

## 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 program aims to equip students with the following skills:

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

### PROGRAM LEARNING OUTCOMES (COMPETENCIES)

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

### ADMISSION REQUIREMENTS

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Candidates are selected based on the review of the file they provide. They must have a level A on the French placement test and have obtained their Bachelor in Speech and Language Therapy (240 ECTS credits). USJ speech and language therapy graduates are admitted directly to the third semester of the Master's program (M3).

### COURSE/CREDITS GRANTED BY EQUIVALENCE

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

## PROGRAM REQUIREMENTS

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**120 credits: Required courses (87 credits), Institution's elective courses (27 credits), Open elective courses (6 credits).**

### **For M1 and M2**

#### **Required Courses (54 Cr.)**

AI in Speech Therapy: Applications and Perspectives (2 Cr.), Bioethics (2 Cr.), Clinical Approach in Speech Therapy VII (2 Cr.), Clinical Approach in Speech Therapy VIII (2 Cr.), Clinical Care Center Internship in Speech Therapy (7 Cr.), Current Medical Research Related to Developmental Disorders (3 Cr.), Ethics and Legislation (2 Cr.), English Level A (4 Cr.), Executive Functions and Remediation in Speech Therapy (2 Cr.), Informing and Communicating in Speech Therapy (1 Cr.), Institutional Internship in Speech Therapy (5 Cr.), Interpretation of Diagnostic Investigations in Psychomotor Therapy and Psychology (3 Cr.), Introduction to Health Policy and Systems (2 Cr.), Leadership, Innovation, and Professional Posture (2 Cr.), Mathematical Cognition: Pathologies, Evaluation, and Remediation (2 Cr.), Practice Analysis: Foundations of Clinical Practice in Speech Therapy and Evidence-Based Practice (2 Cr.), Research Methodology V: Inferential Statistics (2 Cr.), Research Methodology: Types and Quantitative Models (2 Cr.), Research Proposal I (2 Cr.), Research Proposal II (3 Cr.), Specific Terminology: Specialized Arabic Language Course (CLAS) (2 Cr.).

#### **Open elective courses (6 Cr.)**

### **For M3 and M4**

#### **Required (33 Cr.) and Institution's elective courses (27 Cr.)**

##### **Required courses:**

Clinical Approach in Speech Therapy IX and X (2 Cr.), Master's Dissertation (9 Cr.), Master's Dissertation – Continued (9 Cr.), Oral and Written Scientific Communications (1 Cr.), Research Methodology in Practice VIII: Systematic Review, Qualitative Designs, and Single Case Studies (2 Cr.), Research Seminar (1 Cr.), Screening and Diagnosis of Language Disorders in Multilingual Environments (3 Cr.), Statistics Applied to Research (2 Cr.), Theories of Multilingual Development (2 Cr.).

##### **Institution's elective courses (27 Cr.) to be chosen from the list below:**

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

## SUGGESTED STUDY PLAN

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### **Semester 1 M1**

<b>Code</b>	<b>Course Name</b>	<b>Credits</b>
040ANPRL7	Analysis of Practice: Foundations of Clinical Practice and EBP	2
040SEQ1L7	Clinical Approach in Speech Therapy VII	2
040DYS2L7	Mathematical Cognition: Pathologies, Evaluation, and Remediation	2
065DEOLM3	Ethics and Legislation	2
040SYDYL7	Executive Functions and Remediation in Speech Therapy	2
065LIOTM1	Reading Diagnostic Investigations in Psychomotor Therapy and Psychology	3
040METOL7	Research Methodology: Types and Quantitative Models	2
040AVPOL7	Research Project Proposal I	2

040BIETL7	Bioethics	2
065CLS2M4	Specific Terminology: Specialized Arabic Language Course (CLAS)	2
040IASOL7	Artificial Intelligence in Speech Therapy: Applications and Perspectives	2
040ANSPL7	Specific English Level A	4
	<b>Total</b>	<b>27</b>

### Semester 2 M2

Code	Course Name	Credits
040SEQ2L8	Clinical Approach in Speech Therapy VIII	2
040ARMTL8	Current Medical Research Related to Developmental Disorders	3
040MRSRL8	Research Methods: Inferential Statistics	2
065EC2SM3	Introduction to Health Policy and Systems	2
040AVPRL8	Research Project Proposal II	3
040SCDSL8	Clinical Care Center Internship in Speech Therapy	7
040STINL8	Institutional Speech Therapy Internship	5
Not scheduled	Leadership, Innovation, and Professional Posture	2
040CSIGL8	Specialized Communication and Public Information	1
	<b>Total</b>	<b>27</b>

+ **6 open elective courses** For semesters M3 and M4, the student must validate 60 credits from the following tables: 33 required credits and 27 credits from the elective courses (listed above in Program Requirements).

