

**BACHELOR 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 Bachelor in Speech and Language Therapy program aims to equip students with the following skills:

- Assess communication and swallowing disorders;
- Design effective treatment plans;
- Implement tailored care strategies;
- Serve diverse populations;
- Collaborate with healthcare professionals;
- Provide high-quality therapeutic interventions;
- Engage in research and lifelong learning;
- Adhere to ethical and professional standards.

**PROGRAM LEARNING OUTCOMES (COMPETENCIES)**

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- Conduct thorough clinical assessments for screening, evaluating, and implementing speech and language therapy intervention, employing quantitative reasoning and critical thinking;
- Collaborate with diverse therapists, adapting communication methods to different audiences and contexts, to establish comprehensive intervention plans supported by both oral and written rationales;
- Acquire communication skills necessary for establishing therapeutic relationships with patients, facilitating oral and written exchanges, sharing information, and educating parents, professionals, and the patients' support networks;
- Actively participate in clinical research endeavors aimed at advancing linguistic knowledge and the speech and language therapy profession in Lebanon, considering the unique context and applying quantitative reasoning and critical thinking;
- Adhere to ethical and professional principles in all speech and language therapy practices;
- Recognize the importance of lifelong learning.

**PROGRAM REQUIREMENTS**

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**240 credits: Required courses (189 credits), Institution's elective courses (12 credits), USJ General Education Program (33 credits), and Open elective courses (6 credits).**

**USJ General Education Program (33 Cr.)****English (4 Cr.)**

English Level A (4 Cr.)

**Arabic (4 Cr.)**

Arabic Culture and Language (2 Cr.)

Specific Terminologies: Advanced Arabic Language Course (CLAS) (2 Cr.)

**Humanities (9 Cr.)**

Bioethics (2 Cr.)

Developmental and Social Psychology (3 Cr.)

Volunteering and Active Citizenship (2 Cr.)

USJ Values (2 Cr.)

**Social Sciences (6 Cr.)**

Deontology and Legislation (2 Cr.)

Introduction to Health Policy and Systems (2 Cr.)

Leadership, Innovation and Professionalism (2 Cr.)



### **Communication Techniques (4 Cr.)**

French Expression for Speech and Language Therapist (3 Cr.)

Informing and Communicating in Speech Therapy (1 Cr.)

### **Quantitative Research Techniques (6 Cr.)**

Practical Research Methods: Introduction to Statistical Tests (2 Cr.)

Practical Research Methods: Inferential Statistics (2 Cr.)

Practical Introduction to Research II (2 Cr.)

### **Fundamental Courses (201 Cr.)**

#### **Required Courses (189 Cr.)**

Acquired Cognitive-Linguistic Disorders (2 Cr.), Adult Psychopathology (3 Cr.), AI in Speech Therapy: Applications and Perspectives (2 Cr.), Alternative and Augmentative Communication (2 Cr.), Aphasiology: Speech Therapy Evaluation and Intervention (3 Cr.), Articulation and Motor Speech Disorders (1 Cr.), Cerebral Palsy: Clinical and Linguistic Profiles (3 Cr.), Child and Adolescent Psychopathology (3 Cr.), Clinical Approach in Speech Therapy 1 (2 Cr.), Clinical Approach in Speech Therapy 2 (2 Cr.), Clinical Approach in Speech Therapy 3 (2 Cr.), Clinical Approach in Speech Therapy 4 (2 Cr.), Clinical Approach in Speech Therapy 5 (3 Cr.), Clinical Approach in Speech Therapy 6 (2 Cr.), Clinical Approach in Speech Therapy 7 (2 Cr.), Clinical Approach in Speech Therapy 8 (2 Cr.), Clinical Internships 1 (4 Cr.), Clinical Internships 2 (4 Cr.), Clinical Phoniatrics (1 Cr.), Communication Disorders and Autism (3 Cr.), Current Medical Research Related to Developmental Disorders (3 Cr.), Deafness I (3 Cr.), Deafness II (3 Cr.), Dementias and Neurodegenerative Diseases (2 Cr.), Development of Prelogical and Logical Reasoning (1 Cr.), Developmental Language Disorders (3 Cr.), Dysphagia (2 Cr.), Executive Functions and Remediation in Speech Therapy (2 Cr.), Feeding and Swallowing Disorders in the Context of Disability (3 Cr.), Fluency Disorders (4 Cr.), General Linguistics (3 Cr.), Genetic Diseases and Speech Therapy (3 Cr.), Genetic Embryology and Pediatrics (2 Cr.), Hearing: Anatomy, Physiology, and Pathologies (3 Cr.), Institutional Speech Therapy Internship (5 Cr.), Internship 1 (1 Cr.), Internship 2 (1 Cr.), Interpretation of Diagnostic Investigations in Psychomotor Therapy and Psychology (3 Cr.), Introduction to Education Sciences (2 Cr.), Introduction to Psychomotor Therapy (3 Cr.), Introduction to Speech and Language Therapy (2 Cr.), Leadership, Innovation, and Professional Posture (2 Cr.), Mathematical Cognition: Pathologies, Assessment, and Remediation (2 Cr.), Mathematical Cognition: Typical Development of Logical and Mathematical Thinking (2 Cr.), Maxillofacial Stomatology and Orthodontics (2 Cr.), Neuroanatomy (2 Cr.), Neurology (3 Cr.), Observation Internship 1 (3 Cr.), Observation Internship 2 (3 Cr.), Ophthalmology (1 Cr.), Oral Language Disorders: Assessment (2 Cr.), Oral Language Disorders: Clinical Characteristics (4 Cr.), Oral Language Disorders: Intervention (2 Cr.), Orofacial Function Rehabilitation: Dysfunctional Salivary Swallowing (1 Cr.), Phonation: Anatomy, Physiology, and Pathologies (2 Cr.), Phonetics 1 (3 Cr.), Phonetics 2 (2 Cr.), Practice Analysis: Foundations of Clinical Practice in Speech Therapy and EBP (2 Cr.), Practice Analysis: Speech Therapy Assessment Methodology and Decision Trees (2 Cr.), Rehabilitation Occupation (1 Cr.), Research Methodology: Concepts and Methodology (2 Cr.), Research Methodology: Introduction to Speech Therapy Research (2 Cr.), Research Methodology: Quantitative Types and Models (2 Cr.), Research Methodology: Scientific Article Analysis (2 Cr.), Research Proposal 1 (2 Cr.), Research Proposal 2 (3 Cr.), Screening and Diagnosis of Language Disorders in Multilingual Environments (3 Cr.), Speech Therapy Care Center Internship (7 Cr.), Speech Therapy Mediations 2 (2 Cr.), Speech Therapy Practice and Wordplay in Arabic (2 Cr.), Speech Therapy Practice and Wordplay in French (4 Cr.), Speech Therapy Writing Workshop (2 Cr.), Syntax Analysis 1 (3 Cr.), Syntax Analysis 2 (2 Cr.), Typical Development of Communication and Language (2 Cr.), Vocal Rehabilitation 1 (2 Cr.), Vocal Rehabilitation 2 (2 Cr.), Voice Pathologies and Advances in Vocal Rehabilitation Practices (3 Cr.), Written Language 1: Typical Development of Written Language (2 Cr.), Written Language 2: Atypical Acquisition of Written Language and Speech Therapy Assessment (2 Cr.), Written Language 3: Remediation of Written Language Disorders (3 Cr.).

#### **Institution's Elective Courses (12 Cr.)**

Corporate Verbal Communication Workshop (2 Cr.), Interactive Reading (2 Cr.), Mediations 1 (2 Cr.), Polyphonic Singing 1 (2 Cr.), Polyphonic Singing 2 (2 Cr.), Practical Introduction to Research 1 (2 Cr.), Toolkit for University Integration (2 Cr.)

#### **Open Elective Courses (6 Cr.)**



## SUGGESTED STUDY PLAN

The tables below list all of the required courses that must be taken, excluding the 6 open elective credits chosen by the students throughout the semesters to meet the 240-credit requirement for obtaining the Speech and Language Therapy diploma.

