

MASTER IN SPEECH AND LANGUAGE THERAPY**Main Language of Instruction:**French ☒ English ☐ Arabic ☐**Campus Where the Program Is Offered:** CIS**OBJECTIVES**

The Master in Speech and Language Therapy program aims to equip students with the following skills:

- Develop and enhance professional practices through reflective approaches;
- Master concepts, models and tools related to our discipline;
- Utilize technical resources for supervision, mentoring and innovative project conception;
- Gain expertise in specific domains and analyze one's practice effectively;
- Coach and support multidisciplinary teams of medical professionals;
- Strengthen theoretical and methodological training in speech and language therapy and related fields;
- Engage with interdisciplinary research by understanding issues and operations in other fields;
- Acquire theoretical and methodological knowledge to lead research projects using experimental, correlational and clinical approaches.

PROGRAM LEARNING OUTCOMES (COMPETENCIES)

- Conduct an appropriate care approach tailored to the needs of each patient based on robust scientific evidence and modify the project according to the treatment's effectiveness and measured progress.
- Actively collaborate with other disciplinary fields while placing the patient and their family at the center of care, allowing for an informed and shared clinical decision-making process.
- Communicate and express oneself in a professional, clear, and reasoned manner with any audience, orally and in writing.
- Design, lead, and participate in a research project with significant clinical implications and leading to written and oral communications, demonstrating good analytical, linking, and reflective skills.
- Undertake a clinical decision-making process while respecting the ethical and deontological rules of the profession.
- Develop learning abilities enabling continuous self-directed learning.



ADMISSION REQUIREMENTS

Candidates are selected based on their admission file. They must achieve level A on the French Placement Test and hold a Bachelor in Speech and Language Therapy (240 ECTS credits).

USJ speech and language therapy graduates are admitted directly to the third semester of the Master's program (M3).

COURSE/CREDITS GRANTED BY EQUIVALENCE

ISO speech and language therapy graduates are considered to have already completed the 60 credits required for the first year of the program (M1 and M2). Those who obtained their diploma from ISO over 10 years ago, or who hold a speech and language therapy diploma from another university, will be granted equivalence for certain courses from the first year of the program (M1 and M2) based on their academic record. However, they may be required to take certain prerequisite courses from M1 and M2.



PROGRAM REQUIREMENTS

120 credits: Required courses (89 credits), Institution's elective courses (27 credits), Open elective courses (4 credits)

For M1 and M2

Required Courses (56 Cr.)

Artificial Intelligence in Speech and Language Therapy: Applications and Perspectives (2 Cr.), Bioethics (2 Cr.), Clinical Approach to SLT 7 (2 Cr.), Clinical Approach to SLT 8 (2 Cr.), Clinical Care Center Internship in Speech and Language Therapy (7 Cr.), Current Medical Research Related to Developmental Disorders (3 Cr.), Dementias and Neurodegenerative Diseases (2 Cr.), Deontology and Legislation (2 Cr.), Specific English Level A (4 Cr.), Executive Functions and Remediation in Speech and Language Therapy (2 Cr.), Institutional Speech and Language Therapy Internship (5 Cr.), Reading Diagnostic Investigations in Psychomotor Therapy and Psychology (3 Cr.), Introduction to Health Policy and Systems (2 Cr.), Leadership, Innovation, and Professional Posture (2 Cr.), Mathematical Cognition: Pathologies, Evaluation, and Remediation (2 Cr.), Practice Analysis: Foundations of Clinical Practice in Speech and Language Therapy and EBP (2 Cr.), Research Methods: Inferential Statistics (2 Cr.), Research Methodology: Types and Quantitative Models (2 Cr.), Research Project Proposal 1 (2 Cr.), Research project Proposal 2 (3 Cr.), Specialized Communication and Public Information (1 Cr.), Specific Terminology: Specialized Arabic Language Course (CLAS) (2 Cr.).

Open Elective Courses (4 Cr.)

For M3 and M4

Required Courses (33 Cr.)