### Semester 3 M3

Code	Course Name	Credits
040LARAM1	Current Research on Language Disorders	2
040THPLM1	Plurilingual Development Theories	2
040DDTLM2	Screening and Diagnosis of Language Disorders in Multilingual Settings	3
040APCLM1	Clinical Approach in Speech Therapy IX and X	2
040SEMIM1	Research Seminar	1
040ME20M1	Master's Dissertation	9
Not yet created	Research Methodology in Practice VIII: Systematic Reviews, Qualitative Designs, and Single Case Studies.	2
Not yet created	Research Methodology in Practice IX: Oral and Written Scientific Communications	1
	<b>Total</b>	<b>22</b>

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

Code	Course Name	Credits
040PDRDM1	Oro-Pharyngeal Dysphagia and Advanced Intervention Practices	3
040ANREM1	English Assessment and Intervention for French-Speaking SLPs	2
040INTMM1	Introduction to Management	2
040MAKAM1	Communication and Language Assistance Program: Makaton Example	2
040TCMAM2	Mathematical Cognition Intervention: From Theory to Practice	2
040PRPFM1	Professional Practices	2

## Semester 4 M4

Code	Course Name	Credits
040STAPM2	Applied Statistics in Research	2
040M20SM2	Master's Dissertation – Continuation	9
	<b>Total</b>	<b>11</b>

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

Code	Course Name	Credits
040PVPRM2	Voice Pathologies and Advanced Vocal Rehabilitation Practices	3
040ENCLM2	Clinical Interview	2
040REAAM1	Explanatory Models and Current Research on Autism	2
040RENAM1	Neurofunctional Rehabilitation Models in Autism: Example of the Exchange and Development Therapy	3
040PSTSM2	School Curriculum and Adaptations for Specific Disorders	3
040BEPLM2	Clinical Decision Making in Fluency Disorders	2
040PLLEM2	Plurilingualism and Written Language: Evaluation and Intervention	3
040LEBPM2	Pragmatic and Discursive Skills: Evaluation and Rehabilitation	2
040SUIIMM2	Deafness and Cochlear Implant: Current Research and Intervention Practices	3
040POIEM2	Prevention in Speech Therapy and Parental Support	3
040STREM1	Research Internship	2

## COURSE DESCRIPTION

### **040ARMTL8      Current Medical Research on Developmental Disorders      3 Cr.**

This course is part of the 8<sup>th</sup> semester curriculum of the initial training program for speech therapists. It is a required course. 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. The goal is to better know them, comprehend them, and thus offer more suitable assessments and treatments, and ultimately provide more effective support to families. Similarly, it allows students to analyze patient profiles, taking into account the comorbidity of disorders, and to acquire indispensable clinical knowledge for collaboration with other practitioners.

### **065CLS2M4      Specific Terminology: Specialized Arabic Language Course      2 Cr.**

This course is part of the Master in Psychomotor Therapy program (Institute of Psychomotor Therapy) and is open to students holding a bachelor from 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 professional development.
- Work within a multidisciplinary team.

The aim of this course is to enhance understanding of specialized Arabic language and its technical terminology in the field of rehabilitation (especially psychomotor rehabilitation and speech therapy) and to use it correctly and effectively for conversation or oral presentation in a professional context, as well as for producing properly structured professional writing.

### **040ANPRL7      Practice Analysis: Foundations of Clinical Practice in Speech Therapy and EBP      2 Cr.**

This course is part of the initial training curriculum for speech therapists in S7 (or M1). It has a prerequisite course, "Practice Analysis: Evaluation Methodology and Decision Tree." Speech therapy evaluation is an essential act in the care process, indispensable for any therapeutic decision. Anamnesis interviews constitute a fundamental step in this evaluation process, allowing the complaint to be contextualized, the demand to be identified, and a clinical

reasoning to be constructed around the subject's history, which will be completed within the framework of a more formal or standardized evaluation to meet the demand and objectify the complaint. This instance is crucial and determines the nature 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 pathways constitute basic elements of care in speech therapy. This course initiates students into reasoned clinical decision-making for the evaluation and management of patients through the perspective of evidence-based practice (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.