### Semester 1

Code	Course Name	Credits
040SEP1L1	Clinical Approach to SLT 1	2
040OINOTL1	Introduction to Speech and Language Therapy	2
040EFPOL1	French Expression for Speech and Language Therapist	3
040PSYDL1	Developmental Psychology	3
040OPOIL1	Ophthalmology	1
040AUDI1	Hearing	3
040NEROL1	Neuroanatomy	2
040PSYML2	Introduction to Psychomotor Therapy	3
070INSDL1	Introduction to Education Sciences	2
435LALML2 435LRCTL2	Arabic Language and Media - Arabic Language and the Media - Arabic Language: Contemporary Novel, Cinema, and Theater	2
Not scheduled	USJ Values	2
040STA1L1	Internship 1	1
	<b>Institution's Elective Courses</b>	4
	<b>Total</b>	<b>30</b>

### Semester 2

Code	Course Name	Credits
040SEP2L2	Clinical Approach to SLT 2	2
040DVPLL2	Communication and Oral Language Development	2
040EMPEL2	Pediatrics and Genetics	2
040MRP1L2	Research Methodology: Introduction to Research in Speech Therapy	2
040SMFOL1	Maxillofacial Stomatology and Orthodontics	2
040PLF2L2	Speech Therapy Practice and Wordplay in French	4
040PLA2L2	Speech Therapy Practice and Wordplay in Arabic	2
040PHONL2	Phonation: Anatomy, Physiology, and Pathologies	2
040FNTQL2	Phonetics 1	3
040STA2L2	Internship 2	1
040LINGL2	General Linguistics	3
015ABC2L3	Volunteering and Civic Engagement	2
	<b>Institution's Elective Courses</b>	2
	<b>Total</b>	<b>29</b>

### Semester 3

Code	Course Name	Credits
040SED1L3	Clinical Approach to SLT 3	2
040COAAL3	Augmentative and Alternative Communication	2
Not scheduled	Cerebral Palsy: Clinical and Linguistic Profiles	3
Not scheduled	Articulation and Motor Speech Disorders	1
040PSPEL3	Child and Adolescent Psychopathology	3
040TRLOL3	Oral Language Disorders: Clinical Characteristics	4
040ANSYL3	Syntax Analysis 1	3
040DEGLL3	Orofacial Function Rehabilitation: Dysfunctional Salivary Swallowing	1
040SRDTL3	Hearing Impairment I	3
040STGEL1	Observation Internship 1	3
040PHONL3	Phonetics 2	2
040LEC1L4	Written Language 1: Typical Development of Written Language	2
494OCREL3	Rehabilitation Occupation	1
	<b>Institution's Elective Courses</b>	2
	<b>Total</b>	<b>32</b>

### Semester 4

Code	Course Name	Credits
040SED2L4	Clinical Approach in Speech Therapy 4	2
040ANS2L4	Syntax Analysis 2	2
040PSPEL3	Adult Psychopathology	3
040LEC2L5	Written Language 2: Atypical Acquisition of Written Language and Speech Therapy Assessment	2
040MRP3L4	Research Methodology: Scientific Article Analysis	2
040TLE4L4	Oral Language Disorders: Assessment	2
040LAN4L4	Oral Language Disorders: Intervention	2
040MGOTL4	Genetic Diseases and Speech Therapy	3
040NGIEL4	Neurology	3
040PHCLL4	Clinical Phoniatrics	1
040STA4L4	Observation Internships 2	3
040TRADL4	Feeding and Swallowing Disorders in the Context of Disability	3
040DSCLL6	Mathematical Cognition: Typical Development of Logical and Mathematical Thinking	2
	<b>Institution's Elective Courses</b>	2
	<b>Total</b>	<b>32</b>

### Semester 5

Code	Course Name	Credits
040APROL5	Clinical Approach in Speech Therapy 5	3
040BGMNL5	Fluency Disorders	4
040DSFSL5	Developmental Language Disorders	3
040NPS1L5	Aphasiology	3
040RVCLL5	Vocal Rehabilitation 1	2
040OTSML5	Communication Disorders and Autism	3
040LEC2L5	Written Language 3: Remediation of Written Language Disorders	3
040STA5L5	Clinical Internship 1	4
040MTREL5	Research Methodology: Introduction to Statistical Tests	2
	<b>Institution's Elective Courses</b>	2
	<b>Total</b>	<b>29</b>

### Semester 6

Code	Course Name	Credits
040SET2L6	Clinical Approach in Speech Therapy 6	2
040SURDL5	Hearing Impairment 2	3
040DYSPL6	Dysphagia	2
Not scheduled	Development of Pre-logical and Logical Reasoning	1
040AEOTL5	Speech Therapy Writing Workshop	2
040RVC2L6	Vocal Rehabilitation 2	2
040STA6L6	Clinical Internships 2	4
040MRPOL6	Research Methodology: Concepts and Methodology 2	2
040ANPRL6	Practice Analysis: Speech Therapy Assessment Methodology and Decision Trees	2
040NPS2L6	Acquired Cognitive-Linguistic Disorders	2
040DEMML6	Dementias and Neurodegenerative Diseases	2
040MED2L6	Speech Therapy Mediations 2	2
040IPR2L6	Practical Introduction to Research	2
	<b>Total</b>	<b>28</b>

### Semester 7

Code	Course Name	Credits
040ANPRL7	Practice Analysis: Foundations of Clinical Practice and EBP	2
040SEQ1L7	Clinical Approach in Speech Therapy 7	2
040DYS2L7	Mathematical Cognition: Pathologies, Assessment, and Remediation	2
065DEOLM3	Ethics and Legislation	2
040SYDYL7	Executive Functions and Remediation in Speech Therapy	2
065LIOTM1	Interpretation of Diagnostic Investigations in Psychomotor Therapy and Psychology	3
040METOL7	Research Methodology: Quantitative Types and Models	2
040AVPOL7	Research Proposal 1	2
040BIETL7	Bioethics	2

065CLS2M4	Specific Terminology: Specialized Arabic Language Course (CLAS)	2
040ANSPL7	Specific English Level A	4
040IASOL7	Artificial Intelligence in Speech Therapy: Applications and Perspectives	2
	<b>Total</b>	<b>27</b>

### Semester 8

Code	Course Name	Credits
040SEQ2L8	Clinical Approach in Speech Therapy 8	2
040ARMTL8	Current Medical Research Related to Developmental Disorders	3
040MRSRL8	Research Methodology: Inferential Statistics	2
015LIPPL6	Leadership, Innovation, and Professional Posture	2
065EC2SM3	Introduction to Health Policy and Systems	2
040AVPRL8	Research Proposal 2	3
040SCDSL8	Speech Therapy Care Center Internship	7
040STINL8	Institutional Speech Therapy Internship	5
040CSIGL8	Specialized Communication and Public Information	1
	<b>Total</b>	<b>27</b>

### COURSES DESCRIPTION

<b>040SEP1L1</b>	<b>Clinical Approach to SLT 1</b>	<b>2 Cr.</b>
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This course is delivered in the first semester of the first year. It is a compulsory course that allows students to establish connections between theoretical knowledge and observations in a clinical setting, to develop their skills in terms of knowledge, interpersonal skills, and practical abilities. It also enables them to enhance their oral and written communication, which is essential in speech therapy. It serves as a prerequisite for the second-year internship and the following courses: Internship 2, Clinical Approach in Speech Therapy 3 and 4, Oral Language Disorders: Clinical Characteristics, Oral Language Disorders: Assessment, Oral Language Disorders: Rehabilitation, Genetic Diseases and Speech Therapy.

<b>040STA1L1</b>	<b>Internship 1</b>	<b>1 Cr.</b>
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Internship 1 takes place in a regular school and aims to discover the overall functioning of a school establishment as well as to observe the areas of child development. It is mandatory and serves as a prerequisite for Internships 3 and 4.

<b>040SEP2L2</b>	<b>Clinical Approach to SLT 2</b>	<b>2 Cr.</b>
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This required course is delivered to speech therapy students in the second semester of the first year. Preceded by the course "Clinical Approach in Speech Therapy 1", it enables students to establish connections between theoretical knowledge and observations in a clinical setting, to develop their skills in terms of knowledge, interpersonal skills, and practical abilities. It also allows them to enhance their oral and written communication, which is essential in speech therapy.

<b>040AUDIL1</b>	<b>Audiology: Anatomy, Physiology, and Pathologies</b>	<b>3 Cr.</b>
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This course is part of the first semester of the initial training program for speech therapists. It is a mandatory subject aimed at introducing students to hearing and acquiring basic notions related to the anatomy, physiology, and pathology of the ear and hearing. It also allows them to understand the importance of the complementary nature of professions and the collaboration between speech therapists and ENT specialists.

<b>040DVPLL2</b>	<b>Typical Development of Communication and Language</b>	<b>2 Cr.</b>
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This course is offered in the second semester of the first year. It is fundamental for future practitioners and allows speech therapy and psychomotor therapy students to understand the typical socio-communicative and linguistic development, its functioning, and its stages. Indeed, a good understanding of typical development allows for a better understanding of atypical communication and language development within the framework of various developmental or acquired pathologies.

<b>040EMPEL2</b>	<b>Genetic Embryology and Pediatrics</b>	<b>2 Cr.</b>
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This course is offered to speech therapy students in the second semester of the first year. It is a compulsory subject. The “Genetic Embryology” part allows students to acquire basic knowledge related to genetics and hereditary pathologies that may be encountered in speech therapy. The “Pediatrics” part is essential in the speech therapy curriculum and aims to develop students’ understanding of child development and to familiarize them with the most common childhood diseases to better care for patients.

