

## MASTER IN SPEECH AND LANGUAGE THERAPY

### Main Language of Instruction:

French ☐ English ☒ Arabic ☐

**Campus Where the Program Is Offered:** CIS

### OBJECTIVES

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

- Develop and enhance professional practices through reflective approaches;
- Master concepts, models and tools related to the discipline;
- Utilize technical resources for supervision, mentoring and innovative project conception;
- Gain expertise in specific domains and analyze their own 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)

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- Gain in-depth understanding across various domains of speech and language therapy;
- Enhance professional skills to align with current scientific advancements, paving the way for a more robust and fulfilling career;
- Obtain a master's level academic qualification, on par with similar programs internationally;
- Increase employability, particularly in Gulf countries, where a master's degree is often a prerequisite for many positions.

### ADMISSION REQUIREMENTS

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Candidates are selected based on a thorough review of their application form. Admission requires a degree in speech and language therapy (240 ECTS). USJ graduates in Speech and Language Therapy are granted direct admission to the third semester of the Master's program.

### COURSE/CREDITS GRANTED BY EQUIVALENCE

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ISO Speech and Language Therapy graduates are considered to have completed the 60 credits required for the first year of the program (semesters 1 and 2). Graduates 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 first-year courses (semesters 1 and 2) based on their academic record. However, they may be required to take certain prerequisite courses from semesters 1 and 2.

### PROGRAM REQUIREMENTS


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

#### For the First Year

##### Required Courses (56 Cr.)

Artificial Intelligence in Speech and Language Therapy: Applications and Prospects (2 Cr.). Bioethics (2 Cr.). Clinical Approach to SLT 7 (2 Cr.). Clinical Approach to SLT 8 (2 Cr.). Clinical Intervention and Decision-Making in SLT (2 Cr.). Deontology and Legislation (2 Cr.). Medical Research Updates about Developmental Disorders (3 Cr.). Diagnostic Investigations in Psychology Therapy (2 Cr.). Diagnostic Investigations in Psychomotor Therapy (1 Cr.). English



Level A (4 Cr.). Executive Functions in SLT Intervention (2 Cr.). Institutional Internship - SLT (5 Cr.). Introduction to Health Policy and Systems (2 Cr.). Leadership, Innovation and Professionalism (2 Cr.). Neurocognitive and Neurodegenerative Disorders (2 Cr.). Research Methods: Types and Quantitative Designs (2 Cr.). Research Methods: Inferential Statistics (2 Cr.). Preliminary Research Project 1 (2 Cr.). Preliminary Research Project 2 (3 Cr.). SLT Assessment and Intervention in Math Cognition Developmental Disorders (2 Cr.). Specialized Communication and Public Information (1 Cr.). Specific Terminologies: Advanced Arabic Language Course (CLAS) (2 Cr.). Speech and Language Therapy in University Clinics (7 Cr.).

### Open Elective Courses (4 Cr.)

#### For the Second Year

#### Required Courses (33 Cr.)

Applied Statistics to Research (2 Cr.). Clinical Approach to SLT 9 and 10 (2 Cr.). Current Research in Language Disorders (2 Cr.). Master Thesis – Continued (9 Cr.). Master Thesis (9 Cr.). Research Methods: Systematic Review, Qualitative Models, and Single-Case Study (2 Cr.). Research Methods: Scientific Oral Communications and Writing (1 Cr.). Prevention and Diagnosis of Language Disorders in Multilingual Contexts (3 Cr.). Research Seminar (1 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.). Cognition and Math Disorders: From Theory to Practice (2 Cr.). Deafness and Cochlear Implant: Current Research and Intervention Practices (3 Cr.). Explanatory Models and Current Research in Autism (2 Cr.). Management and Leadership (2 Cr.). Multilingualism and Written Language Disorders: Assessment and Intervention Practices (3 Cr.). Neuro-Functional Models of Intervention in Autism: The Example of the Exchange and Development Therapy (3 Cr.). Oropharyngeal Dysphagia and Research Advances in Rehabilitation (3 Cr.). Pragmatic and Discursive Skills: Evaluation and Intervention (2 Cr.). Prevention in Speech and Language Therapy and Parental Coaching (3 Cr.). Professional Actualities (2 Cr.). Professional Internship (2 Cr.). Research Internship (2 Cr.). School Curriculum and Adaptations in the Context of Specific Disorders (3 Cr.). Voice Pathologies and Advances in Vocal Rehabilitation Practices (3 Cr.).

