

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

Educational degree: master

Professional qualification: logopedics

Training type: full-time

Training duration: 2 year (4 semesters)

Entry Requirements: graduates in other fields and specialties of higher education, other than 7.4. "Public Health" (specialty "Speech Therapy").

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 Master's program in Speech Therapy offers individuals who have completed other professional fields of higher education the opportunity to further their education and gain specialized, in-depth, and expanded theoretical knowledge and practical skills in the field of communication disorders.

The program meets the need for highly qualified personnel by training specialists who can effectively perform consulting, diagnostic, and therapeutic activities in clinical practice.

Graduates of the speech-language therapy program acquire extensive knowledge of communication disorders and apply it in clinical, social, and educational settings. They support individuals with communication disorders and their families, meeting the growing need for such specialists.

The program's curriculum adheres to the principles of modern university education and aligns with the conditions for the continuous development of health, education, and social care systems. The program aims to improve the quality of life for individuals with communication disorders.

II. ADMISSION AND TRAINING

The Master's Program in Speech Therapy training is intended for graduates of higher education programs in fields and specialties other than those listed in Section 7.4. "Public Health" (specialty "Speech Therapy").

The program lasts two years (four semesters) and includes 1,445 hours of compulsory and elective courses, 2,155 hours of extracurricular activities, and 120 ECTS credits. The curriculum is structured with compulsory, elective, and optional courses.

The compulsory courses aim to provide fundamental general theoretical and practical training. The knowledge acquired during this training is introductory, methodological, specialized, and interdisciplinary in nature.

Elective courses provide in-depth, general, theoretical training. They contribute to the acquisition of specific knowledge, building on what has been learned in required courses with an emphasis on specific competencies and skills.

Optional subjects allow students to pursue their interests and develop relevant knowledge and skills. Students can study any subject taught at SWU "Neofit Rilski" in Blagoevgrad, regardless of their faculty.

Graduation requires passing the state theoretical and practical exams. International students graduate by defending a thesis.

III. EDUCATIONAL GOALS

The primary objective of the Master's program in Speech Therapy is to prepare professionals who have earned a Bachelor's and Master's degree in a field other than 7.4. "Public Health" (specialization: "Speech Therapy"), to acquire sufficient knowledge and skills in the field of communication disorders and become familiar with the main aspects of speech therapy work. The program offers graduates access to a diverse range of practical and research opportunities.

1. Knowledge, Skills, and Personal and Professional Competencies of Graduates:

- Possess in-depth theoretical knowledge and practical skills in communication, building on the critical analysis and interpretation skills acquired in previous training.
- Organize, manage, and perform speech therapy work in offices, preschools, schools, special education institutions, social homes and centers, public health institutions, clinical centers, diagnostic centers, rehabilitation centers, and resource centers.
 - Have the ability to manage diagnostic and therapeutic teams, units, and institutions.
 - Maintain documentation in speech therapy offices and/or sectors they manage.
 - Conduct consultations and preventive activities on communication disorders.
 - Identify gaps in the information needed to understand the client's disorder better, then seek additional information to fill them.
 - Identify the impact of the disorder on the client's psychosocial well-being and social and medical status, as well as on the well-being of the people who are important to them.
 - Select and plan appropriate, modern, proven therapeutic interventions, methods, and techniques using the necessary materials and equipment.
 - Involve key figures from the client's environment in the speech therapy process.
 - Understand the role of other members of the interdisciplinary team, and plan therapy accordingly, demonstrating creativity, critical thinking, and flexibility.
 - Understand the concepts of efficacy and effectiveness in relation to speech therapy interventions.
 - Document the results of therapy and any changes to the therapeutic plan.
 - Refer clients to other specialists in a timely and appropriate manner if necessary.
 - Comply with the speech therapist's code of ethics.
 - Present your own achievements and insights to specialized and non-specialized audiences.
 - Be self-critical and objective when assessing the need for continuing education for yourself and the human resources you manage.
 - Possess the ability to apply and adapt innovative approaches to diagnosis and therapy by thoroughly studying scientific literature on specific communication disorders and assessing the need for new knowledge.
 - Conduct research and scientific work in the field of communication disorders and participate in developing and implementing projects.

2. Requirements for Graduate Training:

Students must acquire a sound theoretical and practical understanding, as well as develop the skills necessary for diagnosing and treating individuals with language and speech disorders. This

knowledge includes the definition, etiology, symptoms, diagnosis, and differential diagnosis of speech and language disorders, as well as competencies related to hearing impairments and swallowing disorders.

General education includes acquiring knowledge in the following areas:

- Biomedical sciences
- Linguistic sciences
- Behavioral sciences

Other sciences.

Specialized training requires knowledge of communication disorders, such as:

- Articulation disorders;
 - Specific language disorders in children;
 - Language disorders in adults (aphasia);
- Speech fluency disorders;
- Voice disorders;
 - Written communication disorders, including dyslexia, dysgraphia, dyscalculia, and other specific and non-specific learning difficulties.

Speech motor disorders (dysarthria and apraxia).

- Communication disorders associated with emotional and behavioral disorders.
- Communication disorders in individuals with multiple disabilities.
- Communication disorders in psychiatry.
- Communication disorders in cerebral palsy and other musculoskeletal diseases.
- Communication disorders related to hearing pathology.
- Communication disorders related to structural damage to the maxillofacial apparatus.
- Chewing and swallowing disorders (dysphagia).

The declared professional qualities and competencies are acquired through one-day clinical practice in the third semester and pre-diploma speech therapy practice in the fourth semester. These practices total 150 hours and 10 credits and are conducted under the supervision of a speech therapist and an academic mentor. The 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 aligns with the academic disciplines studied in the respective semester.

IV. AREAS OF IMPLEMENTATION

A certified speech therapist can apply their knowledge and skills by organizing, managing, and implementing comprehensive speech therapy work in the following areas:

Speech therapy offices in:

- Preschool and school general education and special institutions;
- social homes and centers;
- centers for inclusive education support;
- healthcare institutions;
- clinical, diagnostic, rehabilitation, and resource centers;
- Private speech therapy offices and centers;
- Research and scientific institutions, etc.

These are positions that can be filled in accordance with Annex 4 to Order No. RD01-931/27.12.2010, with amendments to the National Classification of Positions and Duties (NCPD-2011), which took effect on January 1, 2023. The list of positions in the National Classification of Professions and Positions (2011) includes the following codes: 2266 Audiologists and speech therapists, and code 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 corresponds to the educational and personal development needs of students.

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 the professional field 7.4. Public Health creates 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).

CURRICULUM

| FIRST YEAR | | | |
|--|-----------------|--|-----------------|
| 1-ST SEMESTER | ECTS | 2-ND SEMESTER | ECTS |
| 1. Human Anatomy and Physiology | 3.0 | 1. Communication Disorders in Craniofacial Injuries | 4.0 |
| 2. Otorhinolaryngology | 3.0 | 2. Disorders of Reading and Writing | 5.0 |
| 3. Social medicine, social rehabilitation and health promotion | 2.0 | 3. Phoniatics | 4.0 |
| 4. Contemporary Bulgarian language with linguistics | 3.0 | 4. Introduction to Speech Therapy | 5.0 |
| 5. Neuropsychology and Neurolinguistics | 3.0 | 5. Language Disorders in Children | 3.0 |
| 6. Phonation Disorders | 5.0 | 6. Neurology | 2.0 |
| 7. Psychopathology | 2.0 | 7. Audiology | 1.0 |
| 8. General and Age Psychology | 3.0 | 8. Medical Genetics | 4.0 |
| 9. Articulation Disorders | 6.0 | 9. Elective Discipline Group I | |
| | | Elective courses from Group I (students choose one course) | |
| | | 1. Counselling and advice in speech and language pathology | 4.0 |
| | | 2. Acoustic Phonetics | 4.0 |
| | | 3. Alternative and augmentative communication and assistive technology | 4.0 |
| | | 4. Massage | 4.0 |
| | | 5. Technique of speech and verbal performing arts | 4.0 |
| | Total 30 | | Total 30 |
| SECOND YEAR | | | |
| 3-RD SEMESTER | ECTS | 4-TH SEMESTER | ECTS |

