, counseling, and managing voice disorders in children and adults.

Tasks:

1. To acquire knowledge of voice disorders from a logopedic perspective.
2. To learn modern assessment methods and differential diagnostic procedures.
3. To master therapeutic strategies, programs, and techniques for voice rehabilitation.
4. To develop skills for planning and carrying out individualized intervention programs.
5. To understand the role of prevention in voice health and apply preventive approaches in practice.

Teaching Methods: Lectures, multimedia presentations, seminars, practical sessions, case studies, observation of therapeutic sessions, teamwork, role play, consultations, and use of specialized instrumental technologies for voice assessment.

Expected Results: By the end of the course, students will be able to:

- Recognize and classify the main types of voice disorders.
- Conduct assessment and differential diagnosis of voice pathology.
- Select and apply appropriate speech-language therapy techniques, programs, and strategies.
- Evaluate therapy outcomes using qualitative and quantitative methods.
- Work effectively as part of an interdisciplinary team in the treatment and rehabilitation of voice disorders.

ELECTIVE COURSES

NEUROFEEDBACK AND BIOFEEDBACK IN FLUENCY DISORDERS

ECTS credits: 3

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

Evaluation form: exam

Type of exam: written

Semester: first

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

Lecturer: Assoc. Prof. Elka Goranova, PhD – elkalogo@swu.bg

Phone: +359 73 588 530

Annotation: The course introduces modern technologies for therapeutic intervention in fluency disorders using biofeedback and neurofeedback. Students acquire knowledge and practical skills in applying computerized systems for monitoring physiological processes related to speech production.

Aims and Tasks: To introduce students to the principles, methods, and techniques of biofeedback and neurofeedback in speech-language pathology practice.

- To master the basic techniques and approaches of instrumental (operant) learning for acquiring or modifying behavior, particularly speech and communicative behavior, through neurofeedback training.

- To become familiar with the fundamental principles, methods, and techniques for shaping and modifying behavior using biofeedback, in particular **EMG**, and neuromodulation.
- To understand the principles, methods, and techniques of neurofeedback therapy as a means of operant conditioning of the brain and brain activity.

Main Tasks of the Course:

- Students should acquire basic knowledge for conducting neurotraining.
- Students should understand the principles, methods, and techniques for shaping and modifying speech behavior through **EMG biofeedback**.
- Students should know the main principles, methods, and techniques for relaxation in speech-language pathology practice using **EMG biofeedback**.
- Students should learn how to modify and/or eliminate accompanying movements during the performance of speech activities.

Teaching Methods: Visualization, discussion, brainstorming, simulations, case studies, observation, research, working in an electronic environment, demo products, consulting, exchange of experience, use of specialized computer and hardware technologies.

Expected Results:

- use their knowledge and practical skills to shape and modify speech and communication behavior through biofeedback;
- be able to use EMG biofeedback to relax individual muscle groups or the patient as a whole.
- be familiar with neurofeedback methods and be able to advise interested parties on which method can be effective and efficient for which type of NPD.
- develop skills for critical analysis of literature sources and evidence-based empirical data.

ART THERAPY IN FLUENCY DISORDERS

ECTS credits: 3

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

Evaluation form: exam

Type of exam: written

Semester: first

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

Phone: +359 73 588 530

Annotation: The course provides knowledge about the application of art therapy methods (drawing, music, drama, movement) in working with individuals with fluency disorders. It emphasizes the role of creativity as a tool for emotional expression and improvement of communication competence.

Aims and Tasks: The aim is to master a system of knowledge and skills regarding the essence, role, and place of art therapy in the system of corrective and developmental work in cases of speech fluency disorders.

1. Introduction to the essence and main directions in the theory and history of art therapy.
2. Understanding the issues from the perspective of new pedagogical thinking and current educational trends regarding speech fluency disorders.
3. Enriching students' theoretical knowledge and practical skills regarding strategies, technologies, and tactics for interacting with people with speech fluency disorders through the use of various types of art.

Teaching Methods: Lectures, stimulating active debate in subgroups, situational methods, case studies, role-playing games, multimedia presentations aimed at building professional competence for working with and developing individuals with speech fluency disorders.

Expected Results: Students will acquire knowledge about the current state of issues related to the effective implementation of corrective and developmental interaction with individuals with communication disorders through various types of art; developing skills for optimizing the learning environment for these individuals through the use of specific art education technologies in this area; acquiring theoretical and practical experience in various areas of art education and art therapy and their application in specific cases.