### SUGGESTED STUDY PLAN

#### Semester 1

Code	Course Name	Credits
040BIOEL7	Bioethics	2
040CLAPL7	Clinical Approach to SLT 7	2
040CIDML7	Clinical Intervention and Decision-Making in SLT	2
040DINPL7	Diagnostic Investigations in Psychology Therapy	2
040DIPTL7	Diagnostic Investigations in Psychomotor Therapy	1
040SELAL7	English Level A	4
040EFSIL7	Executive Functions in SLT Intervention	2
040PRP1L7	Preliminary Research Project 1	2
040RMPRL7	Research Methods: Types and Quantitative Designs	2
040AICML7	SLT Assessment and Intervention in Math Cognition Developmental Disorders	2
040AISTL7	Artificial Intelligence in Speech Therapy: Applications and Prospects	2
065CLS2M4	Specific Terminologies: Advanced Arabic Language Course (CLAS)	2
040NECDL7	Neurocognitive and Neurodegenerative Disorders	2
	Open Elective Course	4
	<b>Total</b>	<b>31</b>

## Semester 2

Code	Course Name	Credits
040APPRL8	Clinical Approach to SLT 8	2
040DEONL8	Deontology and Legislation	2
040INTNL8	Institutional Internship - SLT	5
065EC2SM3	Introduction to Health Policy and Systems	2
040MRUDL8	Medical Research Updates about Developmental Disorders	3
040PRLML8	Preliminary Research Project 2	3
040PRACL8	Research Methods: Inferential Statistics	2
040SCPIL8	Specialized Communication and Public Information	1
040STCIL8	Speech and Language Therapy in University Clinics	7
015LIPPL5	Leadership, Innovation and Professionalism	2
	<b>Total</b>	<b>29</b>

### + 4 credits of Open Elective Courses

For semesters 3 and 4, students must validate 60 credits from the following tables, by taking the 33 mandatory course credits and choosing 27 major elective course credits among the aforementioned choices.

## Semester 3

### Required courses

Code	Course Name	Credits
040CLP9M1	Clinical Approach to SLT 9 and 10	2
040RSCHM1	Research Seminar	1
040LDREM1	Current Research in Language Disorders	2
040THEOM1	Theories of Multilingual Development	2
040RMSQM2	Research Methods: Systematic Review, Qualitative Models, and Single-Case Study	2
040M2THM1	Master Thesis	9
	<b>Total</b>	<b>18</b>

### Institution's Elective Courses: to choose 12 credits from the list below

Code	Course Name	Credits
040PATHM1	Oropharyngeal dysphagia and Research Advances in Rehabilitation	3
040INTMM1	Management and Leadership	2
040EXPLM1	Explanatory Models and Current Research in Autism	2
040PROGM1	School Curriculum and Adaptations in the Context of Specific Disorders	3
040ASDEM1	Neuro-Functional Models of Intervention in Autism: The Example of the Exchange and Development Therapy	3
040PGMDM1	Pragmatic and Discursive Skills: Evaluation and Intervention	2
040VOICM1	Voice Pathologies and Advances in Vocal Rehabilitation Practices	3
	<b>Total</b>	<b>18</b>

#### Semester 4 Required Courses

Code	Course Name	Credits
040PRDGM2	Prevention and Diagnosis of Language Disorders in Multilingual Contexts	3
040APPSM2	Applied Statistics to Research	2
040SCICM1	Research Methods: Scientific Oral Communications and Writing	1
040M2TEM2	Master Thesis – Continued	9
	<b>Total</b>	<b>15</b>

#### Institution's Elective Courses: to choose 15 credits from the list below

Code	Course Name	Credits
040CLIIM2	Clinical Interview	2
040DMFLM2	Clinical Decision-Making in Fluency Disorders	2
040INTMM2	Cognition and Math Disorders: From Theory to Practice	2
040WLDMM2	Multilingualism and Written Language Disorders: Assessment and Intervention Practices	3
040DFCOM2	Deafness and Cochlear Implant: Current Research and Intervention Practices	3
040PREVM2	Prevention in Speech and Language Therapy and Parental Coaching	3
040INPRM2	Professional Internship	2
040PRACM1	Professional Actualities	2
040INTRM2	Research Internship	2
	<b>Total</b>	<b>21</b>

#### COURSE DESCRIPTION

##### **040APPSM2      Applied Statistics to Research      2 Cr.**

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.