| | | | |
|--|-----------------|---|-----------------|
| 1. Hearing Disorders | 5.0 | 1. Neurogenic Communication Disorders – Part II | 4.0 |
| 2. Communication Disorders in Emotional, Behavioral, and Mental Health Disorders | 4.0 | 2. Multiple Disabilities | 2.0 |
| 3. Speech Fluency Disorders | 4.0 | 3. Elective course from Group III | 2.0 |
| 4. Neurogenic Communication Disorders - Part I | 5.0 | 4. Pre-diploma speech therapy practice | 7.0 |
| 5. Evidence-Based Practice | 2.0 | 5. Graduation | |
| 6. Statistical Methods in Language and Speech Pathology. | 3.0 | - State practical exam | 15.0 |
| 7. Swallowing and Chewing Disorders (Dysphagia) | 2.0 | - State theoretical exam | |
| 8. Elective course from Group II | 2.0 | | |
| 9. Clinical practice | 3.0 | | |
| | | 3. Psychodiagnostics | |
| | | 4. Telepractice in Language and Speech Therapy | |
| | | 5. Behavioral Neurology | |
| | Total 30 | | Total 30 |
| Elective courses from Group II (students choose one course) | | Elective courses from Group III (students choose one course) | |
| 1. Neurophysiology and Neurofeedback | 2.0 | 1. Psycholinguistics with Sociolinguistics | 2.0 |
| 2. Psychology of Abnormal Development | 2.0 | 2. Pediatrics | 2.0 |
| 3. Cognitive Psychology | 2.0 | 3. History of Speech Therapy and Comparative Speech Therapy | 2.0 |
| | | 4. Art therapy and art pedagogy for communication disorders | 2.0 |
| | Total 30 | | Total 30 |
| TOTAL CREDITS FOR THE ENTIRE TRAINING PERIOD: 120 | | | |

DESCRIPTION OF STUDY DISCIPLINES

I. COMPULSORY COURSES

HUMAN ANATOMY AND PHYSIOLOGY

ECTS credits: 3

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

Evaluation form: exam

Type of exam: written

Semester: first

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

Lecturer:

Assoc. Prof. Manol Kalniev, PhD, e-mail: manol_kalniev@swu.bg

phone: +359 73 588 530

Annotation:

The compulsory discipline "Human Anatomy and Physiology" is essential and enables students to acquire fundamental knowledge on the structural organization and functions of the systems in the human body as a basis for their training in profile subjects, as well as preparation for future therapeutic speech therapy. The course is divided into three modules: (1) Introduction to Anatomy and Physiology; Parts of the Locomotor System; (2) Basic Systems: blood, cardiovascular, respiratory, endocrine; and (3) Nervous System and Sensation.

Aim and objectives:

The main objective of the Anatomy and Physiology course is to provide information and basic knowledge about the morphology and functions of organs and systems, their unity and development in the human body, and the structural-functional interrelationships between cells, tissues, organs, and systems in the human organism. Aims and objectives related to the specifics of the training of students of the specialty of Speech Pathology are: - detailed introduction to the skeletal muscles of the pharynx, the structure of the airways, the structure of the cartilaginous skeleton, the membranes, ligaments, muscles, and innervation of the larynx, the functional organization of the false and true vocal cords; - description of the mechanisms of phonation, articulation, and resonance. Other essential highlights in the training of students are: - an introduction to functional indicators of respiration; - a description of the specifics of ventilation in speech, as well as the features of the cranial-cerebral nerves and their role in speech functions. An essential objective of the teaching in this specialty is the detailed introduction of students to the physiology of reflex functions and higher nervous activity in the context of higher cortical functions (gnosis, praxis, and language).

Teaching methods:

The lecture classes are conducted with multimedia presentations on topics from the syllabus and a discussion of case studies and examples from experimental research and publications. Practical exercises are performed in the experimental laboratories of the University Centre for Functional Research and the Laboratory of Anatomy and Physiology of SUSU, Corpus 1. For Online learning, teaching is provided through the Big Blue Button and Zoom platforms. The teaching materials on the lecture material and the material on the laboratory exercises are presented in the University-Teach Black Board platform. In the same platform, the tests for the current control are conducted. The exams are also performed on this platform for online training.

Expected results:

The preparation and knowledge of students in Speech Therapy, which are generated in the course of training in the discipline of Anatomy and Physiology, to be reliable and at a reasonable level, both in their further training and in their future professional activity related to the diagnosis and treatment of speech disorders.

OTORHINOLARYNGOLOGY

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

phone +359 73 588 530

Annotation:

The proposed course in Otorhinolaryngology consists of lectures and exercises and is studied within one semester. It is designed for students in the Master of Science in Speech-Language Pathology

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

Aim and objectives:

Within the curriculum, students acquire the necessary knowledge, characterized by a high degree of awareness of (1) the history and mission of otolaryngology as a clinical medical science; (2) the definitions of ENT, ENT diseases, and ENT patients; (3) the morphology, physiology, and pathology of the ENT organs; (4) the methods of clinical examination and clinical diagnosis; and (5) the clinical nosology, treatment principles, and therapeutic approaches in otolaryngology.

Умения и навици:

(1) to identify functional impairments of the ENT organs; (2) for the timeliness of consultations with the otorhinolaryngologist; (3) for clinical management of ENT-pathology in a team; (4) to participate in various tasks of functional expertise of ENT-pathology; (5) to develop intervention strategies for functional prevention and rehabilitation.

Teaching methods:

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

Expected results:

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

SOCIAL MEDICINE, SOCIAL REHABILITATION AND HEALTH PROMOTION

ECTS credits: 2

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

Evaluation form: exam

Type of exam: written

Semester: first

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

Lecturer:

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

Phone: +359 73 588 530

Annotation:

The course in "Social Medicine, Social Rehabilitation and Health Promotion " takes into account the new trends in the training of various specialties in the disciplines of public health, as well as health and other professionals, such as speech therapists, who, by increasing their knowledge and skills in the field of public health, can contribute to reducing preventable diseases and disabilities.

The Master's students in Speech Therapy will focus primarily on clarifying the subject and methodology of public health, its integrative nature, complex research methodology, social determinants of health, contemporary concepts of individual and public health, indicators of public health, and especially health risk factors.

Aim and objectives:

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

The course objectives are:

- To propose a methodology for the study of public health indicators and the health needs of the population, the social determinants of health and illness;
- to investigate population health status, demographic processes, and health risk factors;
- contribute to the promotion of healthy lifestyles;

- highlight the medico-social problems of the active population.

Teaching methods:

Presentations, case studies, tests.

Expected results:

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

4. CONTEMPORARY BULGARIAN LANGUAGE WITH LINGUISTICS

ECTS credits: 3

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

Evaluation form: exam

Type of exam: written

Semester: first

Supervision: Department of Bulgarian Language, Faculty of Public Health, Health Care and Sport

Lecturer:

Assoc. Prof. Gergana Padareva, PhD, e-mail: filologiya@swu.bg

phone: +359 73 588 530

Annotation:

The course consists of 30 hours of classroom work divided into 30 hours of lecture classes. Sixty hours of extracurricular activities are provided. The lecture course is taught in Module A (Linguistics) and Module B (Contemporary Bulgarian Language). The course introduces the basic knowledge of linguistics as a science, the main linguistic theories and trends, the levels of linguistic analysis, and the methods applied in linguistic research. The terminological apparatus is also clarified. Students are introduced to the possibilities of linguistics and phonetics in studying communicative disorders. The lecture course also aims to provide knowledge of the modern Bulgarian language's phonetic and grammatical system, including the units of Phonetics and Phonology, Morphology, and Syntax. The terminological apparatus is clarified, and the main topics related to the phonetic side of speech and the phonological structure of the language, the nominal and verbal grammatical categories, and the nature of the ten parts of speech are discussed. The main types of sentences in terms of composition and communicative purpose, sentence structure, word order, and coherence are examined.