Clinical Approach in Speech Therapy 9 and 10 (2 Cr.), Current Research on Language Disorders (2 Cr.), Master Thesis (9 Cr.), Master Thesis (continuation) (9 Cr.), Scientific Communication and Writing (1 Cr.), Research Methodology in Practice: Systematic Review, Qualitative Designs, and Single Case Studies (2 Cr.), Research Seminar (1 Cr.), Screening and Diagnosis of Language Disorders in Multilingual Environments (3 Cr.), Statistics Applied to Research (2 Cr.), Theories of Multilingual Development (2 Cr.).

Institution's Elective Courses (27 Cr.), to be chosen from the list below:

Clinical Decision-Making in Fluency Disorders (2 Cr.), Clinical Interview (2 Cr.), Communication and Language Aid Program: The Example of Makaton (2 Cr.), Deafness and Cochlear Implant: Current Research and Intervention Practices (3 Cr.), English Assessment and Intervention for French-Speaking SLPs (2 Cr.), Explanatory Models and Current Research on Autism (2 Cr.), Intervention in Mathematical Cognition: Intervention Practices (2 Cr.), Introduction to Management (2 Cr.), Multilingualism and Written Language: Evaluation and Intervention Practices (3 Cr.), Neuro-Functional Rehabilitation Models in Autism: Example of Exchange and Development Therapy (3 Cr.), Oro-Pharyngeal Dysphagia and Advanced Intervention Practices (3 Cr.), Pragmatic and Discursive Skills: Evaluation and Rehabilitation (2 Cr.), Prevention in Speech and Language Therapy and Parental Support (3 Cr.), Professional Practices (2 Cr.), Research Internship (2 Cr.), School Curriculum and Adaptations for Specific Disorders (3 Cr.), Voice Pathologies and Advances in Vocal Rehabilitation Practices (3 Cr.).

SUGGESTED STUDY PLAN

Semester 1

Code	Course Name	Credits
o40ANPRL7	Practice Analysis: Foundations of Clinical Practice in Speech and Language Therapy and EBP	2
o40SEQ1L7	Clinical Approach to SLT 7	2
o40DYS2L7	Mathematical Cognition: Pathologies, Evaluation, and Remediation	2
o65DEOLM1	Deontology and Legislation	2
o40SYDYL7	Executive Functions and Remediation in Speech and Language Therapy	2
o65LIOTL6	Reading Diagnostic Investigations in Psychomotor Therapy and Psychology	3

040METOL7	Research Methodology: Types and Quantitative Models	2
040AVPOL7	Research Project Proposal 1	2
040BIETL7	Bioethics	2
065CLS2M1	Specific Terminology: Specialized Arabic Language Course (CLAS)	2
040IASOL7	Artificial Intelligence in Speech and Language Therapy: Applications and Perspectives	2
040DEMML6	Dementias and Neurodegenerative Diseases	2
040ANSPL7	Specific English Level A	4
	Open Elective Course	4
	Total	33

Semester 2

Code	Course Name	Credits
040SEQ2L8	Clinical Approach to SLT 8	2
040ARMTL8	Current Medical Research Related to Developmental Disorders	3
040MRSRL8	Research Methods: Inferential Statistics	2
065EC2SM3	Introduction to Health Policy and Systems	2
040AVPRL8	Research Project Proposal 2	3
040SCDSL8	Clinical Care Center Internship in Speech and Language Therapy	7
040STINL8	Institutional Speech and Language Therapy Internship	5
015LIPPL5	Leadership, Innovation, and Professional Posture	2
040CSIGL8	Specialized Communication and Public Information	1
	Total	27

For semesters M3 and M4, students must validate **60 credits** from the following tables: **33 required credits** and **27 credits from the elective courses** (listed above in Program Requirements).