<b>040EFPOL1</b>	<b>French Expression for Speech Therapists</b>	<b>3 Cr.</b>
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This course is offered to speech therapy students in the first semester of the first year. It is a compulsory course within the general education program aimed at strengthening their French language skills for adequate use of this language in their university course and future speech therapy practice. This course aims at mastering basic language skills that allow the production of coherent, well-constructed discourse respecting the rules of French syntax and spelling in both oral and written forms.

<b>070INSDL1</b>	<b>Introduction to Education Sciences</b>	<b>2 Cr.</b>
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This course aims to develop psycho-pedagogical, relational, and reflective skills in students. It will help them, as part of their classroom observation, analyze the various factors that can affect children’s learning in order to take coherent and relevant actions with all educational partners to help and support students with learning difficulties.

<b>040INOTL1</b>	<b>Introduction to Speech and Language Therapy</b>	<b>2 Cr.</b>
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This course is offered in the first semester of the first year. It aims to introduce students to the profession of speech therapy, its scope, and its importance. It also aims to familiarize them with the history, evolution, and current trends in speech therapy. The course addresses the theoretical and practical foundations of the profession, the various types of speech and language disorders, and the roles and responsibilities of speech therapists.

<b>040MRP1L2</b>	<b>Research Methodology: Introduction to Research in Speech Therapy</b>	<b>2Cr.</b>
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This course is offered in the second semester of the first year. It introduces students to the principles and methods of scientific research in speech therapy. The course covers the stages of the research process, including the formulation of research questions, literature review, research design, data collection, and data analysis. It aims to develop students’ critical thinking skills and their ability to conduct and evaluate research in the field of speech therapy.

<b>040NEROL1</b>	<b>Neuroanatomy</b>	<b>2 Cr.</b>
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This course is offered in the first semester of the first year. It is a compulsory course that provides students with basic knowledge of the structure and function of the nervous system. It covers the anatomy of the brain, spinal cord, and peripheral nerves, as well as their physiological functions. The course aims to develop students’ understanding of the neurological basis of speech, language, and communication disorders.

<b>040OPOIL1</b>	<b>Ophthalmology</b>	<b>1 Cr.</b>
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This course is offered in the first semester of the first year. It is a compulsory course that provides students with basic knowledge of the anatomy and physiology of the eye, as well as common eye diseases and their impact on communication and learning. The course aims to develop students’ understanding of the role of vision in speech and language development and the importance of interdisciplinary collaboration in the assessment and treatment of visual impairments.



<b>040PHONL2</b>	<b>Phonation: Anatomy, Physiology, and Pathologies</b>	<b>2 Cr.</b>
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This course is offered to speech therapy students in the second semester of the first year. It is a mandatory course. Dysphonia (and more broadly, laryngeal pathologies) is frequently encountered in speech therapy practice in Lebanon. Its aim is to develop students' understanding of basic sciences to facilitate the clinical process of evaluation and speech therapy intervention for individuals with dysphonia. Moreover, it allows students to acquire essential clinical knowledge for collaboration with other professionals. This course contributes to the development of the following skills:

- Understanding the multiple facets of the voice.
- Understanding the anatomy of the various organs involved in phonation.
- Understanding the functioning of the various organs involved in phonation.
- Defining dysphonia.

Establishing a link between anatomical alterations and vocal consequences.

<b>040FNTQL2</b>	<b>Phonetics 1</b>	<b>3 Cr.</b>
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This course is offered to speech therapy students in the second semester of the first year. It mainly contributes to the development of competence 1 (clinical approach). The course provides an introduction to linguistic disciplines dealing with the sound form of natural languages: phonetics.

<b>040PLA2L2</b>	<b>Speech Therapy Practice and Word Games in Arabic</b>	<b>2 Cr.</b>
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This course is offered to speech therapy students in the second semester of the first year. It covers one semester and extends over 10-12 face-to-face sessions, equivalent to approximately 12.5 to 15 instructional hours. It is designed for students enrolled in the Speech and Language Therapy program at the Higher Institute of Speech and Language Therapy (ISO). The course aims to help students master spoken and written Arabic, which is essential for their future profession. This is achieved through exercises and games that encourage deep thinking about word and sentence formation.

<b>040PLF2L2</b>	<b>Speech Therapy Practice and Word Games in French</b>	<b>4 Cr.</b>
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This course is offered to speech therapy students in the second semester of the first year. It aims to develop students' mastery of the French language, indispensable in their future profession for precise and perfect communication with patients, their families, professionals around the patient, and as a perfect model to "correct" their patients' language defects. Therefore, a thorough understanding of the construction and functioning of the French language is necessary, both in terms of its phonological, lexical, syntactic, orthographic, and grammatical aspects. This course will train students to manipulate words according to different criteria, allowing them to better use the linguistic tool that is at the center of all rehabilitation.

<b>040PSYDL1</b>	<b>Developmental Psychology</b>	<b>3 Cr.</b>
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This course is offered to speech therapy students in the first semester of the first year. It is a mandatory course belonging to the general training program. The developmental and social psychology module consists of theoretical sessions dealing with fundamental topics in developmental psychology. It also incorporates practical sessions to discuss cases and theoretical applications to understand psychology in multidisciplinary contexts, aspects related to speech therapy, and language therapy.

<b>040STGEL1</b>	<b>Observation Internship 1</b>	<b>3 Cr.</b>
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This course is part of the curriculum of the initial training in speech therapy, in semesters 3 and 4. It is a mandatory course. It allows students to establish links between theoretical knowledge and observations in an internship setting, to develop their skills in terms of knowledge, *savoir-faire*, and *savoir-être*. It contributes to the development of the following skills:

- Conducting a clinical process of screening, evaluation, and speech therapy intervention.
- Collaborating with different stakeholders in a manner adapted to the interlocutor and the context to establish a comprehensive intervention project.
- Informing and educating professionals, parents, and the patient's environment about the specificities of the encountered disorders and their implications in the patient's life, for prevention and screening purposes.



- Establishing and maintaining a quality therapeutic relationship with the patient and their relatives.
- Respecting ethical and deontological rules in all speech therapy therapeutic actions.

**Prerequisites:** Internship 2 (040STA2L2), Typical Development of Communication and Language (040DVPLL2).

<b>040STA2L2</b>	<b>Internship 2</b>	<b>1 Cr.</b>
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This course is offered to speech therapy students in the second semester of the first year. Internship 2 consists of three successive internships: the first takes place in a nursery and aims to discover the functioning of a nursery as well as observing the areas of a child's development; the second takes place at an ENT doctor's clinic, and the last one in a private practice with a speech therapist. The internship is mandatory and serves as a prerequisite for Internships 3 and 4.

<b>040SMFOL1</b>	<b>Maxillofacial Stomatology and Orthodontics</b>	<b>2 Cr.</b>
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This course is offered to speech therapy students in the second semester of the first year.

	<b>Corporate Verbal Communication Workshop</b>	<b>2 Cr.</b>
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<b>040CHP1L1</b>	<b>Polyphonic Singing 1</b>	<b>2 Cr.</b>
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This course is offered to speech therapy students in the first semester of the first year. It is a closed elective course and is followed by "Polyphonic Singing 2" in the following semester. It aims to introduce students to the components of music, develop their auditory feedback, and initiate them to group singing. It enables them to better master and understand their voice to ensure better patient follow-up in clinical practice.

<b>040CHP2L2</b>	<b>Polyphonic Singing 2</b>	<b>2 Cr.</b>
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This course is offered to speech therapy students in the second semester of the first year. It is a closed elective course preceded by "Polyphonic Singing 1" in the first semester of the same year. It aims to optimize students' auditory feedback and teach them to sing in groups. It enables them to better master and understand their voice to ensure better patient follow-up in clinical practice.

<b>065IPM3L1</b>	<b>Introduction to Psychomotor Therapy</b>	<b>3 Cr.</b>
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This course is a prerequisite for the following courses: Psychomotor Concepts, Internship in Psychomotor Education, and Internship in Psychomotor Rehabilitation. It defines psychomotor therapy, identifies its fields of action, explains the clinical approach of the psychomotor therapist in professional practice, and describes their role within a team and in relation to other therapists in the multidisciplinary team. This course introduces students to different psychomotor domains and their importance in academic learning. After completing this course, students should be able to contribute to diagnostic approaches by combining theory with clinical practice, develop reflexivity regarding professional identity and psychomotor practice, and position themselves as psychomotor therapists within a multidisciplinary team while respecting the complementarity of roles.

<b>040LINGL2</b>	<b>General Linguistics</b>	<b>3 Cr.</b>
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This course is offered to speech therapy students in the second semester of the first year. It contributes to clinical approach development: recognizing basic knowledge related to linguistics. Its objective is to introduce students to the fundamental concepts of general linguistics and provide them with the necessary foundation to understand language functioning and tools used in interpersonal communication. It allows students to become aware of the different components of language, understand and use certain notions and concepts in their speech therapy practice and in their subsequent research.