Aim and objectives:

The discipline aims to:

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

Teaching methods:

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

The theoretical material in the Phonetics and Phonology section is illustrated by work with modern software programs for acoustic speech analysis: Praat and SIL Acoustics Speech Analyzer.

Expected results:

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

NEUROPSYCHOLOGY WITH NEUROLINGUISTICS

ECTS credits: 3

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

Evaluation form: exam

Type of exam: written

Semester: first

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

Lecturer:

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

Phone +359 73 588 530

Annotation:

Neuropsychology and Neurolinguistics are compulsory subjects in the curriculum, and the specialty of Logopedics is A bachelor's degree that includes 45 academic hours per year for full-time studies (30 hours of lectures and 15 hours of seminar exercises) and is studied in one semester - the third semester. The course in Neuropsychology and Neurolinguistics includes the following content modules: 1) higher cortical functions - definition, characterization, localization, construction and functioning; 2) disorders of gnosis (agnosias) - definition, subdivision, elemental clinical manifestations of types of agnosias; methods of studying gnosis functions and diagnosis of types of agnosias; 3) disorders of praxis (apraxias) - definition, subdivision, main clinical manifestations of types of apraxias; methods for the examination of praxis functions and diagnosis of types of apraxias; 4) disorders of language functions (aphasias) – definition, subdivision, clinical characteristics of aphasic syndromes; characteristic manifestations differentiating pure aphasias, pure verbal agnosias and apraxias and combined disorders; methods for the study of language and speech functions in local cerebral lesions; 5) Deficits in the ontogenetic development of gnosis, praxis and language functions; methods for their study; 6) Functional specialization of the brain - genesis of functional asymmetry of the brain; mechanisms of cerebral lateralization; factors influencing its formation and manifestation; role of impaired lateralization of language and speech functions in the genesis of some forms of developmental speech pathology; methods for studying functional asymmetry of the brain.

Aim and objectives:

To clarify essential concepts and theories of brain mechanisms of higher cortical functions, their nature, classification, localization, construction, and functioning;

To clarify the basic concepts and modern conceptions of the nature of disorders of higher cortical functions - agnosias, apraxias, aphasias, their definition, subdivision of elemental clinical manifestations;

Teaching methods:

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

Expected results:

- To reach a clear understanding of the functional inequality and interaction of the cerebral hemispheres in the implementation of different forms of mental activity, its role in the genesis of some forms of developmental speech pathology, as well as the current methods for the study of hemispheric asymmetry;
- To form practical skills related to acquiring methodological approaches that allow the diagnosis and differentiation of different typologies, levels of impairment, and pathophysiological mechanisms of acquired and developmental disorders of higher cortical functions.

PHONATION DISORDERS

ECTS credits: 5

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

Lecturers:

Assoc. Prof. Miglena Simonska, PhD, Assist. Prof. Anna Andreeva, PhD, e- mail:
miglena_simonska@swu.bg; anna_andreeva@swu.bg
phone +359 73 588 530

Annotation:

This course is designed for students in the Master of Speech-Language Pathology program. During the course, students examine the definition, etiology, classification, symptomatology, diagnosis and differential diagnosis, and speech therapy for individuals with voice disorders.

Aim and objectives:

The primary goal of the course is to introduce speech therapy students to speech therapy diagnosis and differential diagnosis of voice disorders, to be able to apply modern therapeutic approaches and techniques, but in the context of popular programs and models of behavioral interventions for the above disorders. Students should develop specific competencies related to the diagnosis and identification of voice disorders so they can develop a plan (short and long-term) for therapy and select specific interventions to apply to individuals with voice disorders.

Teaching methods:

The lecture course uses various teaching methods, such as reflective techniques, brainstorming, discussion and debate, and illustration with clinical materials, videos, and specialized software. During seminar exercises, students discuss pre-defined topics and analyze clinical cases. Practical exercises are conducted in specialized speech therapy rooms at the University's facilities and in the clinical facilities of the Stuttering Center at the SUSU and the Speech Therapy Center at the SUSSF. For the independent training:

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

Expected results:

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

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

PSYCHOPATHOLOGY

ECTS credits: 2

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

Evaluation form: exam

Type of exam: written

Semester: first

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

Lecturer:

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

Annotation:

The discipline has as its subject the pathological changes in mental processes, emphasizing the study of the central disorders of the individual spheres of the cognitive apparatus, the general regularities of manifestation, and the course of mental health disorders.

The teaching content is divided into two relatively distinct parts: general (where a description of mental phenomena and their naming as individual symptoms in mental disorders is made) and special (where the most common and socially significant psychiatric disorders are discussed). Knowledge of Psychopathology is necessary for speech-language pathologists because of the essential features of their future work with patients (clients) with psychiatric disorders, severe social and psychological problems, difficulties in coping with life difficulties, as well as disabled persons due to mental or somatic illness.

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

Aim and objectives:

To acquire a basic vocabulary of the main terms of general and unique parts of psychopathology and to know the clinical features of psychiatric disorders.

Key tasks include:

- Introduction to the disorders of the different mental domains.
- Introduction to mental disorders' main classifications, epidemiology, and diagnostic criteria.
- Introduction to basic therapeutic principles.
- Introduction to the possibilities of prevention of mental disorders at different levels.

Teaching methods:

The lecture course follows the traditionally established format, using interactive discussions, case presentations, and e-learning opportunities.

Active student engagement is stimulated by referencing scientific literature on the lecture course topics.

Expected results:

By studying the course, students will learn about mental disorders and approaches to their treatment, as well as differentiate the specific role of the speech-language pathologist as part of a multidisciplinary team.

Establish effective communication and intervention skills for children and adults with mental health disorders.

GENERAL AND DEVELOPMENTAL PSYCHOLOGY

ECTS credits: 3

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

Evaluation form: exam

Type of exam: written

Semester: first

Supervision: Department of Psychology, Faculty of Philosophy

Lecturer:

Assoc. Prof. Stoil Mavrodiev, PhD, e-mail: stoil_m@abv.bg

phone +359 73 588 546

Annotation:

The General and Developmental Psychology lecture course introduces students to the fundamental issues of psychology as a unique science. It emphasizes the basic categories in psychology, such as 'psyche' and 'consciousness'; clarifies the genesis and development of the main psychic phenomena and their features at different ages; makes the psychological characterization of the age periods; and clarifies the main factors of development.

Aim and objectives:

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

Teaching methods:

- Lecture;
- Teaching: teaching methods: lecturing; discussion;
- lecture: lecture; lecture: lecture; observation;
- interactive methods.
- presentation

Expected results:

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

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

ARTICULATION DISORDERS

ECTS credits: 6

Hours per week: 2l+1s+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 present course for undergraduate students in Speech Therapy aims to combine academic learning with clinical practice and leads to an increase in professional qualifications. It is the first of its kind to be introduced as part of the curriculum in an undergraduate program in the country.

Purpose and tasks:

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

Teaching methods:

Presentations, case studies, tests, and brainstorming.

Expected results:

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

COMMUNICATION DISORDERS IN CRANIOFACIAL DISORDERS

ECTS credits: 4**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**Lecturers:**

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

e-mail:anna_andreeva@swu.bg

phone +359 73 588 530

Annotation:

This course is designed to familiarize Speech-Language Pathology students with treating individuals with clefts or other craniofacial abnormalities. The first module contains information on congenital and acquired craniofacial anomalies and craniofacial syndromes and their impact on feeding, speech and language development, psychosocial function, speech, and resonance. The course's second module considers the need to involve a team of professionals to provide care and treatment for patients with cleft lip and palate or other craniofacial anomalies. The third module covers the various diagnostic methods for assessing speech, resonance, and velopharyngeal function and the types of diagnostic tools. The fourth module covers the treatment and specific speech therapy of speech and resonance disorders due to cleft lip and palate, other craniofacial abnormalities, and velopharyngeal dysfunction.