PHONETIC-LINGUISTIC PROTOCOL FOR FLUENCY AND VOICE DISORDERS

ECTS credits: 3

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

Evaluation form: exam

Type of exam: written

Semester: first

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

Lecturer: Assoc. Prof. Miglena Simonska, PhD – miglena_simonska@swu.bg

Assist. Prof. Anna Andreeva, PhD, e-mail:anna_andreeva@swu.bg

Phone: +359 73 588 530

Annotation: The master's program in Speech Therapy aligns with the mission and strategic goals outlined in the Development Strategy of South-West University "Neofit Rilski" and its primary departments. Educational activities in professional field 7.4. Public Health create conditions for improving the quality of education by refining curricula and programs, strengthening the connection to practice, and incorporating the results of scientific research into teaching methods.

The program complies 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).

Aims and Tasks: The course aims to offer students a scientifically based phonetic and linguistic examination of individuals with voice and speech disorders, taking into account individual speech and language factors, the general multifaceted linguistic and phonetic framework, as well as the individuals' ability to participate effectively in the communication process in everyday life and professional development.

Teaching Methods: The lecture course provides training through multimedia presentations on specific topics. These presentations contain text, videos, diagrams, and other materials. The digital content is presented as a lecture and provokes discussion through set questions.

The theoretical material is illustrated with examples of speech and voice disorders and includes work with modern software programs for acoustic speech analysis, such as Praat and the SIL Acoustics Speech Analyzer.

Practical exercises include group discussions, problem-solving, case studies, and work with acoustic speech analysis programs.

Expected Results: Ability to apply phonetic-linguistic protocols in diagnosis, monitoring, and evaluation of therapy outcomes in fluency and voice disorders.

ASSISTING TECHNOLOGIES AND ALTERNATIVE COMMUNICATION IN INDIVIDUALS WITH VOICE PATHOLOGY

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: Assist. Prof. Anna Andreeva, PhD, e-mail:anna_andreeva@swu.bg

Phone: +359 73 588 530

Annotation: The course, "Augmentative and Alternative Communication and Assistive Technologies for People with Voice Disorders," familiarizes students with common augmentative and alternative communication systems. Students learn about the origin, nature, and purpose of these systems, as well as how to use them independently. The course also covers specific communication approaches for multiple disorders, and introduces students to the MAKATON, PECS, and Talking Mats systems. Students will learn popular communication strategies that support or replace verbal communication and develop skills for using alternative strategies and specialized assistive technologies in practice.

Aims and Tasks: The course objectives align with professional standards for training specialists in European higher education (NetQues, 2013) and the specialty's qualification characteristics. During their training, students acquire theoretical and practical knowledge about:

- about existing systems for augmentative and alternative communication;
- diagnosis and differential diagnosis in individuals with communication disorders who require alternative and augmentative communication.
- skills for detecting the impact of the disorder on the psychosocial well-being, social status, and medical status of clients and their significant others.
- knowledge and skills to refer clients to other specialists in a timely and appropriate manner if necessary;
- to apply appropriate techniques, programs, and specialized equipment for treating communication disorders;
- Work in a team with various specialists involved in treating and therapy individuals with communication disorders who use augmentative and alternative communication.
- Draw up a therapeutic plan and document its results and any changes, if necessary.
- 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 and users of augmentative and alternative communication and assistive technologies.

Teaching Methods: The lecture course uses a variety of teaching methods such as: reflective techniques, brainstorming, discussion and debate, visualization with clinical materials, video materials, specialized software, etc.

Practical exercises are conducted in specialized speech therapy rooms at the university and in the clinical base of the Speech Therapy Center at the FOSZGS.

For independent preparation, the following is provided:

- Development of a topic for discussion, which is previously set by the teacher;
- Solving case studies;
- Development of topics with a theoretical and scientific-practical focus;
- Development and conduct of speech therapy classes
- Preparation for test exams.

Expected Results: At the end of their studies in the discipline, students in the Speech Therapy specialty must have developed professional skills and qualities that correspond to the standards for professional training of speech therapists developed and adopted under the NetQues project. Students must be able to:

- establish a relationship with the client and facilitate participation in the assessment and differential diagnosis process;
- analyze and interpret the results of the assessment accurately and integrate them with the history of the disease and other sources of information;
- prepare an oral and written report of the results of the assessment, including analysis and interpretation of the information from the assessment;
- select and plan appropriate and effective therapeutic interventions, involving key individuals from the environment of the client with voice pathology;
- apply appropriate therapeutic techniques and programs, using the necessary materials and instrumental equipment.
- complete their documentation in a timely manner, in accordance with professional and legal requirements;
- understand the concepts of efficiency and effectiveness in relation to speech therapy intervention for individuals with communication disorders, users of augmentative and assistive communication;