<b>040TKUIL1</b>	<b>Toolkit for University Integration</b>	<b>2 Cr.</b>
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This course is offered to speech therapy students in the first semester of the first year. It is a closed elective course that is a necessary step for any new student starting their higher education studies. It consists of two main parts: the first targets university integration and will be offered by Mrs. Fiani and Mrs. Bou Habib for two mornings before the start of semester 1. Its aim is to provide the best possible integration for new ISO students, to familiarize them with USJ, the Innovation and Sports Campus, ISO (its team, values, operation), to get to know their classmates,

and to participate in some activities aimed at personal development. In summary, the main objective of this course is to integrate students into their new environment and ensure a smooth transition from school to university. The second part covers the methodological aspect. It will be offered by Mrs. Richa Choucair in 6 sessions, during the first weeks of semester 1. It aims to provide new students with basic tools to start the university learning process, starting with mastering attentional and mnemonic abilities, structuring academic tasks, to effective reading, research, and information validation.

<b>015ABC2L3</b>	<b>Volunteer and Citizenship Action</b>	<b>2 Cr.</b>
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This course is part of the USJ General Education Program. It aims to raise awareness among all students about the importance of their involvement in civic life by providing them with the opportunity to engage in various volunteering activities. This course consists of two components: theoretical teaching and supervised practical activities.

<b>435LALML2</b>	<b>Arabic Language and Media</b>	<b>2 Cr.</b>
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This course allows students to appreciate the Arabic language and its culture through a flexible and engaging approach that explores the use of the Arabic language in visual, auditory, and written media, as well as in visual, auditory, and written advertisements. It equips students with linguistic, oral, and written skills that are practically and tangibly beneficial.

<b>040ANSYL3</b>	<b>Syntactic Analysis 1</b>	<b>3 Cr.</b>
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This course is part of the initial training curriculum for speech therapists in semester 3. It is a required course. At the end of the two semesters, students will be able to recognize and describe major syntactic constructions in French, English, and Lebanese Arabic. This knowledge will enable them to identify syntactic aspects affected by language pathology. To achieve this, they will acquire current and appropriate linguistic terminology, allowing them not only to make precise descriptions but also to engage with scientific literature on (a)typical acquisition of syntax and its degeneration in adult pathologies.

**Prerequisites:** General Linguistics (040LINGL2), Phonetics 1(040FNTQL2)

<b>040ANS2L4</b>	<b>Syntactic Analysis 2</b>	<b>2 Cr.</b>
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This course is part of the initial training curriculum for speech therapists in semester 4. It is a required course. At the end of the two semesters, students will be able to recognize and describe major syntactic constructions in French, English, and Lebanese Arabic. This knowledge will enable them to identify syntactic aspects affected by language pathology. To achieve this, they will acquire current and appropriate linguistic terminology, allowing them not only to make precise descriptions but also to engage with scientific literature on (a)typical acquisition of syntax and its degeneration in adult pathologies.

**Prerequisites:** Syntactic Analysis 1 (040ANSYL3)

<b>040SED1L3</b>	<b>Clinical Approach in Speech Therapy 3</b>	<b>2 Cr.</b>
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This course is part of the initial training curriculum in speech therapy, in semester 3. It is a required course that allows students to establish links between theoretical knowledge and observations in internship settings, and to develop their skills in terms of knowledge, behavior, and know-how.

**Prerequisites:** Clinical Approach in Speech Therapy 1 (040SEP1L1) and 2 (040SEP2L2)

<b>040SED2L4</b>	<b>Clinical Approach in Speech Therapy 4</b>	<b>2 Cr.</b>
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This course is part of the initial training curriculum in speech therapy, in semester 4. It is a required course. It allows students to establish links between theoretical knowledge and observations in internship settings, and to develop their skills in terms of knowledge, behavior, and know-how.

**Prerequisites:** Clinical Approach in Speech Therapy 3 (040ASY3L4)

<b>040COAAL3</b>	<b>Alternative and Augmentative Communication</b>	<b>2 Cr.</b>
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This course is part of the initial training curriculum in speech therapy, in semester 3. It is a required course that allows students to learn about the different means of communication proposed to people with language

difficulties, to evaluate and subsequently choose the most appropriate means of communication for the patient. Additionally, it allows students to acquire basic knowledge essential for collaboration with other professionals and the patient's environment.

**Prerequisites:** Typical Development of Communication and Language (040DVPLL2)

### **Cerebral Palsy: Clinical and Linguistic Profiles**

**3 Cr.**

This required course is offered to students enrolled in semester 3, forming a basis for the training of a speech therapist wishing to work with children or youth with disabilities, presenting communication and language difficulties. It allows students to: know the clinical and linguistic semiology of people with cerebral palsy and understand the cause and consequences of problems encountered within the aforementioned population. Students will be able to:

- Evaluate the language specificities of people with cerebral palsy
- Adapt the appropriate therapeutic approach when dealing with these difficulties
- Work interdisciplinary, especially with occupational therapists to adapt visual assessments and rehabilitative material.

**Prerequisites:** Neuroanatomy (040NEROL1), Pediatrics and Embryology (040EMPEL2)

**040LEC1L4**

### **Written Language 1: Typical Development of Written Language**

**2 Cr.**

This course is part of the initial training curriculum for speech therapists in semester 4. It is a required course that allows students to acquire basic knowledge related to the typical development of reading, written comprehension, and transcription, and to recognize the links between written language and other abilities, such as metalinguistic skills.

**040LEINL4**

### **Interactive Reading**

**2 Cr.**

This course is offered in semester 4. It allows students to: Learn an approach called "Interactive Reading of Books", acquire the different objectives of this approach, acquire knowledge about the 5 targeted competencies during the intervention, and be able to understand who can benefit from this type of intervention. This course contributes to the development of the following skills: Clinical approach: Use this approach during intervention sessions individually and tailored to the patient; Collaboration: Work collaboratively with teachers and parents who can assist in the use of this approach; Therapeutic relationship: Establish and maintain a valuable therapeutic relationship with the client using a natural context to help improve their oral language and literacy skills; Research: Support theoretical knowledge and the use of new intervention methods.

**040MGOTL4**

### **Genetic Diseases and Speech Therapy**

**3 Cr.**

This course is part of the initial training curriculum for speech therapists in semester 4. It is a required course aimed at developing a clinical approach to evaluation and speech therapy intervention for people with intellectual disabilities. Additionally, it allows students to acquire basic knowledge essential for collaboration with other professionals and the patient's environment.

**Prerequisites:** Genetic Embryology and Pediatrics (040EMPEL2), Typical Development of Communication and Language (040DVPLL2)

**040NGIEL4**

### **Neurology**

**3 Cr.**

This course familiarizes speech therapy students with the neurological pathologies they will encounter. These pathologies are presented with an emphasis on mechanisms, correlation between deficit and causal lesion, speech and swallowing disorders at different stages of evolution, as well as associated neuropsychological disorders.

**Prerequisites:** Neuroanatomy (040NEROL1)

**494OCREL3**

### **Occupation in Rehabilitation**

**1 Cr.**

This course aims to raise awareness of the occupational challenges frequently encountered by people with disabilities. The course initiates reflection on the dimensions of the person, their environment, and their occupations to understand the interactions and impacts on occupational performance. Students will become familiar with the role of occupational therapists and opportunities for collaboration within the care team.

<b>040PHONL3</b>	<b>Phonetics 2</b>	<b>2 Cr.</b>
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This course is offered to students enrolled in the 2<sup>nd</sup> year of speech therapy (1<sup>st</sup> semester). It mainly contributes to the development of their clinical skills. This course represents a continuation of Phonetics 1 and mainly focuses on the acoustic aspect.

**Prerequisites:** Phonetics 1 (040FNTQL2)

<b>040PHCLL4</b>	<b>Clinical Phoniatrics</b>	<b>1 Cr.</b>
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This course is part of the curriculum in the 4<sup>th</sup> semester of the initial training of speech therapists. It is a required course. Dysphonia is frequently encountered in speech therapy practice in Lebanon. It aims to anchor in students the reflection on vocal pathologies to facilitate the clinical approach to evaluation and speech therapy intervention for individuals with dysphonia. Moreover, it allows them to acquire essential clinical knowledge for collaboration with other professionals. This course contributes to the development of the following skills: - Being reactivated to the knowledge acquired during the Phonation course: anatomy, physiology, pathology - Develop new knowledge necessary for the acquisition in the 3<sup>rd</sup> year of rehabilitation methods for dysphonic patients - Reflect on the diagnosis and management of a dysphonic patient - Encourage students in self-learning by promoting group work. This course is based on the principles of "Collaborative Learning" and "Team-Based Learning".