Aim and objectives:

The main aim of the course is for students to acquire theoretical and practical knowledge and skills about interventions that are applied to children with craniofacial impairments. The learning objectives of the Communication Disorders in Craniofacial Impairment course are in line with the Professional Standards for the Preparation of Professionals within European Higher Education (CPLOL/NQ, 2013) and the qualification specification of the specialty. The main tasks during the course are the acquisition of:

- Knowledge of the anatomy and physiology of orofacial structures and velopharyngeal function;

- knowledge of diagnosis and differential diagnosis in persons with craniofacial impairments;
- skills to identify the impact of the disorder on the psychosocial well-being and social and medical status of the client and significant others;
- Knowledge and skills for the prevention of communication disorders in craniofacial impairment;
- knowledge and skills in the application of appropriate techniques and programs and specialized equipment for the treatment of communication disorders due to craniofacial impairment;
- knowledge and skills in teamwork with different professionals involved in the treatment and therapy of persons with craniofacial impairments;
- knowledge and skills to develop a treatment plan and document its outcomes and changes if needed;
- Knowledge and skills to develop a treatment plan and document its outcomes and changes if required;
- knowledge and skills to apply ethical principles in handling information and to protect the integrity, reliability, and credibility of problem-solving and solution-finding related to working with children with craniofacial disabilities.

Teaching methods:

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

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

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

For the independent training:

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

Expected results:

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

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

WRITTEN COMMUNICATION 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. Elka Goranova, PhD, e-mail: elkalogo@swu.bg

Phone: +359 73 588 530

Annotation:

The training course on the problems of speech therapy work in written communication disorders (dyslexia, dysgraphia, dyscalculia) is designed for students of the specialty "Speech Therapy". It aims to acquaint them with the etiology, symptomatology, pathogenesis, and speech therapy work in cases of complete or partial inability to use the graphic system in communication.

Purpose and tasks:

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

Teaching methods:

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

Expected results:

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

FONIATRY

ECTS credits: 2

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

phone +359 73 588 530

Annotation:

The proposed course in Phoniatics includes lectures and exercises and is studied in one semester. It is designed for students in the Master of Speech-Language Pathology program.

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

Aim and objectives:

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

Within the curriculum, students acquire the necessary:

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

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

Teaching methods:

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

Expected results:

The content of the lecture course, its structure, the various topical issues, and the formulated problem tasks imply the creation of maximum opportunities to activate students' independent research and practical work.

INTRODUCTION TO SPEECH THERAPY

ECTS credits: 4

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, e-mail: miglena_simonska@swu.bg
Phone: +359 73 588 530

Annotation:

The lecture course "Introduction to Speech Therapy" is designed for full-time students and includes 60 academic hours per year (30 hours of lectures, 15 hours of seminar exercises, and 15 hours of practical exercises). It is studied in one semester (semester II). 1) Historical data on the development of speech therapy as a science; code of ethics of speech therapy, professional organizations; theoretical and methodological foundations of speech therapy as a science - definition, status of science and profession, founding theories; 2) Nature and classifications of communicative disorders.

Aim and objectives:

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

Teaching methods:

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

Очаквани резултати:

By the objectives of the course, as the primary expected outcomes, students should acquire knowledge about the status of speech therapy as a science and profession; master the categorical and conceptual apparatus of the science; interpret the theories underlying the study of communicative disorders; acquire knowledge about the main categories of communicative disorders; acquire knowledge about the relationship of communicative disorders in the context of an interdisciplinary approach to their diagnosis and therapy; develop skills in the analysis of the main methods associated with

LANGUAGE DISORDERS IN CHILDREN

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. Elka Goranova, PhD, e-mail: elkalogo@swu.bg
Phone: +359 73 588 530

Annotation:

The course is designed to familiarize students with the theoretical problems and speech therapy of language disorders in childhood - definition, diagnosis, planning and conducting speech therapy, and organization of the environment for forming communicative skills. The training aims to differentiate language disorders of development that are unmediated by mental deficiency, deafness, autism, dysarthria, etc. And clarification of terminology used in Western and Eastern schools. The course is designed to give students lasting knowledge in speech therapy.

Aim and objectives:

At the end of the course, students should have knowledge of the language disorder "developmental dysphasia," its identification, and basic techniques for effective remediation.

Teaching methods:

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

Expected results:

Students will acquire the skills to assess and differentiate developmental language dysphasia from similar conditions, plan for upcoming interventions, and conduct therapeutic work.

NEUROLOGY

ECTS credits: 3

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

Evaluation form: exam

Type of exam: written

Semester: second

Supervision: Department of Medical-social Sciences, Faculty of Public Health, Health Care and Sport

Lecturer:

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

Phone: +359 73 588 530

Annotation:

Neuroscience studies the functional relationships between individual nerve-brain structures and the disorders that result when they are damaged.

Aim and objectives:

This course aims to introduce speech-language pathology students to the structural-functional basis and procedural mechanisms of a range of brain activities that may be impaired in their clients and patients. These include essential sensory functions, such as auditory and visual functions, bodily motor functions, speech functions, cognitive activities, memory functions, etc.

Mastering neuroscience fundamentals requires active, creative student participation in the learning process. Revealing the specific neurological abnormalities that diagnose the type and localization of the disease process and exactly which systems and levels are affected is accomplished using unique neurological approaches and methods of investigation. These are learned only with close observation and subsequent self-manipulation. Therefore, basic practical knowledge, skills, and mastery for taking neurological status can only be acquired through practical exercises in active independent work on specific patients.

Neurology is thematically related to Human Anatomy and Physiology, General Pathology, Neuropsychology, Neurophysiology, and Neurophysiology of Communication.

Teaching methods:

Pre-developed multimedia presentations on topics containing text, videos, diagrams, etc. Training methods include teamwork, group discussions, etc.

Expected results:

The acquired knowledge will enable the student-logopedists to gain deeper insight into the specifics of their speech therapy and rehabilitation activities and to plan their methodological approaches adequately and purposefully.

AUDIOLOGY

ECTS credits: 2

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

Lecturer:

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

phone +359 73 588 530

Annotation:

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

It is designed for students in the Master of Speech-Language Pathology program. Students practice in the clinical facilities of the Department of Speech Therapy, having the opportunity to participate in the clinical care of the patient flow (all ages) passing through the offices (ENT, Functional, Hearing Prosthetics), as well as to conduct thematic practical sessions in specialized medical institutions with which the University has a contract.

Aim and objectives:

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

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

Skills and habits: (1) to identify functional hearing impairments; (2) to consult with the audiologist promptly; (3) to clinically manage hearing impairments and work as part of a team; (4) to participate in a variety of functional hearing impairment assessment tasks; and (5) to develop intervention strategies for functional prevention and rehabilitation.

Teaching methods:

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

Expected results:

The content of the lecture course, its structure, the various topical issues, and the formulated problem tasks imply the creation of maximum opportunities to activate students' independent practical and research work.

The proposed course is in subject relation with the disciplines:

otorhinolaryngology, otolaryngology, neurology, psychology, medical genetics, maxillofacial surgery, pathology.

MEDICAL GENETICS

ECTS credits: 1

Hour 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

Lecturer:

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

Phone: +359 73 588 530

Annotation:

The Fundamentals of Genetics course introduces students to the basic features of human heredity, the material carriers of genetic information, and their transmission through generations. Mutations with their varieties are examined as the cause of various hereditary diseases and the basic principles of their diagnosis. The basic transmission patterns of monogenic and polygenic diseases are presented, as well as variations in the phenotypic expression of genes.

The lectures and practical exercises deal with the main groups of diseases associated with dysmorphism and mental retardation, such as chromosomal diseases, molecular diseases - enteropathies, etc.