**065EC2SM3 Introduction to Health Policy and Systems 2 Cr.**

This course aims to provide students with basic knowledge of health policies and systems, and to teach them the concepts, principles, and scientific skills necessary to strengthen a healthcare system to improve population health. Students learn to anticipate future needs related to the evolution of community health models and new societal needs, and to develop health policies. Generally, public health professionals learn to propose technical solutions to population health problems. However, in many cases, health struggles to navigate through a complex process of public policy development. Power, interests, politics, and human rights are just examples of elements influencing program development, policy creation, and implementation. This course provides a comprehensive introduction to the study of the structures and objectives of a health system as well as the study of power and processes in health policies.

**040ANSPL7 Specific English Level A 4 Cr.**

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.

**040SEQ1L7 Clinical Approach in Speech Therapy VII 2 Cr.**

This course is part of the initial training curriculum for speech therapists in the 7th semester. It aims to develop 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. Upon completion of this course, students will be able to master: Competencies 1,4,5,6: clinical approach, therapeutic relationship, research, and professionalism, to make choices and justify them, and to master clinical approaches to screening, evaluation, and management 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 to inform them and implement a coherent global project optimizing communication and the overall development of the child.

**Prerequisites:** Clinical Internships 1 and 2.

**040SEQ2L8 Clinical Approach in Speech Therapy VIII 2 Cr.**

This course is part of the initial training curriculum for speech therapists in the 8th semester. It aims to develop 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.

**040AVPOL7 Research Proposal 1 2 Cr.**

This course is part of the curriculum of the initial training for speech therapists in the 7th semester. Its aim is to develop a research approach in students that meets a dual requirement: academic, to comply with the rules of research in speech therapy or medical sciences, and professional, to provide utility in service of action. The topics addressed will be derived from the areas on which ISO works.

**Prerequisites:** Clinical Internships 1 and 2.

**040DYS2L7 Mathematical Cognition: Pathologies, Evaluation, and Remediation 2 Cr.**

This course is part of the 7<sup>th</sup> semester curriculum of the initial training for speech therapists. It is a required course

aimed at providing students with basic theoretical knowledge about the 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 numerical processing, as well as an estimation of their academic repercussions on children and adolescents.

**065DEOLM3 Ethics and Legislation 2 Cr.**

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.

**040SYDYL7 Executive Functions and Remediation in Speech Therapy 2 Cr.**

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 may mutually influence behavior and learning. This course should contribute to the development of competence related to clinical expertise: evaluation methodology, differential diagnosis, as well as targeted intervention practices based on executive function (EF) models. It is offered in the first semester and aims to equip speech therapists to conduct diagnostic actions, differential diagnosis, and targeted project implementation. 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 EF in order to consider targeted interventions.

**040COMSL8 Specialized Communication and Public Information 1 Cr.**

This one-credit 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 that arise from these uses. It trains students to identify what is appropriate or not in the professional context.

**040IASOL7 Artificial Intelligence in Speech Therapy: Applications and Perspectives 2 Cr.**

This course is part of the initial training 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 speech therapy practices. Students will explore how generative AI can be used to create content, language, and resources useful in the field of speech therapy. The course focuses on practical applications, tools, and ethical implications of using generative AI in the context of rehabilitation and communication.

**065LIOTM1 Reading Diagnostic Investigations in Psychomotor Therapy and Psychology 3 Cr.**

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

**040MRSRL8 Research Methodology: Inferential Statistics 2 Cr.**

This course is offered to fourth-year Bachelor in Speech and Language Therapy students. It allows students to become familiar with the design, analysis, and interpretation of statistical data using IBM SPSS 25.0.0 software. Students will be able, following this course, to input data into the SPSS 25.0.0 software and apply tests of normality and certain parametric tests on this data. This will assist them in carrying out the statistical part of their research notes.