Semester 3

Code	Course Name	Credits
040LARAM1	Current Research on Language Disorders	2
040THPLM1	Plurilingual Development Theories	2
040DDTLM2	Screening and Diagnosis of Language Disorders in Multilingual Settings	3
040APCLM1	Clinical Approach to SLT 9 and 10	2
040SEMIM1	Research Seminar	1
040ME20M1	Master Thesis	9
040MERSM1	Research Methodology in Practice: Systematic Reviews, Qualitative Designs, and Single Case Studies.	2
040CSOEM2	Scientific Communication and Writing	1
	Total	22

Institution's elective courses: 8 credits from the list below

Code	Course Name	Credits
040PDRDM1	Oro-Pharyngeal Dysphagia and Advanced Intervention Practices	3
040ANREM1	English Assessment and Intervention for French-Speaking SLPs	2
065INMAM1	Management and Leadership	2
040MAKAM1	Communication and Language Assistance Program: Makaton Example	2
040TCMAM2	Mathematical Cognition Disorders: Intervention Practices	2
040PRPRM1	Professional Practices	2

Semester 4

Code	Course Name	Credits
040STAPM2	Applied Statistics in Research	2
040M2oSM2	Master Thesis (Continuation)	9
	Total	11

Institution's elective courses: 19 credits from the list below

Code	Course Name	Credits
040PVPRM2	Voice Pathologies and Advanced Vocal Rehabilitation Practices	3
040ENCLM2	Clinical Interview	2
040REAAM1	Explanatory Models and Current Research on Autism	2
040RENAM1	Neurofunctional Rehabilitation Models in Autism: Example of the Exchange and Development Therapy	3
040PSTSM2	School Curriculum and Adaptations for Specific Disorders	3
040BEPLM2	Clinical Decision Making in Fluency Disorders	2
040PLEM2	Plurilingualism and Written Language: Evaluation and Intervention	3
040LEBPM2	Pragmatic and Discursive Skills: Evaluation and Rehabilitation	2
040SUIMM2	Deafness and Cochlear Implant: Current Research and Intervention Practices	3
040POIEM2	Prevention in Speech Therapy and Parental Support	3
040STREM1	Research Internship	2

COURSE DESCRIPTION


040ARMTL8	Current Medical Research on Developmental Disorders	3 Cr.
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This required course updates students' scientific knowledge on the main types of developmental disorders, which are frequently encountered in speech therapy practice. It enables students to understand these disorders, provide appropriate assessments and interventions, and offer effective support to families. The course also develops skills in analyzing patient profiles, considering comorbidities, and acquiring essential clinical knowledge for collaboration with other practitioners.

065CLS2M4	Specific Terminology: Specialized Arabic Language Course (CLAS)	2 Cr.
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This course is open to bachelor's students at the Higher Institute of Speech and Language Therapy. It contributes to the development of the following competencies:

- Continuing their professional development.
- Working in a multidisciplinary team.



This course aims to improve the understanding of specialized Arabic language and its technical terms in the field of rehabilitation (particularly in psychomotor therapy and speech therapy) and to use them correctly and effectively to conduct a conversation or an oral presentation in a professional context, as well as to produce properly structured professional writing.

040ANPRL7	Practice Analysis: Foundations of Clinical Practice in Speech and Language Therapy and EBP	2 Cr.
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This course, with the prerequisite “Practice Analysis: Evaluation Methodology and Decision Tree,” focuses on the essential role of speech therapy evaluation in patient care. It emphasizes the anamnesis interview as a key step for contextualizing the complaint, identifying the patient’s needs, and building clinical reasoning, which is then complemented by formal or standardized evaluations. The course highlights the importance of establishing a therapeutic alliance and making informed choices regarding evaluation tools and intervention pathways. Students are introduced to evidence-based practice (EBP) to guide clinical decision-making, selecting the most relevant tools, targets, and strategies to adapt interventions to each patient’s needs.