##### **040BIOEL7      Bioethics      2 Cr.**

This course is designed to equip students with a structured method for ethical analysis, fostering an ethical framework for navigating therapeutic scenarios marked by potential value conflicts. Through this approach, students will explore key contemporary bioethical issues, applying their ethical reasoning to real-world situations at the beginning and end of human life, particularly in the context of patient care. This includes scenarios specific to the practice of both speech and language and psychomotor therapy.

##### **040CLP9M1      Clinical Approach to SLT 9 and 10      2 Cr.**

This course links the theoretical contributions of the various courses with clinical speech therapy practice. It aims to encourage reflection on the diagnostic process and intervention, based on concrete and real questions encountered in practice. This space for exchange and discussion also allows students to deepen their knowledge in Evidence-Based Practice (EBP) and strengthen its application in practice.

<b>040DMFLM2</b>	<b>Clinical Decision-Making in Fluency Disorders</b>	<b>2 Cr.</b>
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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.

<b>040CLIIM2</b>	<b>Clinical Interview</b>	<b>2 Cr.</b>
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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.

<b>040INTMM2</b>	<b>Cognition and Math Disorders: From Theory to Practice</b>	<b>2 Cr.</b>
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This course teaches students to use Evidence-Based Practice (EBP) for helping children with math difficulties. It covers key skills in mathematical cognition, including number processing, counting, numeration, transcoding, and calculation. Students will learn to create a math intervention plan, set objectives, choose methods, and assess the plan's effectiveness.

<b>040LDREM1</b>	<b>Current Research in Language Disorders</b>	<b>2 Cr.</b>
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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.

<b>040DFCOM2</b>	<b>Deafness and Cochlear Implant: Current Research and Intervention Practices</b>	<b>3 Cr.</b>
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This course addresses current trends in research concerning the assessment and intervention decisions for deaf children, with a particular focus on cochlear implants. It covers new specialized techniques for cochlear implant assessment and intervention, including pre- and post-assessment, rehabilitation, evaluating intervention effectiveness, implementing expert processes, and effectively participating in therapeutic decision-making. It also emphasizes mastery of parental and educational guidance for integrating implanted children into school and social environments.

<b>040EXPLM1</b>	<b>Explanatory Models and Current Research in Autism</b>	<b>2 Cr.</b>
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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.

<b>040INTMM1</b>	<b>Management and Leadership</b>	<b>2 Cr.</b>
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This course familiarizes students with the principles, concepts, and basic tools of management. It aims to help future professionals working within institutional, educational, or medical settings develop a holistic analysis of the management systems they adhere to, and become 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 organizational model of the institution, conduct strategic analysis from a leadership perspective, and work within a multidisciplinary team.

<b>040M2THM1</b>	<b>Master Thesis</b>	<b>9 Cr.</b>
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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.

<b>040M2TEM2</b>	<b>Master Thesis – Continued</b>	<b>9 Cr.</b>
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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.

<b>040WLDMM2</b>	<b>Multilingualism and Written Language: Assessment and Intervention Practices</b>	<b>3 Cr.</b>
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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.

<b>040ASDEM1</b>	<b>Neuro-Functional Models of Intervention in Autism: The Example of the Exchange and Development Therapy</b>	<b>3 Cr.</b>
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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 LELOD, 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.

<b>040PATHM1</b>	<b>Oropharyngeal Dysphagia and Research Advances in Rehabilitation</b>	<b>3 Cr.</b>
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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.

<b>040PGMDM1</b>	<b>Pragmatic and Discursive Skills: Evaluation and Intervention</b>	<b>2 Cr.</b>
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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.

<b>040PRP1L7</b>	<b>Preliminary Research Project 1</b>	<b>2 Cr.</b>
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This course is designed to cultivate a research-oriented mindset in students, meeting dual objectives: ensuring academic rigor in compliance with research standards in speech therapy or medical sciences, and developing practical proficiency for professional research. By the end of this course, students will be equipped to actively participate in clinical research endeavors aimed at advancing linguistic knowledge and the speech and language therapy profession in Lebanon. This entails considering contextual nuances, employing quantitative reasoning, and fostering critical thinking skills.