PSYCHOTHERAPY FOR FLUENCY AND VOICE 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: Assoc. Prof. Natasha Angelova, PhD, e-mail: natasha_v@swu.bg
phone +359 73 588 530

Annotation: The main goal of the psychotherapeutic process is to expand the resources for understanding unconscious conflicts that have found expression in some kind of unacceptable behavior and/or physical symptoms. By studying the course, students will master the main steps in the coping process by mastering techniques for: listening to the request and understanding the problem behind the request; creating alternatives for solving it; the assistance and support that the psychotherapist gives to the individual precisely in the process of coping with the problem.

This course includes the following content modules:

- Basic aspects of the therapeutic process
- Coping techniques
- Application of the psychotherapeutic method in modern society
- Methods of diagnosis, consultation and correction.

Aims and Tasks: To clarify the main aspects of the psychotherapy process

- To clarify the main stages through which each therapeutic process goes.
- Students to acquire knowledge about the main types of psychotherapeutic techniques - their essence, what is common and different in them, as well as the areas of application
- To form skills for the practical application of the psychotherapy method in general and of individual therapies in particular in modern society.

The academic discipline is related to all other disciplines that are related to psychological therapy and psychological counseling.

Teaching Methods: The lecture course is conducted in the traditionally established manner. The practical exercises are conducted in an auditorium, allowing not only discussion, but also "playing out" elements of the psychological counseling process.

Independent preparation provides for the development of essays with a theoretical and practical focus on the topics of the lecture course.

Expected Results: Students should be familiar with the general issues, principles, and methodological procedures in which psychotherapeutic and correctional interventions are implemented.

VOCAL PEDAGOGY

ECTS credits: 3

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

Evaluation form: exam

Type of exam: written

Semester: second

Supervision: Department of Music at the Faculty of Arts of the Southwestern University "Neofit Rilski"

Lecturer: Assis. Prof. Dr. Magdalena Georgieva Lobutova,
.Phone: +359 73 588 530

Annotation: In the lecture course, students study the elements of vocal performance for children. Special emphasis is placed on vocal work in voice and fluency disorders. Students study elements of musical notation and musical abilities. Students are introduced to the stages of studying musical material, as well as the preliminary preparation for its presentation to the client. Opportunities are presented for expanding the scope of impact of the work by including creative activities such as musical games and playing children's musical instruments. In the practical course, students acquire skills in recording and performing light rhythmic and melodic structures. Placed in a simulated situation, students study with their colleagues from the group various techniques for vocal work in accordance with the methodological requirements. Students learn to offer the educational content as a game instead of as a simple task. This brings additional variety to vocal work with children who usually have difficulty keeping their attention on one object or activity for a longer period of time. In this way, students prepare for their practice in real life.

Aims and Tasks: The aim of the course is to acquire knowledge and skills in students about vocal performance and singing work with clients with voice and fluency disorders.

The following tasks are set:

1. To study and master the basic elements of breathing and vocal performance.
2. To acquire knowledge about the selection of musical material in the work.
3. To acquire skills for conducting vocal classes according to the methodology for training in various voice and fluency disorders.
4. To expand the opportunities for the manifestation of musical creativity and co-creation in the interaction between a speech therapist and a client.

Teaching Methods: The lecture and practical course are related to talk, discussion, demonstration and observation, interactive methods and techniques for group analysis based on forms to stimulate interaction, expert learning, thematic learning, visualization, learning through action, including observation if possible.

Expected Results: Students perform light musical material, measure rhythm and meter with their hands, select appropriate text and vocals, rhythmize text, sing light songs at a working tempo.

Students analyze speech and melodic intonations of songs and poems. Students acquire skills for leading a short musical session, in which vocal work takes the main place according to certain voice and fluency disorders. Students play an ostinato rhythm containing characteristic rhythmic groups on some children's musical instruments; perform light dance and musical-rhythmic movements while singing. Students modify and compose original musical games with a song, turning them into a suitable means of influence in their work.

CLINICAL PRACTICE

ECTS credits: 6

Hours per week: 0l+0s+8p

Evaluation form: exam

Type of exam: written

Semester: first

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

Lecturer: Assis. Prof. R. Kostova, PhD, e-mail: radostina.kostova@swu.bg

tel. +359 73 588 530

Annotation: The current course "Clinical Practice" for students of the OCS Master, full-time study in the specialty "Speech Therapy Management in Voice and Fluency Disorders" aims to introduce students to clinical practice in the studied specialty.