065EC2SM3	Introduction to Health Policy and Systems	2 Cr.
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This course aims to equip students with fundamental knowledge of health policies and systems. It covers essential concepts, principles, and scientific skills necessary for enhancing healthcare systems and promoting population health. Students will be able to anticipate future needs, adapt to evolving models of community health, and address emerging societal demands in health policy development. While public health professionals typically focus on proposing technical solutions to population health issues, this course acknowledges the complexity of public policy development. It explores the influence of factors such as power dynamics, interests, politics, and human rights on program development, policy creation, and implementation. This course also provides a comprehensive introduction to healthcare system structures and objectives, and examines the role of power and processes in shaping health policies.

040ANSPL7	Specific English Level A	4 Cr.
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This course develops student’s critical thinking, reading, oral communication, and writing skills. It focuses on synthesizing information from multiple sources to produce a research paper and present it effectively to an audience. The course emphasizes analytical reading across diverse text genres and the integration of knowledge from various disciplines for written and oral communication.

040SEQ1L7	Clinical Approach to SLT 7	2 Cr.
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This course develops students’ clinical approach to the evaluation and intervention of children and adults with communication or language disorders, both oral and written, while considering the patient’s context, including family, school, and other members of the multidisciplinary team. By the end of the course, students will be able to apply competencies in clinical practice, therapeutic relationships, research, and professionalism, making informed and justified clinical decisions in screening, evaluation, and management of specific oral language disorders, with attention to ethics and evidence-based practice. They will also develop collaboration and communication skills, enabling them to work effectively with various stakeholders to inform them and implement a coherent intervention plan that supports the patient’s communication and overall development.

Prerequisites: Clinical Internship 1 & 2.

040SEQ2L8	Clinical Approach to SLT 8	2 Cr.
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This course develops students’ clinical approach to the evaluation and intervention of children and adults with voice, communication, or language disorders, both oral and written, while taking the patient’s context into account.

040AVPOL7	Research Project Proposal 1	2 Cr.
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This course develops students’ research skills to meet both academic requirements, in compliance with the rules of research in speech therapy or medical sciences, and professional requirements, to provide practical utility in clinical practice.

Prerequisites: Clinical Internship 1 & 2.



040DYS2L7	Mathematical Cognition: Pathologies, Evaluation, and Remediation	2 Cr.
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This course provides students with basic theoretical knowledge about the atypical development of mathematical thinking. It aims to develop in students a clinical approach to speech therapy evaluation and interpretation of various mathematical disorders and numerical processing, as well as an estimation of their academic repercussions on children and adolescents.

065DEOLM1	Deontology and Legislation	2 Cr.
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This course aims to familiarize students with labor law and social security. By the end of this course, they will understand their rights and obligations in the workplace, both as future employees and employers.

040SYDYL7	Executive Functions and Remediation in Speech and Language Therapy	2 Cr.
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This course emphasizes a holistic and transversal approach to assessing language and learning, taking into account the interrelated dimensions of cognitive and language development that influence behavior and learning. It develops students' competence in clinical expertise, including evaluation methodology, differential diagnosis, and targeted intervention practices based on executive function (EF) models. Offered in the first semester, the course equips future speech therapists to conduct diagnostic assessments, perform differential diagnoses, and implement targeted intervention plans. It also deepens their understanding of current research, enabling them to analyze patient issues more effectively by integrating insights from neuroscience and EF-related concepts.

040CSIGL8	Specialized Communication and Public Information	1 Cr.
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This course aims to develop students' critical thinking regarding the use of social networks for professional purposes as speech therapists. It helps them understand the uses of social networks, reflect on the ethical issues they raise, and identify what is appropriate or not in a professional context.

040IASOL7	Artificial Intelligence in Speech and Language Therapy: Applications and Perspectives	2 Cr.
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This course allows students to explore the many ways in which AI can be used to improve speech therapy practices. Students will explore how generative AI can be used to create content, language, and resources useful in the field of speech therapy. The course focuses on practical applications, tools, and ethical implications of using generative AI in the context of rehabilitation and communication.

065LIOTL6	Reading Diagnostic Investigations in Psychomotor Therapy and Psychology	3 Cr.
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This course offers practitioners, psychomotor therapists, and speech therapists a general overview of the various psychological tests used in children and adults. By the end of this course, students will be able to read and understand a psychological report in order to benefit from the resulting data and use knowledge related to psychology in their clinical and therapeutic practice.