<b>040PRDGM2</b>	<b>Prevention and Diagnosis of Language Disorders in Multilingual Contexts</b>	<b>3 Cr.</b>
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This course addresses plurilingualism, a widespread phenomenon resulting from the expansion of cultures and globalization. Diagnosis of language disorders in plurilingual environments requires in-depth knowledge of the linguistic similarities between plurilingual and atypical language development. Consequently, specific measures and methodological thinking should be used and reflected upon to objectively diagnose language disorders and direct children toward the necessary interventions. This course describes the theoretical concepts related to bilingual language characteristics and outlines standardized tools specifically used in the Lebanese context, taking into account its specific features. It also provides clinical illustrations to help build a methodological assessment approach specific to multilingual contexts.

<b>040PREVM2</b>	<b>Prevention in Speech and Language Therapy and Parental Coaching</b>	<b>3 Cr.</b>
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By the end of this course, students will be able to better identify and understand the role of speech therapists in educational settings, particularly concerning the various tiers of the Response to Intervention model. It enables students to acquire the necessary skills to identify “vulnerable” children based on risk and protective factors, to know when to intervene, and to implement targeted preventive interventions according to children’s needs. It covers different strategies to support teachers in improving classroom interactions and supporting language in expression and comprehension. The importance of accompanied play is emphasized, along with prerequisites for written language, including enriched shared reading practices and interactive reading. The role of the speech therapist within the multidisciplinary team will be clarified. Lastly, students will learn to select and adjust effective intervention methods according to the context, focusing on practical examples.

<b>040PRACM1</b>	<b>Professional Actualities</b>	<b>2 Cr.</b>
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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 or language reference center affiliated with a partner university center.

<b>040INPRM2</b>	<b>Professional Internship</b>	<b>2 Cr.</b>
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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.


<b>040INTRM2</b>	<b>Research Internship</b>	<b>2 Cr.</b>
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This course introduces the various activities of a research laboratory in order to cultivate a research-oriented



mindset. It is conducted in partner research laboratories.

<b>040RMPRL7</b>	<b>Research Methods: Types and Quantitative Designs</b>	<b>2 Cr.</b>
This course introduces the fundamental principles of quantitative and qualitative research, as well as systematic review methodology, in Speech-Language Therapy (SLT). It examines how research in SLT differs from other fields, emphasizing individual experiences in a healthcare context that values patient satisfaction and personalized care. Students will learn to apply quantitative methods for evaluating intervention efficacy and qualitative methods to understand intervention feasibility, acceptability, and transferability. The course also covers systematic review techniques relevant to research in SLT and communication disorders.		
<b>040RSCHM1</b>	<b>Research Seminar</b>	<b>1 Cr.</b>
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.		
<b>040RMSQM2</b>	<b>Research Methods: Systematic Review, Qualitative Models, and Single-Case Study</b>	<b>2 Cr.</b>
This course provides an in-depth understanding of research methodologies relevant and applicable to the field of SLT and communication disorders.		
<b>040SCICM1</b>	<b>Research Methods: Scientific Oral Communications and Writing</b>	<b>1 Cr.</b>
This course enhances students' ability to understand, analyze, and communicate research findings in Speech and Language Therapy (SLT). It emphasizes scientific communication through the exploration of core research methodologies applied in the field.		
<b>040PROGM1</b>	<b>School Curriculum and Adaptations in the Context of Specific Disorders</b>	<b>3 Cr.</b>
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.		
<b>040THEOM1</b>	<b>Theories of Multilingual Development</b>	<b>2 Cr.</b>
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.		
<b>040VOICM1</b>	<b>Voice Pathologies and Advances in Vocal Rehabilitation Practices</b>	<b>3 Cr.</b>
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 develop assessment and intervention tools for vocal pathologies, and develop individualized projects for each patient, taking into account Evidence-Based Practice data while assessing its effectiveness.		
<b>040CLAPL7</b>	<b>Clinical Approach to SLT 7</b>	<b>2 Cr.</b>
This course aims to develop in students a clinical approach to evaluation and SLT intervention for children and adults presenting with various disorders (e.g., communication, language, voice). Students will learn to take into account the patient's context: family, school, and other members of the multidisciplinary team.		