**Prerequisites:** Phonation (040PHONL2)

<b>040PSPCL3</b>	<b>Child and Adolescent Psychopathology</b>	<b>3 Cr.</b>
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The psychopathological disorders encountered by children and adolescents are complex and require consideration of all psychological, biological, and social factors that contribute to their onset and maintenance. This course aims to provide multiple insights to students on the psychopathological problems encountered by children and adolescents. Each disorder will be presented with diagnostic criteria, determining factors, and an overview of treatments. The main competence that speech therapy students must acquire at the end of this course is being able to detect the main symptoms of each disorder, in order to refer to a professional in situations requiring transfer. Students must also be able to identify risk situations and analyze a clinical case, including writing a clinical observation.

**Prerequisites:** Developmental Psychology (040PSYDL1)

<b>040DEGLL3</b>	<b>Orofacial Function Rehabilitation: Dysfunctional Salivary Swallowing</b>	<b>1 Cr.</b>
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This 2-credit course (approximately 12 hours of classes and 3 hours of TPC) is compulsory and taught in French for 2<sup>nd</sup>-year speech therapy students.

**Prerequisites:** Phonation (040PHONL2) and Maxillofacial Stomatology and Orthodontics (040SMFOL1)

<b>040STGEL1</b>	<b>Observation Internship 1</b>	<b>3 Cr.</b>
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This course is part of the curriculum of the initial training in speech therapy, in semesters 3 and 4. It is a required course that allows students to establish links between theoretical knowledge and observations in internship settings, and to develop their skills in terms of knowledge, behavior, and know-how.

**Prerequisites:** Internship 2 (040STA2L2), Typical Development of Communication and Language (040DVPLL2)

<b>040STA4L4</b>	<b>Observation Internship 2</b>	<b>4 Cr.</b>
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This course is part of the curriculum of the initial training in speech therapy, in semesters 3 and 4. It is a required course that allows students to establish links between theoretical knowledge and observations in internship settings, and to develop their skills in terms of knowledge, behavior, and know-how.

**Prerequisites:** Observation Internship 1 (040STA3L3)

<b>040SRDTL3</b>	<b>Deafness I</b>	<b>3 Cr.</b>
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Students who participate in this course will be able to recognize specific oral language disorders in deafness, better use means of communication, and understand the role of speech therapy intervention within a multidisciplinary team. It contributes to the development of the following skills: Competence 1: Clinical approach: recognizing basic knowledge specific to deafness: communicative, linguistic, etc.; Competence 2: Collaboration: knowing the scope of the speech therapist's action with deaf children and collaborating with other professionals for a

global intervention project; Competence 3: Communication ability: identifying the needs of the deaf person, their environment, and transmitting appropriate advice and interventions to teams and families; Competence 4: Therapeutic relationship: establishing and maintaining a therapeutic relationship with the deaf person and their family, while adjusting communication and being able to explain the importance and limits of speech therapy intervention.

**Prerequisites:** Audition (040AUDIL1), Typical Development of Communication and Language (040DVPLL2)

<b>040TRADL4</b>	<b>Eating and Swallowing Disorders in the Context of Disability</b>	<b>3 Cr.</b>
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This required course is offered to students enrolled in the Bachelor in Speech and Language Therapy and forms a basis for the training of a speech therapist wishing to work with children or young people with disabilities, presenting feeding and swallowing difficulties.

**Prerequisites:** IMCI (040IMCIL3), Orofacial Function Rehabilitation: Salivary Swallowing (040REEDL3)

<b>040TRLOL3</b>	<b>Oral Language Disorders: Clinical Characteristics</b>	<b>4 Cr.</b>
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This course is part of the 3<sup>rd</sup> semester of the initial training of speech therapists. It is a compulsory course. It consists of a theoretical introduction to the domains of oral language (phonology, articulation, vocabulary, syntax, pragmatics, discourse) and serves as an introduction to language disorders. It aims to develop in students knowledge related to the components of language and the characteristics of language disorders.

**Prerequisites:** Typical Development of Communication and Language (040DVPLL2) and Internship 2 (040STA2L2)

	<b>Articulation and Motor Speech Disorders</b>	<b>1 Cr.</b>
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This course is part of the 3<sup>rd</sup> semester of the initial training of speech therapists. It is compulsory. It aims to provide knowledge about articulation and speech disorders, their classifications and symptoms, as well as underlying genetic and neurological causes. Following this course, students will be able to assess, diagnose, and treat articulation and speech disorders as well as differentiate them from other similar disorders.

**Prerequisites:** Typical Development of Communication and Language (040DVPLL2) and Internship 2 (040STA2L2)

<b>040LAN3L4</b>	<b>Oral Language Disorders: Evaluation</b>	<b>2 Cr.</b>
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This course is part of the 3<sup>rd</sup> semester of the initial training of speech therapists. It is a compulsory course with the following prerequisites: “Oral Language Disorders: Clinical Characteristics,” internship in the first year, and “Oral Language Disorders: Clinical Characteristics.” This course is an introduction to the evaluation of oral language, interpretation of assessment results, and writing an assessment report.

**Prerequisites:** Oral Language Disorders: Clinical Characteristics (040TRLOL3)

<b>040LAN4L4</b>	<b>Oral Language Disorders: Intervention</b>	<b>2 Cr.</b>
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Oral Language 4: Clinical Case Studies. Last part of the “Oral Language” module: theoretical and practical treatment of evaluation and intervention modalities for oral language disorders. This course is part of the 4<sup>th</sup> semester of the initial training of speech therapists. It is a compulsory course whose main objective is to teach students to analyze the data collected following the evaluation of a patient’s oral language, by crossing inter-language results and taking into account the socio-cultural environment, to make a speech therapy diagnosis.

**Prerequisites:** Oral Language Disorders: Clinical Characteristics (040TRLOL3)

<b>040MED1L3</b>	<b>Speech Therapy Mediations 1</b>	<b>2 Cr.</b>
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This course is part of the S4 semester of the basic curriculum. It is a closed ISO elective course. It aims to prepare students for a better clinical approach in the rehabilitation sessions they will have to conduct in the 3<sup>rd</sup> and 4<sup>th</sup> years, by exercising the understanding of the contribution of different tools (coming from different mediations), and their justification and flexible, playful use, in shared pleasure. It is a transversal approach that can take place individually or in groups. This course takes place in parallel with the 2<sup>nd</sup>-year internship.



<b>040LEC2L5</b>	<b>Written Language 2: Atypical Acquisition of Written Language and Speech Therapy Evaluation</b>	<b>2 Cr.</b>
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This required course is offered to students enrolled in the third year of the Bachelor in Speech and Language Therapy. It has a dual objective: the first is to familiarize students with the atypical development of written language and its clinical manifestations, in terms of reading, transcription, written comprehension, and metalinguistic skills. The second is to know the different evaluation methods used in Lebanon and to know how to choose among these tools in order to make a precise diagnosis regarding the child's case.

**Prerequisites:** Written Language 1 (040LEC1L4)

<b>040MRP3L4</b>	<b>Research Methodology: Scientific Article Analysis</b>	<b>2 Cr.</b>
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This course introduces students to research methods and the formulation of research questions. It aims to help students in understanding the outcomes of Evidence-Based Practice (EBP), formulating research questions, and understanding research designs to conduct critical appraisals.

**Prerequisites:** Research Methodology: Introduction to Research in Speech Therapy (040MRP1L2)

	<b>Development of Logical and Pre-Logical Reasoning</b>	<b>1 Cr.</b>
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<b>040ANPRL6</b>	<b>Practice Analysis: Evaluation Methodology in Speech Therapy and Decision Trees</b>	<b>2 Cr.</b>
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This course is part of the initial training curriculum for speech therapists in S8 (or M1). It is linked with the course "Practice Analysis 1: Fundamentals of Speech Therapy Practice." It helps develop the following skills in students: - Carry out an effective clinical approach to screening, evaluation, and speech therapy intervention - Develop a justified and reasoned speech therapy diagnostic hypothesis - Use scientific data to support clinical practice - Collaborate with different stakeholders in a manner appropriate to the interlocutor and context - Inform parents, professionals, and the environment about the specificities of disorders and what actions to take - Develop a speech therapy treatment plan tailored to the patient's needs and objectively verifiable - Respect deontological and ethical rules in all therapeutic actions.

**Prerequisites:** Oral Language Disorders (Evaluation) (040TLE4L4) and Written Language 2 (040LEC2L5)

<b>040NPS1L5</b>	<b>Aphasiology: Evaluation and Speech Therapy Intervention</b>	<b>3 Cr.</b>
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This course is offered in the 3<sup>rd</sup> year of the Bachelor in Speech and Language Therapy as a required course in acquired adult linguistic pathology. It is a fundamental course for understanding the link between brain function and language disturbances following brain injury, and is a prerequisite for the adult internship in the 4<sup>th</sup> year. It allows students to discover and understand the work of the speech therapist in the field of adult neurology, in the hospital setting at the acute stage and in rehabilitation for longer-term follow-up. At the end of this course, students will be ready to use the acquired knowledge in terms of evaluation, writing assessment reports using appropriate aphasia terminology, and establishing baseline data if there is a need for treatment, while adapting to the specificities and constraints represented by the Lebanese dialect and the issue of multilingualism in Lebanon.