**040METOL7 Research Methodology: Quantitative Types and Models 2 Cr.**

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.

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

<b>040SCDSL8</b>	<b>Clinical Center Internship in Speech Therapy</b>	<b>7 Cr.</b>
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This course is part of the curriculum of the initial training for speech therapists in semesters 7 and 8. Its aim is 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, and 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, make informed choices and master clinical screening, evaluation, and management approaches for 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, collaborate with different stakeholders to inform them and implement a coherent overall project optimizing communication and the patient's general development.

<b>040STINL8</b>	<b>Institutional Internship in Speech Therapy</b>	<b>5 Cr.</b>
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This course is part of the curriculum of the initial training for speech therapists in semesters 7 and 8. Its aim is 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, and 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, make informed choices and master clinical screening, evaluation, and management approaches for 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, collaborate with different stakeholders to inform them and implement a coherent overall project optimizing communication and the patient's general development.

<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 decisions in healthcare.

<b>040APCLM1</b>	<b>Clinical Approach in Speech Therapy IX and X</b>	<b>2 Cr.</b>
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This course is addressed to students in the Master in Speech and Language Therapy program. It allows for the integration of theoretical contributions from various teachings with clinical speech therapy practice. It aims to foster reflection on the diagnostic approach and intervention, based on concrete and real questions encountered in practice. This space for exchange and discussion also allows for the deepening of knowledge in EBP (Evidence-Based Practice) and strengthening its application in practice.

<b>040DDTLM2</b>	<b>Screening and Diagnosis of Language Disorders in Multilingual Settings</b>	<b>3 Cr.</b>
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Multilingualism is a widespread phenomenon with the expansion of cultures and globalization. The diagnosis of language disorders in multilingual environments requires a deep understanding of the linguistic similarities between

multilingual development and atypical language development. Therefore, specific measures and methodological reflection should be used to objectively diagnose language disorders and guide children towards necessary interventions. This course describes the theoretical concepts related to bilingual language characteristics and presents standardized tools specifically used in the Lebanese context, taking into account its specificities. It also offers clinical illustrations to build a specific methodological evaluation reflection in multilingual contexts.

**040ANREM1 English Assessment and Intervention for French-Speaking SLPs 2 Cr.**

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

**065INMAM1 Introduction to Management 2 Cr.**

This course allows students to become familiar with the principles, concepts, and basic tools of management. It contributes to developing in the student, a holistic analysis of the management systems to which they adhere and within which they can act as agents of change. Following this course, students should be able to develop programs and manage services based on available resources and the institution's organizational model, conduct a strategic analysis from a leadership perspective, and work in a multidisciplinary team.

**040ME20M1 Master's Dissertation 10 Cr.**

The master's dissertation in speech therapy aims to demonstrate mastery of theoretical and methodological approaches to research applied to speech therapy. It is an initiation to research where the student must demonstrate mastery of research and the use of bibliographic data on a topic recognized as relevant. They must produce an original work containing a literature review, a methodological framework adapted to the question addressed, a presentation of results, and their discussion. Upon completion of this work, the student should be autonomous in conducting research or designing a project.

**040PDRDM1 Swallowing Pathology and Advances in Dysphagia Rehabilitation 3 Cr.**

This course is part of the first semester curriculum of the Master's program for speech therapists. It aims to develop in students a clinical approach to speech therapy evaluation and intervention for individuals with oropharyngeal dysphagia and their caregivers. This course contributes to the development of the following skills:

- Researching new approaches and methodologies for swallowing evaluation.
- Mastering techniques and rehabilitative approaches for oropharyngeal dysphagia.
- Implementing counseling and expertise approaches to make therapeutic orientation decisions.
- Assessing the effectiveness of interventions based on evidence level and clinical practice.
- Engaging the patient in a therapeutic education process.
- Knowing how to work in a multidisciplinary team caring for dysphagic patients.

**040PVPRM2 Voice Pathologies and Advances in Vocal Rehabilitation 3 Cr.**

This course is part of the M2 curriculum for speech therapy students. It aims to enable them to master and deepen various theoretical approaches to speech therapy intervention in vocology. Upon completion of this course, students should be able to acquire and develop evaluation and intervention tools in the field of vocal pathologies, effectively develop an individualized project for each patient, taking into account Evidence-Based Practice data, and evaluate its effectiveness.