**Prerequisites:** Practicum and Internship 1 & 2.

<b>040APPRL8</b>	<b>Clinical Approach to SLT 8</b>	<b>2 Cr.</b>
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This course aims to develop in students a clinical approach to evaluation and SLT intervention for children and adults presenting with various disorders (e.g., communication, language, voice). Students will learn to take into account the patient's context: family, school, and other members of the multidisciplinary team.

**Prerequisites:** Practicum and Internship 1 & 2.

<b>040CIDML7</b>	<b>Clinical Intervention and Decision-Making in SLT</b>	<b>2 Cr.</b>
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This course builds upon previous learning about assessment methodology and the selection of evaluation tools, focusing on applying evidence-based practice in clinical decision-making. While the primary aim of assessment is to establish a diagnosis, its ultimate goal is to develop an effective intervention plan grounded in scientific evidence. Given the vast array of resources available, this can present a challenge for SLTs. Throughout the course, students will gain proficiency in selecting appropriate evaluation tools, defining objectives, and devising intervention strategies tailored to meet the unique needs of individual patients.

**Prerequisites:** Assessment principles in SLT; Take CDSO internship in parallel, otherwise attend classes without registering nor passing the exam.

<b>040DINPL7</b>	<b>Diagnostic Investigations in Psychology Therapy</b>	<b>2 Cr.</b>
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This course covers theoretical and practical sessions on psychological assessments for children, adolescents, and adults. Students will explore various tests and scales through case studies, gaining familiarity with their application. The course aims to equip students with a broader perspective for addressing complex situations requiring multidisciplinary interventions.

<b>040DIPTL7</b>	<b>Diagnostic Investigations in Psychomotor Therapy</b>	<b>1 Cr.</b>
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This course offers an overview of psychomotor disorders and the associated diagnostic tests. By the end of the course, students will be able to:

- Interpret psychomotor assessments effectively;
- Apply collected psychomotor assessment data in clinical practice.

<b>040SELAL7</b>	<b>English Level A</b>	<b>4 Cr.</b>
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This course enhances critical thinking, reading, oral, and writing skills. It focuses on synthesizing information from various sources to produce research papers and present them effectively. Emphasis is placed on analyzing different types of texts relevant to various disciplines, and integrating diverse information into written and oral presentations.

<b>040EFSIL7</b>	<b>Executive Functions in SLT Intervention</b>	<b>2 Cr.</b>
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This course explores the key components of executive functions (EF) and their neurodevelopment, including dysexecutive syndrome. It also examines the implications of EF in various fields such as oral and written languages, as well as the assessment and rehabilitation of core cognitive components (inhibition, working memory, mental flexibility, and planning). Students will analyze clinical cases and be able to:

- Conduct EF assessments in SLT.
- Develop intervention programs tailored to individual EF cases.
- Collaborate with stakeholders to establish appropriate interventions.
- Provide parental guidance to enhance patients' quality of life.

**Prerequisites:** Practicum and Internship 1 & 2, and take the CDSO internship in parallel.

<b>040AICML7</b>	<b>SLT Assessment and Intervention in Math Cognition Developmental Disorders</b>	<b>2 Cr.</b>
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This course enables students to build upon their understanding of math-cognition development, logical operations, and number systems to learn how to create evaluation plans, conduct assessments, and diagnose dyscalculia according to DSM-5 criteria. Additionally, they will explore how deficits at different developmental levels impact children's performance and gain knowledge necessary for developing rehabilitation plans to address word problem challenges. By the end of the course, students will be proficient in:

- Conducting math-cognition assessments;
- Establishing a differential diagnosis;
- Writing assessment reports;
- Analyzing clinical findings within theoretical frameworks;
- Identifying errors in word problems and devising appropriate remediation plans.

**Prerequisite:** Math Cognition Developmental Disorders

<b>040AISTL7</b>	<b>Artificial Intelligence in Speech and Language Therapy: Applications and Prospects</b>	<b>2 Cr.</b>
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This course covers the numerous applications of AI in enhancing practices in speech and language therapy. Students will explore how generative AI can be used to create content, language, and useful resources in the field. The course emphasizes practical applications, tools, and the ethical implications of using generative AI in the context of rehabilitation and communication.