**Prerequisites:** Neurology (040NGIEL4), Oral Language Disorders (Clinical Characteristics) (040TRLOL3)

<b>040APROL5</b>	<b>Clinical Approach in Speech Therapy 5</b>	<b>3 Cr.</b>
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This required course is part of the initial training curriculum for speech therapists in semesters 5 and 6.

**Prerequisites:** Observation Internship 2 (040STA4L4), Oral Language Disorders (Intervention) (040LAN4L4)

<b>040SET2L6</b>	<b>Clinical Approach in Speech Therapy 6</b>	<b>2 Cr.</b>
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This course is part of the initial training curriculum for speech therapists in semester 6. It is a required course aimed at developing a clinical approach to speech therapy evaluation and intervention in students, by using knowledge related to pathologies and scientific data to support clinical practice. This course introduces students to a practice analysis approach while familiarizing them with the principles of Evidence-Based Practice.

**Prerequisites:** Clinical Approach 5 (040APROL5) and Clinical Internship 1 (040STA5L5)



<b>040AEOTL5</b>	<b>Speech Therapy Writing Workshop</b>	<b>2 Cr.</b>
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This course is part of the S6 semester of the basic curriculum. It is a required course aimed at developing in students an awareness of the importance of the quality of professional writing, as well as the quality of these through practical writing exercises and the presentation of writing tools in French.

**Prerequisites:** Observation Internship 2 (040STA4L4)

<b>040DSCLL6</b>	<b>Mathematical Cognition: Normal Development of Logical and Mathematical Thinking</b>	<b>2 Cr.</b>
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This course is part of the 5<sup>th</sup> semester of the initial training curriculum for speech therapists. It is a required course aimed at providing students with basic theoretical knowledge about the normal development of logical and mathematical thinking.

<b>040DEMML6</b>	<b>Dementias and Degenerative Diseases</b>	<b>2 Cr.</b>
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This course is offered to students enrolled in the third year of speech therapy. It aims to provide them with an in-depth understanding of dementias and neurodegenerative diseases, as well as their consequences on communication and cognitive functions.

**Prerequisites:** Neurology (040NGIEL4), Aphasiology (040NPS1L5)

<b>040DYSPL6</b>	<b>Dysphagia</b>	<b>2 Cr.</b>
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Neurological and neurodegenerative swallowing disorders: This course is part of the curriculum for students in the 3<sup>rd</sup> year of speech therapy. It develops the theme of swallowing and its disorders, the assessment and management of swallowing disorders, and the multidisciplinary approach to recognizing them in adults.

Dysphagia related to upper aerodigestive tract cancer: This course is part of the curriculum for students in the 3<sup>rd</sup> year of speech therapy. It aims to provide an overview of the evaluation and management process of swallowing problems and to shed light on responsible decision-making regarding service provision for dysphagia as well as to encourage a multidisciplinary approach and ensure the safety of patients.

**Prerequisites:** Eating and Swallowing Disorders (040TRADL4), Orofacial Function Rehabilitation: Dysfunctional Salivary Swallowing (040REEDL3)

<b>040LEC3L6</b>	<b>Written Language 3: Remediation for Written Language Disorders</b>	<b>3 Cr.</b>
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This required course is offered to students enrolled in the third year of the Bachelor in Speech and Language Therapy. It follows the course taught in the 5<sup>th</sup> semester "Clinical Manifestations of Written Language Disorders and Speech Therapy Evaluation."

**Prerequisites:** Written Language 2 (040LEC2L5)

<b>040MTREL5</b>	<b>Research Methodology: Introduction to Statistical Tests</b>	<b>2 Cr.</b>
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This course aims to provide students with experimental skills in the application of statistical tests in clinical practice and will help them demonstrate the existence of similarities or differences on specific aspects in a studied population. It also provides them with the necessary knowledge for the design of case studies and the evaluation of treatment validity.

**Prerequisites:** Research Methodology: Introduction to Research in Speech Therapy (040MRP1L2)

<b>040MRPOL6</b>	<b>Research Methodology: Concepts and Methodology</b>	<b>2 Cr.</b>
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This course is an introduction to research methods and the formulation of research questions. It should help students formulate a research question, draw hypotheses, and plan their research according to methodologies in use in the SLT field.

**Prerequisites:** Research Methodology: Analysis of Scientific Articles (040MRP3L4)

<b>040STA5L5</b>	<b>Clinical Internship 1</b>	<b>4 Cr.</b>
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This course is part of the initial training curriculum for speech therapists in semesters 5 and 6. It aims to develop in students a clinical approach to speech therapy evaluation and intervention with patients presenting

communication disorders, language (oral or written), and fluency, taking into account the patient's context. It contributes to the development of the following skills: - Carry out a clinical approach to screening, evaluation, and speech therapy intervention - Collaborate with educators, psychomotor therapists, and psychologists within institutions to establish a comprehensive intervention plan - Inform educators and other stakeholders about the specificities of the encountered disorders and their implications on the patient's life, for prevention and screening purposes - Establish and maintain a quality therapeutic relationship with the patient - Initiate the establishment of protocols in line with theoretical data for more rigorous rehabilitation - Respect deontological and ethical rules in all speech therapy therapeutic actions.

**Prerequisites:** Oral Language Disorders (Intervention) (040LAN4L4), Observation Internship 2 (040STA4L4)

<b>040STA6L6</b>	<b>Clinical Internship 2</b>	<b>4 Cr.</b>
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This course is part of the initial training curriculum for speech therapists in semesters 5 and 6. It aims to develop in students a clinical approach to speech therapy evaluation and intervention with patients presenting communication disorders, language (oral or written), and fluency, taking into account the patient's context. It contributes to the development of the following skills: - Carry out a clinical approach to screening, evaluation, and speech therapy intervention - Collaborate with educators, psychomotor therapists, and psychologists within institutions to establish a comprehensive intervention plan - Inform educators and other stakeholders about the specificities of the encountered disorders and their implications on the patient's life, for prevention and screening purposes - Establish and maintain a quality therapeutic relationship with the patient - Initiate the establishment of protocols in line with theoretical data for more rigorous rehabilitation - Respect deontological and ethical rules in all speech therapy therapeutic actions.

**Prerequisites:** Clinical Approach 5 (040SET1L5) and Clinical Internship 1 (040STA5L5)

<b>040SURDL5</b>	<b>Hearing Loss II</b>	<b>3 Cr.</b>
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This course is part of the 5<sup>th</sup> semester of the initial training curriculum for speech therapists. It is a required course aimed at developing in students a clinical approach to speech therapy evaluation and intervention for people (children and adults) with hearing loss. It also allows students to acquire essential clinical knowledge for collaboration with the patient's family and other stakeholders, especially in cochlear implant centers.

**Prerequisites:** Oral Language Disorders (Clinical Characteristics) (040TRLOL3), Hearing Loss I (040SRDTL3)

<b>040NPS2L6</b>	<b>Acquired Cognitive-Linguistic Disorders</b>	<b>3 Cr.</b>
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This course is offered in the 3<sup>rd</sup> year of speech therapy, in semester 6, as a required course complementary to the "Aphasiology" course. Its objective is to familiarize students with cognitive and motor disturbances associated with language disturbances following brain injury. It is a prerequisite for the adult internship in the 4<sup>th</sup> year. It allows students to discover and recognize the disorders associated with aphasia, often encountered in brain-injured patients and interfering with the work of the speech therapist in the field of adult neurology, in the hospital setting at the acute stage and in rehabilitation for longer-term follow-up. It also aims at understanding the role of different specialized interveners in the field of adult rehabilitation for optimal evaluation and collaboration necessary for comprehensive and multidisciplinary care.

**Prerequisites:** Aphasiology: Evaluation and Speech Therapy Intervention (040NPS1L5)

<b>040OTSML5</b>	<b>Communication Disorders and Autism</b>	<b>3 Cr.</b>
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The theoretical conceptions of social communication development disorders have considerably evolved in recent years; they have been influenced by research in neuroscience and brain neurophysiology as well as by advances in cognitive sciences, developmental psychology, and genetics. These new approaches and conceptions have allowed a new reflection on clinical practice in the fields of communication pathologies including autism spectrum disorder. The assessment and rehabilitation of a child with a social communication disorder or autism spectrum disorder require a large number of clinical approaches and therapeutic decisions guided by the clinician's knowledge, scientific literature data on the effectiveness of methods and techniques, consideration of the child's specific learning strategies, and characteristics of their environment. This course is part of the initial training curriculum for speech therapists in the 5<sup>th</sup> semester. It describes different rehabilitation practices and confronts

them with theoretical knowledge as well as with the patient's context, their parents, and the resources available to the speech therapist.