**040MAKAM1 Communication and Language Aid Program: The Example of Makaton 2 Cr.**

This course is part of the first semester of the Master's program (M1). It aims to develop in students a clinical reflection approach around the multichannel nature of communication and its fundamental role in remediating severe language disorders, and provides an introduction to the practice of the Makaton program based on these principles.



<b>040SEMIM1</b>	<b>Research Seminar</b>	<b>1 Cr.</b>
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This course aims to introduce students to all research activities, the different stages of the evolution of scientific research, and the process of choosing a methodology. It should allow students to define, present, critique, and improve their dissertation project.

<b>040THPLM1</b>	<b>Plurilingual Development Theories</b>	<b>2 Cr.</b>
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Multilingualism is a widespread phenomenon with the expansion of cultures and globalization. Plurilingual and monolingual development are characterized by similarities and differences that every language clinician should know and master in order to better assess children's language performance and understand its peculiarities in multilingual environments. This knowledge of plurilingual development patterns will refine evaluation and avoid over- or under-diagnosis phenomena of language disorders.

<b>040TCMAM2</b>	<b>Mathematical Cognition Disorders: Intervention Practices</b>	<b>2 Cr.</b>
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This course aims to develop evidence-based practice (EBP) in intervention among students working with children with mathematics difficulties. Means and "active ingredients" of mathematical cognition intervention (number processing, counting, numeration, transcoding, calculation) will be addressed. Students will subsequently be able to develop a mathematical intervention plan by applying the principles of the EBP intervention process, defining intervention objectives, intervention means, and evaluating the effectiveness of the established intervention.

<b>040LARAM1</b>	<b>Language Disorders: Current Research</b>	<b>2 Cr.</b>
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This course focuses on current research findings on atypical acquisition of oral language. This theme will be approached from a psycholinguistic and neurolinguistic perspective. The methodology used in psycholinguistic and neurolinguistic research will be presented before exploring the linguistic semiology of disorders and the role of cognition, neurobiology, genetics, and the environment in language disorders. Different types of pathologies/disorders will be addressed (language disorders and intellectual disability, aphasia, epilepsy, deafness, etc.). A focus will be made on developmental language disorders (DLD) and formal language disorders in children with autism spectrum disorders (ASD). This course allows students to acquire up-to-date knowledge on atypical oral language development and to critically approach international research on the topic and the methodologies used for language assessment, understanding the speech therapy issues related to current research on atypical oral language acquisition.

<b>040M2oSM2</b>	<b>Master's Dissertation – Continued</b>	<b>10 Cr.</b>
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The Master's dissertation in speech therapy aims to demonstrate mastery of theoretical and methodological approaches to research applied to speech therapy. It serves as an introduction to research work. The student must demonstrate mastery in research and the use of bibliographic data on a topic recognized as relevant. They must produce an original work comprising a literature review, a methodological framework adapted to the question addressed, a presentation of the results, and their discussion. Upon completion of this work, the student should be autonomous in conducting research or designing a project.

<b>040ENCLM2</b>	<b>Clinical Interview</b>	<b>2 Cr.</b>
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The clinical interview is a fundamental tool in clinical psychology. However, its use is indispensable in disciplines focused on care and guidance. It is essential to sensitize practitioners in these fields to the essential parameters involved in the clinical interview in order to better manage the diagnostic process and the therapeutic process. This course aims to identify the characteristics of different types of interviews (clinical/research interview, interview with children/adolescents, parental guidance interview, etc.), the purpose and foundational axes of the clinical interview (request, framework, therapeutic alliance, verbal and non-verbal communication, therapist/patient relationship). The attitudes adopted by the clinician, the different emotional mobilization scenarios, and intervention tools during a clinical interview will also be addressed.