040MRSRL8	Research Methodology: Inferential Statistics	2 Cr.
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This course familiarizes students with the design, analysis, and interpretation of statistical data using IBM SPSS 25.0.0. By the end of this course, students will be able to input data, apply tests of normality, and use selected parametric tests. The course prepares them to handle the statistical component of their research papers.

040METOL7	Research Methodology: Types and Quantitative Models	2 Cr.
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This course introduces students to the main principles of quantitative and qualitative research, as well as the Systematic Review methodology. It highlights how research in speech-language therapy (SLT) differs from other fields, such as medicine or psychology, by often prioritizing individuals' experiences. In a context where patient satisfaction and personalized care are essential, understanding both quantitative and qualitative approaches is crucial. Quantitative methods are used to determine whether interventions are effective, while qualitative methods explore how interventions work, including their feasibility, acceptability, and transferability. The course also provides practical guidance on applying these methods to research in SLT and communication disorders, including conducting Systematic Reviews.

040NOREL8	Research Proposal 2	3 Cr.
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This course develops students' research skills to meet both academic requirements, in compliance with the rules of research in speech therapy or medical sciences, and professional requirements, to provide practical utility in clinical practice. Prerequisites for the course include Clinical Internships 1 and 2. By the end of this course, students will be able to demonstrate Competency 5 by actively engaging in clinical research to advance knowledge and contribute to the profession of speech therapy in Lebanon.

040SCDSL8	Clinical Care Center Internship in Speech and Language Therapy	7 Cr.
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This course develops students' clinical approach to the evaluation and intervention of patients with voice, communication, or language disorders, both oral and written, while considering the patient's context, including family, school, and other members of the multidisciplinary team. Prerequisites for the course include Clinical Internships 1 and 2. By the end of this course, students will demonstrate Competencies 1, 4, 5, and 6: clinical approach, therapeutic relationship, research, and professionalism, by making justified clinical decisions and mastering screening, evaluation, and management of specific oral language disorders with attention to ethics and evidence-based practice. They will also apply Competencies 2 and 3: collaboration and communication skills, by working effectively with stakeholders to implement a coherent intervention plan that supports the patient's communication and overall development.

040STINL8	Institutional Speech and language Therapy Internship	5 Cr.
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This develops students' clinical approach to the evaluation and intervention of patients with voice, communication, or language disorders, both oral and written, while considering the patient's context, including family, school, and other members of the multidisciplinary team. Prerequisites include Clinical Internships 1 and 2. By the end of this course, students will demonstrate Competencies 1, 4, 5, and 6: clinical approach, therapeutic relationship, research, and professionalism, by making justified clinical decisions and mastering screening, evaluation, and management of specific oral language disorders with attention to ethics and evidence-based practice. They will also apply Competencies 2 and 3: collaboration and communication skills, by working effectively with various stakeholders to implement a coherent intervention plan that supports the patient's communication and overall development.

040BIETL7	Bioethics	2 Cr.
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This course aims to provide students with ethical, critical, and innovative reflection on their professional practice as well as on social and collective issues. This course is essential as it allows speech therapy students to understand the ethical principles and values in healthcare and to reflect on common ethical dilemmas in their profession. It also enables them to apply ethical principles and values when making difficult decisions in healthcare.

040DEMML6	Dementias and Neurodegenerative Diseases	2 Cr.
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This course provides students with an in-depth understanding of dementias and neurodegenerative diseases, as well as their consequences on communication and cognitive functions.

040APCLM1	Clinical Approach to SLT 9 and 10	2 Cr.
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This course integrates theoretical knowledge from various teachings with clinical speech therapy practice. It fosters reflection on diagnostic approaches and interventions based on real clinical cases and provides opportunities to deepen understanding of Evidence-Based Practice (EBP) and strengthen its application in practice.