**Prerequisites:** Oral Language Disorders (Intervention) (040LAN4L4), Child and Adolescent Psychopathology(040PSPEL3)

<b>040BGMNL5</b>	<b>Fluency Disorders</b>	<b>4 Cr.</b>
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This required course is part of the 5<sup>th</sup> semester of the initial training curriculum for speech therapists. Since the pathologies concerned are frequently encountered in speech therapy practice in Lebanon, this course aims to develop in students a clinical approach to speech therapy evaluation and intervention for individuals who stutter and stumble. Likewise, it allows students to acquire essential clinical knowledge for collaboration with the patient's entourage and other stakeholders.

**Prerequisites:** Oral Language Disorders (clinical characteristics, evaluation) (040LAN3L4)

<b>040DSFSL5</b>	<b>Developmental Language Disorders</b>	<b>3 Cr.</b>
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DLD is an invisible handicap that affects approximately 1 in 14 children and can impact schooling, relational development, and emotional development of the individual with this handicap. The speech therapist plays a central role in diagnosis, remediation of disorders, family support, as well as collaboration with various professionals involved with the child. This course aims to develop in students an understanding of this complex and multifactorial disorder, in order to implement a precise and relevant clinical approach to speech therapy evaluation and intervention for individuals with developmental language disorder (DLD), taking into account the patient's context: family, school, and other members of the multidisciplinary team. This course is part of the 5<sup>th</sup> semester of the basic curriculum.

**Prerequisites:** Oral Language Disorders (Clinical Characteristics, Evaluation) (040LAN3L4)

<b>040IPR2L6</b>	<b>Practical Initiation to Research 2</b>	<b>2 Cr.</b>
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This course is part of the 6<sup>th</sup> semester of the basic curriculum. It is a closed elective course aimed at preparing students for future research (research paper for the completion of the Bachelor or Master in Speech and Language Therapy) by fostering rigor in data collection and reflection to achieve a good analysis of results through Excel software.

<b>040MED2L6</b>	<b>Speech Therapy Mediations 2</b>	<b>2 Cr.</b>
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This course is part of the 6<sup>th</sup> semester of the basic curriculum. It is a closed elective course aimed at developing clinical approach in therapy sessions by encouraging students to use various tools (derived from different mediations: books, games, music, and singing) in a flexible and enjoyable manner, in direct connection with the objectives set in the therapeutic project. This transversal approach, which can take place individually or in groups, will be applied according to different criteria characterizing children: age and pathology. Students will learn to use these mediations to serve targeted objectives, in a flexible yet rigorous manner, with pleasure and creativity. They should be able to justify their interest and limitations in the intervention. This course takes place in parallel with the directed intervention internship in the 3<sup>rd</sup> year.

**Prerequisites:** Observation Internship 2 (040STA4L4), Mediations 1 (040MED1L3)

<b>040IPR1L5</b>	<b>Practical Initiation to Research 1</b>	<b>2 Cr.</b>
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This course is part of the initial training curriculum for speech therapists in the 5<sup>th</sup> semester. It is a closed elective course aimed at preparing students for future research (research paper for the completion of the Bachelor or Master in Speech and Language Therapy) by fostering curiosity about research, ethics in data collection, and rigor in data collection and scoring.

<b>040RVCL5</b>	<b>Vocal Rehabilitation 1</b>	<b>2 Cr.</b>
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This course is part of the 5<sup>th</sup> semester of the initial training curriculum for speech therapists. It is a required course that allows students to understand the functioning of the voice in order to assess it. Consequently, they will be able to establish the necessary objectives for a well-targeted speech therapy intervention.

**Prerequisites:** Clinical Phoniatrics ((040PHCLL4), Phonetics 2 (040PHONL3)

<b>040RVC2L6</b>	<b>Vocal Rehabilitation 2</b>	<b>2 Cr.</b>
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This course is part of the 6<sup>th</sup> semester of the initial training curriculum for speech therapists. It is a required course that allows students to be better sensitized to various vocal pathologies such as laryngeal cancer and laryngeal immobility. This course also enables them to establish an appropriate scheme for speech therapy intervention. They will be increasingly equipped to intervene with patients presenting vocal pathologies through adapted exercises.

**Prerequisites:** Clinical Phoniatrics (040PHCLL4), Phonetics 2 (040PHONL3)

<b>040ARMTL8</b>	<b>Current Medical Research Updates Related to Developmental Disorders</b>	<b>3 Cr.</b>
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This required course is part of the 8<sup>th</sup> semester of the initial training curriculum for speech therapists. Since developmental disorders are very frequently encountered by speech therapists in their practice, this course aims to update students' scientific knowledge regarding the main types of developmental disorders, in order to better understand them and propose more adapted evaluations and treatments, and finally to offer more effective support to families. Moreover, it allows students to analyze patient profiles taking into account the comorbidity of disorders and to acquire essential clinical knowledge for collaboration with other interveners.

<b>040ANPRL7</b>	<b>Practice Analysis: Foundations of Clinical Speech Therapy Practice and EBP</b>	<b>2 Cr.</b>
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This course is part of the initial training curriculum for speech therapists in the 7<sup>th</sup> semester (or M1). It has as a prerequisite the course "Practice Analysis: Evaluation Methodology and Decision Tree." Speech therapy evaluation is an essential act in the care process, indispensable for any therapeutic decision. The anamnesis interview is a fundamental step of this evaluation process allowing the contextualization of the complaint, identifying the demand, and building a clinical reasoning around the subject's history, which will be completed in the framework of a more formal or standardized evaluation to meet the demand and objectify the complaint. This instance is crucial and determines the character of the encounter between the speech therapist and the patient and allows the beginning of the construction of the therapeutic alliance. Questions such as the choice of evaluation tools and avenues constitute basic elements of care in speech therapy. This course introduces students to making informed clinical decisions for the evaluation and management of the patient through the perspective of EBP. This approach helps us choose the most relevant evaluation tools, targets, and intervention strategies to best adapt clinical practice to the needs of a specific patient.

**Prerequisites:** Concurrently take CDSO during the year

<b>040ANSPL7</b>	<b>Specific English Level A</b>	<b>4 Cr.</b>
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This course aims to cultivate critical thinking, reading, oral communication, and writing proficiency. It centers on the synthesis of sources to craft a research paper and defend it in front of an audience. The course underscores the importance of analytical reading across diverse text genres relevant to various disciplines, as well as the synthesis of information from multiple sources to generate written content and deliver it effectively in oral form.

**Prerequisites:** Graduation year

<b>040SEQ1L7</b>	<b>Clinical Approach in Speech Therapy 7</b>	<b>2 Cr.</b>
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This course is part of the initial training curriculum for speech therapists in the 7<sup>th</sup> semester. It aims to develop in students a clinical approach to speech therapy evaluation and intervention for children or adults with communication or language disorders (oral or written), taking into account the patient's context: family, school, and other members of the multidisciplinary team. At the end of this course, students will be able to master: Competencies 1, 4, 5, 6: clinical approach, therapeutic relationship, research, and professionalism; to make their choices by justifying them and to master the clinical screening, evaluation, and management approaches of specific oral language disorders, taking into account the importance of the therapeutic relationship and ethics, and based on scientific documents; Competencies 2 and 3: collaboration and communication skills; to collaborate with different stakeholders in order to inform them and implement a coherent overall project optimizing communication and general development of the child.

**Prerequisites:** Clinical Internships 1 (040STA5L5) and 2 (040STA6L6)

<b>040SEQ2L8</b>	<b>Clinical Approach in Speech Therapy 8</b>	<b>2 Cr.</b>
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This course is part of the initial training curriculum for speech therapists in the 8<sup>th</sup> semester. It aims to develop in students a clinical approach to speech therapy evaluation and intervention for children or adults with voice, communication, or language disorders (oral or written), taking into account the patient's context.

**Prerequisites:** Clinical Internships 1 (040STA5L5) and 2 (040STA6L6)

<b>040AVPOL7</b>	<b>Research Project Proposal 1</b>	<b>2 Cr.</b>
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This course is part of the initial training curriculum for speech therapists in the 7<sup>th</sup> semester. It aims to develop in students a research approach meeting a dual requirement: academic, to comply with the rules of research in speech therapy or medical sciences, and professional, to provide utility in action. The topics addressed will stem from the axes on which ISO works.