The role of hereditary factors in a number of diseases of various clinical specialties, which manifest mainly in childhood and which students will become familiar with in other courses in the curriculum—neurological, psychiatric, abnormal behavioral responses, hereditary forms of deafness and blindness, and current knowledge of heredity in speech disorders.

The final part of the curriculum outlines the basic principles and approaches to genetic prevention aimed at reducing birth defects or early therapeutic intervention: genetic counseling, prenatal diagnosis, and genetic screening programs.

Aim and objectives:

Students should be well informed about the definitions, morphology, methods of investigation, diagnosis, and differential diagnosis of inherited diseases and disorders. They should also learn the basic characteristics of hearing and speech in each disease.

Teaching Methods:

Presentations, videos, case studies.

Expected results:

Master of Speech-Language Pathology students will be prepared for future speech-language pathology work with children with inherited speech and hearing diseases and disorders.

HEARING DISORDERS

ECTS credits: 5

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

Evaluation form: exam

Type of exam: written

Semester: Third

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

Lecturer:

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

phone +359 73 588 530

Annotation:

The Hearing Disorders course is designed to introduce students majoring in Speech-Language Pathology to The etiology and pathogenesis of hearing disorders and their impact on speech and language; assistive devices for individuals with hearing disorders and hearing prosthetics; the study of methodologies for the development of listening skills, speech, and language; what cochlear implant systems are and opportunities for the development of oral speech through the application of various speech therapy programs; the application of auditory-speech rehabilitation for deaf and hard of hearing adults.

Aim and objectives:

The learning objectives of the Hearing Impairment course align with the professional standards for preparing professionals within European higher education (NetQues, 2013) and the qualification description of the specialty. At the end of their studies in the discipline, students should have mastered:

- knowledge of the structure of the ear and the physiology of the auditory analyzer
- theoretical knowledge of diagnosis and differential diagnosis in persons with hearing impairment
- skills to identify the impact of the disorder on the psychosocial well-being and social and medical status of the client and significant others
- the knowledge and skills to refer the client to other professionals in a timely and appropriate manner when necessary
- knowledge and skills for preventing communication disorders in deaf and hard-of-hearing people.
- Knowledge and skills to apply appropriate techniques, programs, and specialized equipment for the treatment of communication disorders due to hearing impairment.
- Knowledge and skills in teamwork with various professionals involved in the treatment and therapy of individuals with hearing impairments
- knowledge and skills to develop a treatment plan and document the results of the plan and changes if needed
- the knowledge and skills to apply ethical principles in handling information and to advocate for the integrity, reliability, and credibility of problem-solving and solution-finding related to working with individuals with hearing impairments.

Teaching methods:

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

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

For the independent training:

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

Expected results:

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

- Establish rapport with the client and facilitate participation in the assessment and differential diagnosis process;
- accurately analyze and interpret assessment results and integrate them with medical history and other sources of information;
- prepare an oral and written report of the results of the assessment, including analysis and interpretation of assessment information;
- select and plan appropriate and effective therapeutic interventions involving key figures in the client's environment;

- apply appropriate therapeutic techniques and programs, using necessary materials and instrumental equipment.
- Complete documentation on time, by professional and legal requirements;
- understand the concepts of efficiency and effectiveness about speech therapy
- intervention of persons with hearing impairment;

COMMUNICATION DISORDERS IN EMOTIONAL BEHAVIOURAL DISORDERS AND MENTAL ILLNESSES

ECTS credits: 4

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

Evaluation form: exam

Type of exam: written

Semester: third

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

Lecturer:

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

Phone: +359 73 588 530

Annotation:

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

Aim and objectives:

At the end of the training, students should know the specifics of communication disorders, emotional and behavioral disorders, and mental illness. They should know and apply basic approaches to forming communication and social skills. Students should be able to assess child and family needs and plan and coordinate upcoming interventions.

Teaching methods:

Presentations, videos, albums, charts, demo products.

Expected results:

They must be able to assess the child and family's needs and plan and coordinate upcoming interventions. The specific skills that students need to acquire are related to applying the results of the NetQues project (Network for tuning standards and quality of education programs in Speech and Language Therapy/Logopaedics across Europe: a multilateral academic and professional network). Students should also acquire the following specific skills: analyzing and interpreting assessment results and integrating them with the medical history and other sources of information; producing an oral and written report of assessment results, including analysis and interpretation of assessment information; identifying the impact of the disorder on the psychosocial well-being, social and medical status of the client and significant others; understanding the rationale and relationships underlying specific. These general and specific competences are achieved through the consistent mastery of material on the topics specified in the course content.

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

SPEECH FLUENCY DISORDERS

ECTS credits: 4

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

Evaluation form: exam

Type of exam: written

Semester: third

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

Lecturer:

Assoc. Prof. Miglena Simonska, PhD, e-mail: miglena_simonska@swu.bg

Phone: +359 73 588 530

Annotation:

The proposed course on "Speech Fluency Disorders" aims to provide speech therapy students with a wide range of theoretical knowledge and practical skills in speech fluency disorders. Theoretical constructs of speech fluency disorders—stuttering, stammering, and mixed forms—are proposed.

Knowledge: related to the formation of understanding, knowledge, analysis, and interpretation of definitions, etiology, pathogenesis, symptomatology, diagnosis and differential diagnosis, and speech therapy in fluency disorders - basic methods, programs, approaches, principles, and techniques.

Skills: students should be able to diagnose fluency disorders and be proficient in speech therapy strategies, methods, and techniques to remediate this type of speech pathology. At the same time, they should know the tests for differential diagnosis of similar disorders: stuttering and hyperkinetic dysphonias, speech fluency disorders in different syndromes, etc. To apply computerized methodologies for speech therapy - KauRentah Computerized Speech Lab - to work with DAF and the Facilitator.

Aim and objectives:

The content of the lecture course, its structure, the actual problems, the specified control questions, assignments, and literature are aimed at creating maximum opportunities for activating the students' independent and future practical and research work.

Teaching methods:

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

Expected results:

To keep records related to speech fluency disorders: history charts therapy protocols. Students are expected to do general diagnosis, differential diagnosis, and speech therapy on specific approaches in:

- Stuttering
- Stuttering
- Mixed forms

To carry out speech therapy intervention independently and as part of a team.

NEUROGENIC COMMUNICATIVE DISORDERS - PART 1

ECTS credits: 5

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

Evaluation form: exam

Type of exam: written

Semester: third

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

Lecturer:

Assoc. Prof. Miglena Simonska, PhD, e-mail: miglena_simonska@swu.bg
Phone: +359 73 588 530

Annotation:

The "Neurogenic Communicative Disorders - Part I" lecture course is designed for full-time students and includes 60 academic hours per year (30 hours of lectures, 15 hours of seminar exercises, and 15 hours of practical exercises). It is studied in one semester (III semester). 1) Structural and functional organization of speech activity in norm and pathology: Basic neurological syndromes determining the manifestation of expressive speech-motor disorders; Speech apraxias - definition, classification, etiopathogenesis, symptomatology, diagnosis and differential diagnosis, and methods of speech therapy intervention; 2) Dysarthria - definition, classifications, etiopathogenesis, symptomatology, diagnosis and differential diagnosis, methods and principles of speech therapy intervention, evaluation of therapy effectiveness and prognosis.

Aim and objectives:

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

Teaching methods:

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

Expected results:

The expected outcomes align with the course objectives as the primary expected outcomes are that students should acquire knowledge and skills for professional application of diagnostic and differential diagnostic methods, planning speech therapy impact with appropriate approaches and techniques, and evaluating the effectiveness of this impact. The specific skills to be acquired by students are related to applying the results of the NetQues project (Network for tuning standards and quality of education programs in Speech and Language Therapy/Logopaedics across Europe: a multilateral academic and professional network). Students should also acquire the following specific skills: analysis and interpretation of assessment results and their integration with the medical history and other sources of information related to the manifestation of speech motor disorders; preparation of oral and written reports of assessment results and differential diagnosis; comprehensive analysis and interpretation of assessment information to make a correct diagnosis; identification of the impact of the disorder on psychosocial well-being, social and me These general and specific competences are fulfilled through the sequential mastery of the material on the topics specified in the course content.