It consists of a total of 180 hours, of which 60 hours are practical exercises and 120 hours are provided for extracurricular employment.

The practical training is tailored to the competencies that each of the students who graduated from the OCS Bachelor must have and to the disciplines studied during the current semester - speech therapy management in cases of fluency disorders in children and adolescents

The practical training is carried out under the supervision of a basic speech therapist and an academic mentor, under a strictly fixed schedule and by conducting preliminary instruction of the students and the basic speech therapist.

The practice manager (academic mentor) assigns students to speech therapy offices at base institutions (outpatient and inpatient medical care facilities, schools and kindergartens, specialized speech therapy centers from the public and private sectors, Speech Therapy Center at the Faculty of Public Health, Healthcare and Sports of Southwestern University "Neofit Rilski").

Aims and Tasks: The objective of the "Clinical Practice" course is 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 familiarize students with the features of the diagnostic and therapeutic process in individuals with communication disorders of different age groups.

The tasks set in the "Clinical Practice" training are:

observation and analysis of the basic speech therapist's documentation of the speech therapy sessions conducted by him;

conducting speech therapy diagnostics by collecting data from the anamnesis, expert decisions from medical committees, results of clinical examinations and drug therapies conducted, interview with a parent/guardian/relatives of the person;

interview with teachers/educators and/or other specialists 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.

During these exercises, students acquire knowledge and skills for applying specific methods for research and analysis of speech and language pathology, which will help diagnose communication disorders and structure speech therapy. They also have the opportunity to apply in practice the studied speech therapy methods for various communication disorders and in 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 a speech therapist in a multidisciplinary team.

Teaching Methods: Instruction in conducting clinical practice; monitoring of the process; counseling of students.

Expected Results:

The student must know the modern methods and tools for the diagnosis of communication disorders; to master the acquired knowledge, which he can apply practically in the process of speech therapy work. The student must 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, as well as as part of a team, since he has the necessary knowledge to solve clinical problems and can select the appropriate diagnostic and therapeutic speech therapy methods himself. The knowledge and skills of the student, acquired through training in this course, guarantee further successful application in the health system, educational or private sector, and are related to clinical practice.

CLINICAL PRACTICE

ECTS credits: 4

Hours per week: 0l+0s+8p

Evaluation form: exam

Type of exam: written

Semester: second

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

Lecturer: Assis. Prof. R. Kostova, PhD, e-mail: radostina.kostova@swu.bg

Phone: +359 73 588 530

Annotation: The practical training is tailored to the competencies that each of the students who have graduated from the Bachelor of Social Sciences must have and to the disciplines studied during the current semester - speech therapy management in cases of fluency disorders in children and adolescents

The practical training is carried out under the supervision of a basic speech therapist and an academic mentor, under a strictly fixed schedule and through preliminary instruction of the students and the basic speech therapist.

The head of the practice (academic mentor) distributes the students to speech therapy offices at basic institutions (medical institutions for outpatient and inpatient medical care, schools and kindergartens, specialized speech therapy centers from the state and private sectors, the Speech Therapy Center at the Faculty of Public Health, Healthcare and Sports of the South-West University "Neofit Rilski").

Aims 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 familiarize students with the features of the diagnostic and therapeutic process in individuals with communication disorders of different age groups.

The tasks set in the “Clinical Practice” training are:

observation and analysis of the basic speech therapist's documentation of the speech therapy sessions conducted by him;

conducting speech therapy diagnostics by collecting data from the anamnesis, expert decisions from medical committees, results of clinical examinations and drug therapies conducted, interview with a parent/guardian/relatives of the person;

interview with teachers/educators and/or other specialists 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.

During these exercises, students acquire knowledge and skills for applying specific methods for research and analysis of speech and language pathology, which will help diagnose communication disorders and structure speech therapy. They also have the opportunity to apply in practice the studied speech therapy methods for various communication disorders and in 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 a speech therapist in a multidisciplinary team.

Teaching Methods: Instruction in conducting clinical practice; monitoring of the process; counseling of students.

Expected Results: The student must know the modern methods and tools for the diagnosis of communication disorders; to master the acquired knowledge, which he can apply practically in the process of speech therapy work. The student must 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, as well as as part of a team, since he has the necessary knowledge to solve clinical problems and can independently select the appropriate diagnostic and therapeutic speech therapy methods.

The knowledge and skills of the student, acquired through training in this course, guarantee further successful application in the health 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/