040DDTLM2	Screening and Diagnosis of Language Disorders in Multilingual Settings	3 Cr.
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This course addresses the assessment of language disorders in multilingual contexts, emphasizing the similarities and differences between typical multilingual development and atypical language development. It presents theoretical concepts related to bilingual language characteristics and introduces standardized assessment tools tailored to the Lebanese context. Clinical illustrations are provided to help students develop a structured methodological approach for evaluating and guiding interventions in multilingual settings.

040ANREM1	English Assessment and Intervention for French-Speaking SLPs	2 Cr.
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This course aims to provide French-speaking Speech-Language Pathologists (SLPs) with basic foundational skills in assessing and preparing interventions for English-speaking clients, with a special focus on features of language development unique to multilingual environments. This course equips students with the essential tools and skills to critically think about communication and language disorders in a second language. Instead of covering all aspects of assessment and intervention in the English language, the course focuses on providing a solid foundation and guidelines to become proficient and competent SLPs for English-speaking clients.

065INMAM1	Management and Leadership	2 Cr.
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This course familiarizes students with the principles, concepts, and basic tools of management. It helps students develop a holistic analysis of the management systems they work within and enables them to act as agents of change. By the end of this course, students will be able to develop programs and manage services based on available resources and the institution's organizational model, conduct a strategic analysis from a leadership perspective, and work in a multidisciplinary team.

040ME20M1	Master Thesis	10 Cr.
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The Master Thesis in speech therapy demonstrates students' mastery of theoretical and methodological approaches to research applied in the field. It is an introductory research project in which students must demonstrate proficiency in research and utilize bibliographic data on a relevant topic. The thesis must present original work including a literature review, a methodological framework adapted to the question addressed, a presentation of results, and their discussion. Upon completion, students should be able to conduct research or design a project.

040PDRDM1	Swallowing Pathology and Advances in Dysphagia Rehabilitation	3 Cr.
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This course aims to enhance students' clinical skills in assessing and treating oropharyngeal dysphagia in individuals and their caregivers. It focuses on the following competencies:

- Researching new approaches and methodologies for swallowing screening and assessment;
- Mastering rehabilitation techniques and approaches for oropharyngeal dysphagia;
- Implementing advisory and expert strategies to make therapeutic decisions;
- Evaluating intervention effectiveness based on evidence and clinical practice;
- Engaging patients and their caregivers in therapeutic education;
- Collaborating effectively within multidisciplinary teams to provide comprehensive care for dysphagia patients.

040PVPRM2	Voice Pathologies and Advances in Vocal Rehabilitation	3 Cr.
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This course enables students to master and deepen various theoretical approaches to speech therapy intervention in vocology. By the end of this course, students will be able to acquire and develop evaluation and intervention tools in the field of vocal pathologies, effectively develop an individualized project for each patient, taking into account Evidence-Based Practice data, and evaluate its effectiveness.

040MAKAM1	Communication and Language Aid Program: The Example of Makaton	2 Cr.
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This course develops students' clinical reflection approach around the multichannel nature of communication and its fundamental role in remediating severe language disorders. It also introduces the practice of the Makaton program based on these principles.

040SEMIM1	Research Seminar	1 Cr.
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This course introduces students to all research activities, the various stages of scientific research development, and the process of selecting an appropriate methodology. It equips students to define their thesis project, present it, critique it, and refine it.

040THPLM1	Plurilingual Development Theories	2 Cr.
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This course examines multilingualism as a widespread phenomenon resulting from the expansion of cultures and globalization. It explores the similarities and differences between multilingual and monolingual development that every language clinician should know and master in order to better assess children's language performances and understand their particularities in multilingual environments. Understanding these developmental patterns helps refine assessment practices and prevents over- or under-diagnosis of language disorders.

040TCMAM2	Mathematical Cognition Disorders: Intervention Practices	2 Cr.
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This course develops students' evidence-based practice (EBP) skills for intervening with children who have mathematics difficulties. It covers the key components of mathematical cognition intervention, including number processing, counting, numeration, transcoding, and calculation. Students will learn to design a mathematics intervention plan by applying EBP principles, defining objectives and strategies, and evaluating the effectiveness of their interventions.