EVIDENCE-BASED PRACTICE

ECTS credits: 2

Hours per week: 11+0s+1p

Evaluation form: exam

Type of exam: written

Semester: third

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

Lecturer:

Assoc. Prof. Elka Goranova, PhD, e-mail: elkalogo@swu.bg
Phone: +359 73 588 530

Annotation:

This course for Speech and Language Therapy undergraduate students aims to combine academic learning with clinical practice and leads to professional development. It is the first of its kind introduced as part of the undergraduate curriculum in the country.

Aim and objectives:

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

Teaching methods:

Presentations, case studies, tests, brainstorming.

Expected results:

The student should form and be able to analyze and apply knowledge to evaluate the effectiveness of a therapeutic and diagnostic methodology. The students who have studied this course can work independently and as part of a team since they have the knowledge to solve clinical problems (problem-solving) and can select the appropriate diagnostic and therapeutic speech therapy tools that are scientifically based.

STATISTICAL METHODS IN LANGUAGE AND SPEECH PATHOLOGY

ECTS credits: 3

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

Evaluation form: exam

Type of exam: written

Semester: third

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

Lecturer:

Assoc. Prof. Elena Karashtranova, PhD, e-mail: helen@swu.bg
tel. +359 73 588 530

Annotation:

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

Aim and objectives:**Aims of the course:**

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

Tasks - forming habits of:

- designing and modeling practical problems with the tools of statistics;

- developing models for statistical analysis of data in the subject area;
- processing and analysis of real statistical data.

Teaching methods:

Lectures, lecture, discussion, interactive methods

Expected results:

Upon successful completion of the course, students should:

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

SWALLOWING AND CHEWING DISORDERS (DYSPHAGIA)

ECTS credits: 2

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

Evaluation form: exam

Type of exam: written

Semester: third

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

Annotation:

The lecture course in the discipline "Swallowing and Chewing Disorders / Dysphagia /" is designed for full-time students and includes 30 academic hours (15 hours of lectures, 15 hours of seminar exercises). It is studied in one semester. 1) Structural and functional organization of the processes of chewing and swallowing; 2) Main syndromes, diseases, and disabilities determining the manifestation of dysphagia; 3) Logopedic diagnosis of eating and chewing disorders in different age groups; 4) Approaches, methods, and principles of therapy in dysphagia for different age groups.

Aim and objectives:

The main objectives of the course "Speech Therapy in Persons with Dysphagia" are the general objectives and the qualification characteristic of the specialty, the academic standards of SUSU, and the expectations of employers and are oriented towards the acquisition and consolidation by students of essential skills and knowledge such as Knowledge of the structure and functions of the nervous system, which support the processes of chewing and swallowing; Knowledge of the etiology and pathogenesis of dysphagia; Skills for diagnosis and differential diagnosis of disorders of masticatory and swallowing mechanisms; Knowledge and skills for the application of various therapeutic approaches and methods of speech therapy in dysphagia; Skills for teamwork with specialists involved in the complex impact in disorders of masticatory and swallowing mechanisms.

Teaching methods:

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

Expected results:

In line with the course objectives as expected outcomes, students should acquire the skills for professional application of diagnostic and differential diagnostic methods, planning speech therapy impact with appropriate approaches and techniques, and evaluating the effectiveness of this impact. The specific skills to be acquired by students are related to 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 Committee for Liaison of Speech and Language Therapists in the EU (CPLOL). Students should also acquire the following specific skills: analyzing and interpreting assessment results and integrating them with the medical history and other sources of information; preparing an oral and written report of the assessment results, including analyzing and interpreting information from the assessment of masticatory and swallowing functions; identifying the impact of the disorder on the psychosocial well-being, social and medical status of the client and significant

others; understanding the rationale and relationships of the General and specific competences are acquired through the sequential mastery of the material on the topics specified in the course content.

NEUROGENIC COMMUNICATIVE DISORDERS - PART 2

ECTS credits: 4

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

Evaluation form: exam

Type of exam: written

Semester: fourth

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

Lecturer:

Assoc. Prof. Miglena Simonska, PhD, e-mail: miglena_simonska@swu.bg

Phone: +359 73 588 530

Annotation:

The "Neurogenic Communicative Disorders - Part II" lecture course is designed for full-time students. It includes 60 academic hours per year (30 hours of lectures, 15 hours of seminar exercises, and 15 hours of practical exercises). It is studied in one semester (IV semester). The course focuses on the study of acquired language disorders (aphasias). It includes the following main topics: 1) Language functions and language competencies and their interaction and interrelation with the anatomical structure of the cerebral cortex, with gnosis and with praxis functions; 2) Causes of aphasias and their primary manifestation; 3) Diagnosis of aphasias; 4) Methods and principles of speech therapy in aphasias; evaluation of the effectiveness of therapy and prognosis; 5) Teamwork in the diagnostic and therapeutic process.

Aim and objectives:

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

Teaching methods:

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

Expected results:

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

MULTIPLE DISORDERS

ECTS credits: 2

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

Evaluation form: exam

Type of exam: written

Semester: fourth

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

Lecturer:

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

phone +359 73 588 530

Annotation:

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

Aim and objectives:

The main goal of the course is to introduce students to the specifics of communication disorders in children with multiple disabilities and the basic approaches to forming communication and social skills. Assignments during the course include learning skills to assess child and family needs and planning and coordinating interventions. The specific skills that students need to acquire are related to applying the results of the NetQues project (Network for tuning standards and quality of education programs in Speech and Language Therapy/Logopaedics across Europe: a multilateral academic and professional network). Students should also acquire the following specific skills: analyzing and interpreting assessment results and integrating them with the medical history and other sources of information; producing an oral and written report of the results of the assessment, including analysis and interpretation of assessment information; identifying the impact of the disorder on the psychosocial well-being, social and medical status of the client and significant others; understanding the rationale and relationships that underlie the specific. These general and specific competences are fulfilled through the sequential mastery of the material on the topics specified in the course content.

Teaching methods:

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

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

For the independent training:

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

Expected results:

Introduces students to leading-edge therapy strategies that ensure the development of communication skills and language and speech competence in children with multiple disabilities.

II. ELECTIVE COURSES

COUNSELLING AND ADVICE IN LANGUAGE AND SPEECH PATHOLOGY

ECTS credits: 4

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

Lecturers:

Assoc. Prof. Victoria Sotirova, Assoc. Prof. Miglena Simonska, PhD, e-mail: viktorija_sotirova@swu.bg, miglena_simonska@swu.bg
phone: +359 73 588 530

Annotation:

The course in Counseling and Advising in Speech-Language Pathology is an elective in the Speech-Language Pathology curriculum and is aimed at acquiring the knowledge and skills to counsel individuals with communication disorders, their families, and members of diagnostic and therapeutic teams. It is based on the development of fundamental theoretical and methodological knowledge and practical skills for assisting activities to improve these individuals' mental health, and personal and social functioning.

Aim and objectives:

The main objectives of the course are per the general objectives and qualification characteristics of the specialty, the academic standards of SUSU; the expectations of employers and are oriented towards the acquisition by students of essential skills and knowledge such as basic methods of counseling and advising persons with communication disorders and their family; skills for teamwork with professionals 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 communication disorders and their families related to limiting the 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 should also acquire the following specific skills: analyzing and interpreting the results of the assessment of language, speech, and masticatory functions and integrating them with the history of the disorder and its impact on the client's personality; producing an oral and written report of the results of the assessment, including the analysis and interpretation of the assessment information; identifying the impact of the disorder on the psychosocial well-being, social and medical status of individuals with severe communication disorders; Understanding by the client and his/her relatives of the rationale and relationships underlying specific therapeutic methods; awareness of the role of other members of the interdisciplinary team and their active involvement by advising on therapy planning in accordance with their competencies; gathering quantitative and qualitative information to evaluate the effectiveness of counseling therapy. General and specific competencies are acquired through the sequential mastery of material on the topics outlined in the course content.