<b>065CLS2M4</b>	<b>Specific Terminologies: Advanced Arabic Language Course (CLAS)</b>	<b>2 Cr.</b>
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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.

<b>040DEONL8</b>	<b>Deontology and Legislation</b>	<b>2 Cr.</b>
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This course introduces legal issues and regulations relevant to the medical field. Topics covered include: history of law, contract law, tax law, labor law, and other legal matters essential for SLTs in their daily practice.

<b>040INTNL8</b>	<b>Institutional Internship - SLT</b>	<b>5 Cr.</b>
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This course aims to develop a clinical approach to speech therapy evaluation and intervention for patients with diverse communication and language disorders, whether oral or written. It emphasizes considering patients' familial, educational, and multidisciplinary team contexts. By the end of this course, students will demonstrate competency in:

- Clinical approaches: Choosing, explaining, and mastering evaluation and intervention methods for communication/language disorders;
- Therapeutic relationship and professionalism: Recognizing the significance of therapeutic relationships and ethics, employing reasoned and critical thinking grounded in scientific literature;
- Collaboration and communication skills: Collaborating with various therapists through tailored interventions, exchanging information, and establishing coherent therapeutic goals to enhance patient communication and overall progress.

<b>065EC2SM3</b>	<b>Introduction to Health Policy and Systems</b>	<b>2 Cr.</b>
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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.

<b>040PRACL8</b>	<b>Research Methods: Inferential Statistics</b>	<b>2 Cr.</b>
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This course equips students with skills in designing, analyzing, and interpreting statistical data using IBM SPSS 25.0.0. Through practical exercises, students will learn to input data into the software and apply normality and parametric statistical tests, preparing them for the statistical aspects of their final-year projects.

<b>040SCPIL8</b>	<b>Specialized Communication and Public Information</b>	<b>1 Cr.</b>
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This course enhances students' critical thinking regarding the use of social media in the field of SLT. It covers relevant policies and ethical considerations governing online behavior. Students will learn to discern appropriate and inappropriate social media posts and to create content aligning with professional standards.

<b>040STCIL8</b>	<b>Speech and Language Therapy in University Clinics</b>	<b>7 Cr.</b>
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This course aims to cultivate a clinical approach in students for evaluating and intervening in speech therapy cases involving various communication/language disorders (oral or written). It emphasizes considering the patient's broader context, including family dynamics, educational environment, and collaboration within a multidisciplinary team.

**Prerequisites:** Practicum and Internship 1 & 2.

<b>015LIPPL5</b>	<b>Leadership, Innovation and Professionalism</b>	<b>2 Cr.</b>
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This course is part of the USJ General Education Program. It introduces social work students to demonstrating leadership and innovation when facing complex situations. It also encourages them to work in multidisciplinary teams while adopting professional conduct that respects human values and institutional culture. It enables students to:

- Demonstrate leadership and innovation.
- Manage their skills according to their chosen career path and the evolving professional requirements.
- Collaborate with other professionals while respecting institutional culture and the values of social work.

<b>040MRUDL8</b>	<b>Medical Research Updates About Developmental Disorders</b>	<b>3 Cr.</b>
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This course focuses on developmental disorders, which are common challenges faced by speech therapists in their daily practice. It emphasizes current knowledge on the assessment and management of these disorders, enabling students to understand them within the broader context of neurodevelopment. This understanding facilitates effective communication with colleagues and patients' families. Prioritizing recent research findings over comprehensive literature reviews, the course aims to equip students with practical insights.

<b>040NECDL7</b>	<b>Neurocognitive and Neurodegenerative Disorders</b>	<b>2 Cr.</b>
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This course introduces students to different type of dementia and Mild Cognitive Impairment (MCI), as well as the cognitive communication changes for people living with dementia or MCI. It covers the basics of dementia and neurodegenerative disorders, including the most common types and their symptoms. Students will explore the impact of these disorders on communication, swallowing, and social interactions, and discuss various assessment and intervention strategies that speech and language therapists can use to address these issues. This course also addresses ethical and legal considerations that may arise when working with patients with dementia, and emphasize the importance of early detection and treatment. Additionally, it provides an overview of family guidance, covering therapies and educational methods relevant to SLT. Overall, the course equips students with the key concepts and skills needed to work effectively with patients with dementia and neurodegenerative disorders.