040LARAM1	Current Research on Language Disorders	2 Cr.
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This course focuses on current research on the atypical acquisition of oral language from psycholinguistic and neurolinguistic perspectives. It presents research methodologies before exploring the linguistic features of disorders and the roles of cognition, neurobiology, genetics, and the environment in language development. Various types of pathologies/disorders will be covered (language disorders and intellectual disability, aphasia, epilepsy, deafness, etc.). This course also focuses on developmental language disorders (DLD) and formal language disorders in children with autism spectrum disorders (ASD). Students will acquire up-to-date knowledge on the atypical development of oral language and question certain preconceived ideas. This course allows them to critically evaluate international research on the topic and the methodologies used for language assessment methods, and understand the speech therapy implications related to current research data.

040M2oSM2	Master Thesis (Continuation)	10 Cr.
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The Master Thesis in speech therapy demonstrates students' mastery of theoretical and methodological approaches to research applied in the field. It is an introductory research project in which students must demonstrate proficiency in research and utilize bibliographic data on a relevant topic. The thesis must present original work including a literature review, a methodological framework adapted to the question addressed, a presentation of results, and their discussion. Upon completion, students should be able to conduct research or design a project.

040ENCLM2	Clinical Interview	2 Cr.
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This course introduces the clinical interview as a basic tool in clinical psychology, highlighting its essential role in care and guidance disciplines. It aims to familiarize practitioners with the essential parameters involved in the clinical interview to enhance the diagnostic approach and the therapeutic process. This course covers the characteristics of different types of interviews (clinical/research interview, interview with children/adolescents, parental guidance interview, etc.), and the purpose and foundational axes of the clinical interview (request, framework, therapeutic alliance, verbal and non-verbal communication, therapist/patient relationship). Additionally, the course examines clinician attitudes, forms of emotional engagement, and intervention tools used during clinical interviews.

040RENAM1	Models of Neurofunctional Rehabilitation in Autism: Example of Exchange and Development Therapy	3 Cr.
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This course presents Autism Spectrum Disorder as a neurodevelopmental disorder affecting social interaction, social communication with others, and often accompanied by sensory behavioral issues and restricted and repetitive interests. Research in this field continues to expand into neurobiological concepts and intervention studies. This course aims to present the latest advances in interventions for autism, using the example of Exchange and Development Therapy (TED). This therapy was developed at the University of Tours and the University Hospital Center by a specialized child psychiatry team on autism: Gilbert LELOLD, Catherine BARTHÉLÉMY, and Laurence HAMEURY. It is based on a neurofunctional and developmental conception of autism. Students will explore how TED aims to improve deficient functions such as attention to others, intention, and imitation, by



engaging the activity of integrative brain systems that support them, thus achieving functional rehabilitation. The course explains how TED aims to “untangle” the child by showing them that they can look, listen, and associate. It seeks to stimulate and encourage reciprocal exchanges during play and through these exchanges, develop communication skills. This rehabilitative therapy is conducted in the context of playful sessions adapted to the child’s developmental profile, across all domains.

04oREAAM1	Explanatory Models and Current Research on Autism	2 Cr.
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This course presents Autism Spectrum Disorder as a neurodevelopmental disorder affecting social interaction and communication, and is often accompanied by sensory behavioral issues and restricted, repetitive interests. Research in this field continues to expand into neurobiological concepts and intervention studies. This course aims to present the latest advances in autism research and discuss evolving perspectives to better identify effective intervention strategies, considering the uniqueness of each child.

04oPLLEM2	Plurilingualism and Written Language: Evaluation and Intervention Practices	3 Cr.
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This course addresses the clinical manifestations of written language disorders within various socio-cultural and linguistic environments. It encourages reflection on how disorders manifest in different languages and discusses different approaches to rehabilitation, focusing on Evidence-Based Practice principles.