ACOUSTIC PHONETICS

ECTS credits: 4

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. Gergana Padareva PhD, e-mail: filologiya@swu.bg

Phone: +359 73 588 530

Annotation:

The course examines the basic assumptions of the Acoustic Theory of Speech Formation about the speech tract as an acoustic system. Special attention is given to speech's acoustic analysis and the functional connections and relationships between speech's articulatory, acoustic, and perceptual properties. Throughout the course, students learn the material (theoretically and practically) with an awareness of its applicability and importance in speech therapy and diagnosis. It introduces students to the acoustic features of vowels and consonants, the possibilities of phonation study, and the acoustic correlates of individual speech characteristics.

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

Aim and objectives:

The course aims to introduce students to the basic theories, principles of acoustic phonetics and its applications in speech therapy. The ultimate goal of the course is to form a thorough theoretical and practical knowledge: 1/ of the speech tract as an acoustic system with specific properties; 2/ of the articulatory-acoustic relationship in speech production; 3/ of the methods for the objective study of the acoustic properties of speech, both segmental and suprasegmental systems; 4/ of the possibilities of applying the acquired knowledge in speech therapy practice.

Teaching methods:

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

The illustration of the theoretical material and the practical activities with the students include work with modern software programs for acoustic speech analysis, such as Praat and SIL Acoustics Speech Analyzer.

Expected results:

Students should acquire the following skills: 1/ to perform acoustic analysis of individual speech sounds and connected speech; 2/ to analyze prosodic features; 4/ to relate acoustic features of speech sounds to articulatory deviations.

AUGMENTATIVE AND ALTERNATIVE COMMUNICATION AND ASSISTIVE TECHNOLOGIES

ECTS credits: 4

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

tel. +359 73 588 530

Annotation:

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

Aim and objectives:

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

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

Teaching methods:

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

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

For the independent training:

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

Expected results:

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

- Establish rapport with the client and facilitate participation in the assessment and differential diagnosis process;

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

MASSAGE

ECTS credits: 4

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

Phone: +359 73 588 530

Annotation:

In the program, 30 hours of lectures and 15 hours of exercises will be mastered: the history of massage, anatomy-physiological data on the individual organs and systems and the effects of massage on them, classification of massage, and specific techniques of speech therapy massage. The elective training program for speech therapists includes studying and conducting speech therapy massage /manual and instrumental/ for different diseases. The massage technique varies for different nosological entities. Massage must be adapted to the specific nosological unit without violating the rules of classical massage and respecting all the norms when working with children and with persons with speech development problems.

Aim and objectives:

The course aims to enable the formation of knowledge and skills for conducting classical and therapeutic speech therapy massage and its application in practice.

Teaching methods:

The course objectives are related to acquiring skills in applying different types of speech therapy massage techniques.

The lectures are delivered in the traditionally established manner using a multimedia presentation of the course. Also included are leading discussions and expressing personal opinions on the topics taught.

Expected results:

- To perform and apply the massage techniques of stroking, rubbing, kneading, percussion, and vibration (primary and auxiliary techniques);
- To apply in practice the modern achievements in the field of speech therapy massage;
- To apply specialized methods of examination and diagnosis.

SPEECH TECHNIQUE AND VERBAL PERFORMANCE ART

ECTS credits: 4

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

Evaluation form: exam

Type of exam: written

Semester: second

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

Lecturer: Prof. Gergana Dyankova, PhD, e-mail: diankova_g@swu.bg

tel. +359 73 588 530

Annotation:

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

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

Aim and objectives:

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

The course has the following tasks:

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

Teaching methods:

Standard methods: lecture, discussion, observation.

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

Expected results:

The student possesses correct habits of full breathing, sound production, and diction, has mastered their existing coordination, and has developed their vocal articulation skills;

- Has practically mastered the norms of correctness in modern Bulgarian literary speech, which guarantees a suitable model in the education of speech culture in adolescents;
- Is able to diagnose speech-communicative speech disabilities and apply appropriate technologies on the basis of verbal-performance activities conducive to improving speech habits.

NEUROPHYSIOLOGY AND NEUROFEEDBACK

ECTS credits: 2

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

Evaluation form: exam

Type of exam: written

Semester: third

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

Lecturer:

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

tel. +359 73 588 530

Annotation:

Neurophysiology is the science of the practical application of neuroscience's methods, techniques, theories, and facts. The theory of functional systems, instrumental reflexes (operants), and behavior modification and shaping is the basis of all behavior therapy, including speech therapy. The Applied Neurophysiology course aims to provide a basic understanding of functional systems' principles, laws, and mechanisms, which are the basis of the behavioral approach to speech therapy. Functional systems and the principles of behavioral therapies are examined sequentially and comprehensively from the molecular to the systems level.

Aim and objectives:

The main objectives of the course are:

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

Teaching methods:

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

Expected results:

- Students should have a basic understanding of the nervous system's structure and a modern understanding of its functions from the molecular to the systemic level.
- Students should understand the principles of regulation by the nervous system in the body to maintain body homeostasis, with a focus on the principle of feedback (feedforward)
- Students should have a detailed knowledge of all functional systems from historical (Luria blocks) and contemporary perspectives: sensory systems, attention networks, affect systems, executive (executive) systems, and memory.
- Students should know behavior modification and shaping techniques when working with children and individuals.
- Students should learn to automate new desired behaviors and eliminate inappropriate behaviors in speech therapy work.

PSYCHOLOGY OF ABNORMAL DEVELOPMENT

ECTS credits: 2

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

Evaluation form: exam

Type of exam: written

Semester: third

Supervision: Department of Psychology, Faculty of Philosophy

Lecturer:

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

Annotation:

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

Aim and objectives:

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

The objectives of the Psychology of Abnormal Development course are: (1) clarification of the basic concepts in the psychology of abnormal development; (2) attainment of a clear understanding of the general and specific psychological characteristics of the different categories of children with abnormal development, the causes, nature and specificity of the phenomenological manifestations and prognosis of the different forms of neurodevelopmental pathology, as defined according to the latest revision of the diagnostic statistical manual - DSM-5; (3) acquisition of basic knowledge on the technology of conducting psychological assessment of childhood developmental disorders;

Teaching methods:

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

Expected results:

Completing the Psychology of Abnormal Development course provides a sound knowledge of the characteristics of significant neurodevelopmental disorders defined in the current DSM-5 classification systems. It also forms skills and competencies for routine psychological examination and assessment of children with various developmental disorders.

COGNITIVE PSYCHOLOGY

ECTS credits: 2**Hours per week:** 2l+0s+0p**Evaluation form:** exam**Type of exam:** written**Semester:** third**Supervision:** Department of Psychology, Faculty of Philosophy**Lecturer:**

Assoc. Prof. Zornitsa Totkova, PhD, e-mail: z.totkova@gmail.com
phone. +359 73 588 546

Annotation:

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

- only the specific features of each mental process are revealed, but its interactions with other processes are also outlined;
- the influence of personality traits on the functioning of mental processes is presented;
- both analytical and integral mental processes are considered.
- The second principle of program construction relates to the multifaceted nature of scientific positions in analyzing mental phenomena. This guiding principle conditioned the following:
 - Characterizing mental phenomena from the positions of different schools;
 - analyzing a wider range of psychic phenomena.

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

Aim and objectives:

The primary goal of the Cognitive Psychology program is to uncover the nature of the cognitive processes by which people make contact with the continuous flow of information about the world and themselves. Parallel to this, topics on emotional and volitional processes are included, allowing

for a more detailed examination of the content of cognitive processes and their relationship to a person's personality.