**Prerequisites:** Clinical Internships 1 (040STA5L5), 2 (040STA6L6).

<b>040DYS2L7</b>	<b>Mathematical Cognition: Pathologies, Evaluation, and Remediation</b>	<b>2 Cr.</b>
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This course is part of the 7<sup>th</sup> semester of the initial training curriculum for speech therapists. It is a required course aimed at providing students with basic theoretical knowledge of atypical development of mathematical thinking. The course also aims to develop in students a clinical approach to speech therapy evaluation and interpretation of various mathematical disorders and number processing, as well as an estimation of their academic repercussions in children and adolescents.

**Prerequisites:** Mathematical Cognition: Normal Development of Logical and Mathematical Thinking (040DSCLL6)

<b>065DEOLM3</b>	<b>Ethics and Legislation</b>	<b>2 Cr.</b>
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This course aims to familiarize students with labor law and social security. Upon completion of this course, they will be aware of their rights and obligations in the world of work, both as future employees and as employers.

<b>040SYDYL7</b>	<b>Executive Functions and Speech Therapy Remediation</b>	<b>2 Cr.</b>
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It is currently recognized that the assessment of a child's language and learning should be designed according to a holistic and transversal approach, taking into account all dimensions of cognitive and language development that can mutually influence behavior and learning. This course should contribute to the development of competence related to clinical expertise: evaluation methodology, differential diagnosis, and targeted intervention practices based on executive function (EF) models. It is delivered in the first semester and aims to equip speech therapists to conduct diagnostic actions, differential diagnosis, and implementation of targeted projects. It deepens students' knowledge of advances in the field of research. It enables students to better analyze patient issues, considering the insights provided by neuroscience and concepts related to EFs in order to consider targeted interventions.

**Prerequisites:** Clinical Internships 1 (040STA5L5) and 2 (040STA6L6) and concurrently take CDSO

<b>040COMSL8</b>	<b>Specialized Communication and Public Information</b>	<b>1 Cr.</b>
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This course of the Bachelor in Speech and Language Therapy primarily aims to develop students' critical thinking regarding the use of social networks for professional purposes as speech therapists. It contributes to understanding the uses of social networks and prompts reflection on the ethical considerations arising from these uses. It trains students to identify what is appropriate or not in the professional context.

<b>040IASOL7</b>	<b>Artificial Intelligence in Speech Therapy: Applications and Perspectives</b>	<b>2 Cr.</b>
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This course is part of the initial training curriculum in speech therapy, in the 7<sup>th</sup> semester. It is a closed elective course. It allows students to explore the many ways in which AI can be used to improve practices in speech therapy. 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.



<b>065LIOTM1</b>	<b>Reading Diagnostic Investigations in Psychomotor Therapy and Psychology</b>	<b>3 Cr.</b>
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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 to benefit from the resulting data and use psychological knowledge in their clinical and therapeutic practice.

<b>040MRSRL8</b>	<b>Research Methodology: Inferential Statistics</b>	<b>1 Cr.</b>
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This course is offered to fourth-year Bachelor in Speech and Language Therapy students and allows them to familiarize themselves with the design, analysis, and interpretation of statistical data using the IBM SPSS 25.0.0 software. Students will be able, after this course, to enter data into the SPSS 25.0.0 software and apply tests of normality and certain parametric tests to these data. This will assist them in the statistical part of their research papers.

**Prerequisites:** Research Methodology: Introduction to Statistical Tests (040MTREL5)

<b>040METOL7</b>	<b>Research Methodology: Types and Quantitative Models</b>	<b>2 Cr.</b>
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This course aims to introduce fourth-year Bachelor in Speech and Language Therapy (SLT) students to the main principles of quantitative and qualitative research, as well as the Systematic Review methodology. Research in SLT differs from that in other professions such as medicine or psychology, as it often prioritizes individuals' experiences. In a world where patient satisfaction and personalized care are crucial, understanding both quantitative and qualitative methods is essential. Quantitative methods are suitable for assessing whether interventions work, for instance. However, understanding how they work, including their feasibility, acceptability, and transferability, requires qualitative methods. This course will directly address both methods used in SLT and communication disabilities, as well as the Systematic Review methodology.

**Prerequisites:** Research Methodology: Concepts and Methodology (040MRPOL6)

<b>040NOREL8</b>	<b>Research Project Proposal 2</b>	<b>3 Cr.</b>
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This course is part of the initial training curriculum for speech therapists in the 8<sup>th</sup> semester. It aims to develop in students a research approach meeting a dual requirement: academic, to comply with the rules of research in speech therapy or medical sciences, and professional, to provide utility in action. It requires as prerequisites Clinical Internships 1 and 2. Upon completion of this course, students will be able to master Competency 5: actively engage in a clinical research process to advance linguistic knowledge and the profession of speech therapy in Lebanon.

**Prerequisites:** Clinical Internships 1 (040STA5L5) and 2 (040STA6L6)

<b>040NRAPL7</b>	<b>Research Project Proposal 1</b>	<b>2 Cr.</b>
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This course is part of the initial training curriculum for speech therapists in the 7<sup>th</sup> semester. It aims to develop in students a research approach meeting a dual requirement: academic, to comply with the rules of research in speech therapy or medical sciences, and professional, to provide utility in action. The topics addressed will stem from the axes on which ISO works. It requires as prerequisites Clinical Internships 1 and 2. Upon completion of this course, students will be able to master Competency 5: actively engage in a clinical research process to advance linguistic knowledge and the profession of speech therapy in Lebanon.

**Prerequisites:** Clinical Internships 1 (040STA5L5) and 2 (040STA6L6)

<b>040SCDSL8</b>	<b>Speech Therapy Care Center Internship</b>	<b>7 Cr.</b>
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This course is part of the initial training curriculum for speech therapists in semesters 7 and 8. It aims to develop in students a clinical approach to speech therapy evaluation and intervention for patients with voice, communication, or language disorders (oral or written), taking into account the patient's context: family, school, other members of the multidisciplinary team. It requires as prerequisites Clinical Internships 1 and 2. Upon completion of this course, students will be able to master Competencies 1, 4, 5, 6: clinical approach, therapeutic relationship, research and professionalism, to choose them justifiably, and to master clinical approaches to screening, evaluation, and management of specific oral language disorders, considering the importance of the therapeutic relationship and



ethics, and based on scientific documents. Competencies 2 and 3: collaboration and communication skills, to collaborate with various stakeholders in order to inform them and implement a coherent global project optimizing communication and the overall development of the patient.

**Prerequisites:** Clinical Internship 2 (040STA6L6)

<b>040STINL8</b>	<b>Institutional Speech Therapy Internship</b>	<b>5 Cr.</b>
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This course is part of the initial training curriculum for speech therapists in semesters 7 and 8. It aims to develop in students a clinical approach to speech therapy evaluation and intervention for patients with voice, communication, or language disorders (oral or written), taking into account the patient's context: family, school, other members of the multidisciplinary team. It requires as prerequisites Clinical Internships 1 and 2. Upon completion of this course, students will be able to master Competencies 1, 4, 5, 6: clinical approach, therapeutic relationship, research and professionalism, to choose them justifiably, and to master clinical approaches to screening, evaluation, and management of specific oral language disorders, considering the importance of the therapeutic relationship and ethics, and based on scientific documents. Competencies 2 and 3: collaboration and communication skills, to collaborate with various stakeholders in order to inform them and implement a coherent global project optimizing communication and the overall development of the patient.

**Prerequisites:** Clinical Internship 2 (040STA6L6)

<b>040BIETL7</b>	<b>Bioethics</b>	<b>2 Cr.</b>
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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 will also enable them to apply ethical principles and values when making difficult healthcare decisions.

<b>065CLS2M4</b>	<b>Specific Terminology: Specialized Arabic Language Course (CLAS)</b>	<b>2 Cr.</b>
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This course is part of the Master in Psychomotor Therapy (Institute of Psychomotor Therapy) and is open to students of the Bachelor in Speech and Language Therapy at the Higher Institute of Speech and Language Therapy. This course contributes to the development of the following competencies for students at the program level:

- Continue their ongoing professional development.
- Work within a multidisciplinary team. The aim of this course is to improve understanding of the specialized Arabic language and technical terminology in the field of rehabilitation (especially psychomotor rehabilitation and pronunciation assessment) and to use it correctly and effectively for conversation or oral presentation in a professional context, and for producing properly structured professional writing.

<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 to promote population health. Students are trained 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. Providing a comprehensive introduction to healthcare system structures and objectives, the course also examines the role of power and processes in shaping health policies.

<b>015LIPPL6</b>	<b>Leadership, Innovation, and Professional Posture</b>	<b>2 Cr.</b>
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This course is part of the USJ General Education Program. Social work students are initiated to demonstrating leadership and innovation in facing complex situations. It also encourages them to work in multidisciplinary teams and to adopt a professional conduct that respects human values and institutional culture. It enables students to:

- Demonstrate leadership and innovation.
- Manage their skills according to the chosen career orientation and in line with evolving professional requirements.
- Work in a team with other professionals while respecting institutional culture and social work values.