04oBEPLM2	Clinical Decision-Making in Fluency Disorders	2 Cr.
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This course enables students to deepen their knowledge in the assessment and rehabilitation of stuttering, drawing on a holistic and cross disciplinary approach. Stuttering is a neurodevelopmental disorder with a significant impact on social interactions and the quality of life of people who stutter. Research in this field is extensive and continuously evolving, encompassing etiological factors, as well as aspects related to assessment and intervention. Therefore, this course aims to equip speech therapists with the skills to conduct diagnostics and implement targeted therapeutic projects tailored to the needs and context of individuals who stutter. Students will learn to analyze patient profiles more effectively, enabling them to consider evidence-based targeted interventions. Additionally, this course provides an opportunity to deepen knowledge related to advances in research on fluency disorders.

04oPSTSM2	School Curriculum and Adaptations for Specific Disorders	3 Cr.
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This course enables students to better understand the situation of Lebanese students in primary schools who are learning French as a second language. It aims to address the issues of integration and school inclusion in a contextualized manner, considering the resources available in the Lebanese educational system. By the end of the course, students will be able to understand the relationships between educational and pedagogical teams and healthcare professionals and to justify the choice of structures adapted to each patient’s specific context.

04oSTAPM2	Applied Statistics in Research	2 Cr.
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This course covers the main inferential statistical methods to enable their use in various assignments throughout the program. By the end of this course, students should be able to independently use appropriate software and conduct their own statistical analysis (SPSS, NVivo, etc.). The course focuses on the application of statistics in health and language sciences.

04oSUIIMM2	Deafness and Cochlear Implant: Current Research and Intervention Practices	3 Cr.
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This course explores current research and best practices in the assessment and intervention of deaf children, with a focus on cochlear implants. It covers specialized techniques for pre- and post-implant evaluation, rehabilitation, assessing intervention effectiveness, implementing expert procedures, and participating in therapeutic decision-making. The course also emphasizes guiding parents and educators to support the successful integration of implanted children into school and social environments.



040POIEM2	Prevention in Speech Therapy: Indirect Interventions and Interprofessional Collaborations	3 Cr.
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This course helps students understand the role of speech therapists in educational settings, particularly across the tiers of the Response to Intervention model. It develops skills to identify children at risk, determine when to intervene, and implement targeted preventive strategies based on individual needs. The course covers methods to support teachers in enhancing classroom interactions and promoting language comprehension and expression. It emphasizes the importance of guided play, foundational skills for written language, and interactive shared reading practices. Students will also learn the role of the speech therapist within a multidisciplinary team and how to select and adapt effective intervention strategies according to the context, using practical examples.

040PRPrM1	Professional Practices	2 Cr.
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This course aims to develop students' roles as both caregivers with professional autonomy and clinical researchers who question themselves to reflect on the best care to offer. This course serves as an internship that takes place in hospital departments and language reference centers affiliated with a partner university.

040LEBPM2	Pragmatic and Discursive Skills: Evaluation and Rehabilitation	2 Cr.
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This course offers an in-depth exploration of the pragmatic and discourse skills introduced in the undergraduate program (Bachelor in Speech and Language Therapy). It covers key theoretical concepts related to these two areas, assessment methodologies, and rehabilitation techniques. This course trains students to use tests and clinical observation to assess pragmatics and discourse in different pathologies, and learn to develop personalized intervention plans using an EBP approach.

040STREM1	Research Internship	2 Cr.
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This course introduces students to the various activities of a research laboratory in order to develop their researcher posture. It is carried out in partner research laboratories.

040MERSM1	Research Methodology in Practice 8: Systematic Reviews, Qualitative Designs, and Single Case Studies.	2 Cr.
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This course provides an in-depth understanding of research methodologies that are particularly relevant and applicable to the field of SLT and communication disorders.

040CSOEM2	Scientific Communication and Writing	1 Cr.
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This course enhances students' ability to understand, analyze, and communicate research findings relevant to the field of Speech and Language Therapy (SLT). It emphasizes scientific communication through the exploration of the core research methodologies applied in SLT.