Teaching methods:

The lecture course is conducted in the traditionally established way. Lecture course PowerPoint presentations and practical sessions with demonstrations. Practical exercises in an auditorium allow discussion and "acting out" elements of the psychological counseling process.

Self-study provides for the development of abstracts with theoretical and practical orientation on the lecture course topics.

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

Expected results:

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

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

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

PSYCHOLINGUISTICS WITH SOCIOLINGUISTICS

ECTS credits: 2

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

Evaluation form: exam

Type of exam: written

Semester: fourth

Supervision: Department of Slavonic Studies, Faculty of Philology

Lecturer:

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

phone +359 73 588 530

Annotation:

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

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

Aim and objectives:

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

Teaching methods:

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

Expected results:

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

PEDIATRY

ECTS credits: 2

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

Evaluation form: exam

Type of exam: written

Semester: fourth

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

Lecturer:

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

Phone: +359 73 588 530

Annotation:

The program aims to introduce Masters in Speech and Language Therapy students to the most common acute conditions and a range of chronic conditions, as these patients often require prolonged and targeted social care.

A broader introduction to the epidemic process and infectious diseases is also provided, as some are defined as 'typically' childhood diseases.

Parasitic diseases and first aid options for emergency and urgent conditions are covered in particular topics.

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

In this way, basic training is complemented and becomes more comprehensive.

Aim and objectives:

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

Teaching methods:

Presentations, case studies, tests.

Expected results:

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

HISTORY OF SPEECH THERAPY AND COMPARATIVE SPEECH THERAPY

ECTS credits: 2

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

Evaluation form: exam

Type of exam: written

Semester: fourth

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

Lecturer:

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

phone +359 73 588 530

Annotation:

This curriculum aims to form knowledge in students of Speech Therapy about the main trends in the historical development of Speech Therapy in Bulgaria, European and American countries, about the historical phenomena and trends that are related to and determine the progressive development of Speech Therapy, the organization, system, and methods of speech therapy impact on speech and language disorders in different historical periods; the basic principles and principles of the development of comparative speech therapy in Bulgaria, EU countries, USA, Canada, Av.

Aim and objectives:

The main objective of the course is to introduce students to the specialty of Speech-Language Pathology so that they can compare the problems of modern speech-language pathology, including terminology, diagnosis, symptomatology, speech therapy impact, and various teachings in the past. Also, they will analyze and discuss competently problems of comparative terminology.

Teaching methods:

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

For the self-study:

- Development of a topic for discussion, which the lecturer predefines;
- Development of theoretical issues;
- Preparation for test examinations.

Expected results:

Upon completion of the course, students are expected to:

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

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

ECTS credits: 2

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

Evaluation form: exam

Type of exam: written

Semester: fourth

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

Lecturer: Prof. Pelagia Terziyska, PhD, e-mail: pelagia.terziyska@swu.bg
tel. +359 73 588 530

Annotation:

The training in the discipline "Art Therapy and Art Pedagogy in Communicative Disorders" enriches students with helpful knowledge of modern speech therapy theory and practice.

The curriculum topics present information about art therapy and art pedagogy as phenomena that can be used to treat and develop people with communicative disorders. Several technological and methodological solutions to the problem are revealed, implying a practical implementation of the typical work features with these people. Many ideas and techniques are proposed that can be effective in the diverse variants of communicative disorders.

Aim and objectives:

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

Tasks:

1. Introduction to the nature and main trends in art therapy and pedagogy theory and history.
2. Understanding of the issues from the positions of the new pedagogical thinking and the current educational trends about communicative disorders.
3. Enriching students' theoretical knowledge and practical skills about strategies, technologies, and tactics for interacting with individuals with communication disorders through the use of different types of art.

Teaching methods:

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

Expected results:

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

III. PRACTICES

CLINICAL PRACTICE

ECTS credits: 3

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

Evaluation form: exam

Type of exam: written

Semester: third

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

Practice supervisor: Assis. Prof. R. Kostova, PhD, e-mail: radostina.kostova@swu.bg
tel. +359 73 588 530

Annotation:

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

The program consists of 90 hours, 45 of which are practical exercises and 45 of which are extracurricular activities.

The practical training is based on the courses studied and mastered in the first and second semesters, as approved in the specialty's curriculum.

Practical training is conducted under the supervision of an essential speech therapist and a practice supervisor (academic mentor), under a strictly fixed schedule, and by conducting prior instruction for both students and the essential speech therapist.

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

Aim and objectives:

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

- Phonation Disorders;

- Articulation Disorders;
- Communication Disorders in Craniofacial Impairments;
- Written Communication Disorders;
- Language disorders in children;

As well as provide an opportunity for clinical practice in the courses studied in the current semester, but with less intensity:

- Auditory Processing Disorders;
- Communication Disorders in Emotional Behavioral Disorders and Mental Illness;
- Speech Fluency Disorders;
- Neurogenic Communicative Disorders - Part 1
- Chewing and swallowing disorders;

During practical exercises, students are introduced to the characteristics of the therapeutic process for individuals with communicative disorders of different age groups.

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

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

The tasks set in the Clinical Practice training relate to the observation, analysis, and discussion of the therapeutic techniques used by essential speech therapists in their speech therapy sessions.

Teaching methods:

Clinical practice instruction;

Monitoring (supervision) of the therapeutic process;

Counseling students;

Expected outcomes:

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

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

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

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

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

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

PRE-GRADUATE SPEECH THERAPY PRACTICE

ECTS credits: 7

Evaluation form: exam

Hours per week: 0l+0s+7p

Type of exam: written

Semester: third

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

Practice supervisor: Assis. Prof. R. Kostova, PhD, e-mail: radostina.kostova@swu.bg
tel. +359 73 588 530

Annotation:

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

It consists of 210 hours, of which 105 are practical exercises, and 105 are for extracurricular activities.

The practical training is tailored to the competencies that each student should have after having reached the pre-degree speech therapy practice and has successfully passed all semester examinations so far. Each student has the opportunity to apply the acquired skills and knowledge related to the diagnosis and therapy of the following disorders - articulation disorders, language disorders, voice (phonation) disorders, neurologically based communicative disorders (speech apraxia, dysarthria, and aphasia), communicative disorders in craniofacial impairments, chewing and swallowing disorders (dysphagia), emotional, behavioral communicative disorders, communicative disorders in individuals with multiple disabilities, communicative disorders in individuals with hearing loss.

Practical training is conducted under the supervision of an essential speech therapist and an academic mentor, under a strictly fixed schedule, and through pre-instruction of students and the essential speech therapist.

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

Aim and objectives:

The Pre-Professional Speech Therapy Practicum course aims to reinforce students' skills in diagnosing and treating communicative disorders that have been studied up to the point of their training.

The practical exercises aim to consolidate their knowledge and skills in the diagnostic and therapeutic process for individuals of different age groups with communicative disorders.

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

- Observation and analysis of the documentation of the primary speech therapist for the speech therapy sessions conducted by them;
- conducting speech therapy diagnostics by collecting data from the medical history, expert decisions from medical committees, results of clinical examinations and medication therapies conducted, interviews with the parent/guardian/relatives of the person;
- interview with teachers/carers and 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; preparing a speech therapy plan for a specific case; preparing individual and group speech therapy sessions;
- conducting speech therapy for different communicative disorders in persons of different age groups;
- preparation of individual speech therapy support plans;
- application of the knowledge and skills acquired during the previous semesters in practice.

During these exercises, students acquire the knowledge and skills to apply the specific methods for studying and analyzing speech and language pathology to support the diagnosis of communicative disorders and structuring speech therapy. They also have the opportunity to put into practice the speech therapy methods studied for different communicative disorders and different age groups.

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

Teaching methods:

Instruction in clinical practice, monitoring the process, and counseling students.

Expected results:

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

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

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

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

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