<b>040RENAM1</b>	<b>Models of Neurofunctional Rehabilitation in Autism: Example of Exchange and Development Therapy</b>	<b>3 Cr.</b>
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Autism spectrum disorder is defined as a neurodevelopmental disorder affecting social interaction, social communication aspects with others, not forgetting the presence of sensory behavioral disorders and restricted and repetitive interests. Research in this field continues to develop, covering areas of neurobiological concepts as well as intervention research. This course aims to present the latest intervention advances in autism, through the example of exchange and development therapy. It was developed at the University of François-Rabelais in Tours and the University Hospital Center by a team of child psychiatrists specialized in autism: Gilbert LELORD, Catherine BARTHÉLÉMY, and Laurence HAMEURY. It is based on a neuro-functional and developmental conception of autism. It aims to exercise deficient functions, such as attention to others, intention, imitation, etc., to mobilize the activity of the underlying brain integrator systems, thus achieving functional rehabilitation. How can Exchange and Development Therapy help children with autism? According to the authors, Exchange and Development Therapy aims to “untangle” the child, making them discover that they can look, listen, associate. It aims to solicit, encourage reciprocal exchanges during play, and through these exchanges, develop communication. This therapeutic reeducation is therefore carried out in the context of playful sessions, adapted to the developmental profile of the child, in all areas.

<b>040REAAM1</b>	<b>Explanatory Models and Current Research on Autism</b>	<b>2 Cr.</b>
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Autism spectrum disorder is defined as a neurodevelopmental disorder affecting aspects of social interaction, social communication with others, not forgetting the presence of sensory behavioral disorders, restricted and repetitive interests. Research in this field continues to develop, covering areas of neurobiological concepts as well as intervention research. This course aims to present the latest research advances in autism and to expose the evolution of concepts in order to better identify effective intervention strategies, taking into account the uniqueness of each child.

<b>040PLEM2</b>	<b>Plurilingualism and Written Language: Evaluation and Intervention Practices</b>	<b>3 Cr.</b>
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This course addresses the clinical manifestations of written language disorders within different environmental contexts: socio-cultural and linguistic. It proposes a reflection on the manifestation of disorders in different languages and addresses various rehabilitative approaches to written language disorders, guiding the reflection from an Evidence-Based-Practice perspective.

<b>040BEPLM2</b>	<b>Clinical Decision-Making in Fluency Disorders</b>	<b>2 Cr.</b>
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This course is provided in the second semester of the Master in Speech and Language Therapy program. It allows students to deepen their knowledge in the field of assessment and rehabilitation of stuttering based on a holistic and transversal approach. Stuttering is a neurodevelopmental disorder with a significant impact on social interactions and the quality of life of the affected individual. Research in the field of stuttering is vast and continuously evolving, covering etiological sectors as well as those related to assessment and intervention. This teaching aims to equip speech therapists to carry out diagnostic actions and implement targeted therapeutic projects adapted to the needs and context of stuttering patients. Students will learn to better analyze patient profiles to consider targeted interventions based on evidence. This teaching also allows deepening of knowledge related to advances in research in the field of fluency disorders.

<b>040PSTSM2</b>	<b>School Curriculum and Adaptations for Specific Disorders</b>	<b>3 Cr.</b>
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This course is part of the M2 curriculum for speech therapy and psychomotor therapy students. It is designed to enable students to better understand the situation of Lebanese students in primary school, faced with learning French as a second language, to understand the issue of integration and school inclusion in a contextualized manner, according to the resources available in the Lebanese field. This will lead them, by the end of the course, to better understand the links between educational and pedagogical teams on one hand, and healthcare professionals on the other hand, as well as to reflect on and argue the choice of structure adapted to the specific context of each patient.

<b>040STAPM2</b>	<b>Applied Statistics in Research</b>	<b>2 Cr.</b>
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This course aims to master the main inferential statistical methods to enable their use in the various tasks to be carried out in the curriculum. At the end of this teaching, students should be able to use appropriate software independently and conduct their own statistical analysis (SPSS, NVivo, etc.). The course focuses on the application of statistics in health and language sciences

<b>040SUIMM2</b>	<b>Deafness and Cochlear Implant: Current Research and Intervention Practices</b>	<b>3 Cr.</b>
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This course addresses current research orientations in the assessment and intervention decisions for deaf children, with a particular emphasis on cochlear implants, new specialized techniques for evaluation and intervention in cochlear implants: pre- and post-assessment, rehabilitation, evaluation of intervention effectiveness, implementation of expertise procedures, and effective participation in therapeutic decision-making, mastery of parental and educational guidance for integrating implanted children into school and social environments.

<b>040POIEM2</b>	<b>Prevention in Speech Therapy: Indirect Interventions and Interprofessional Collaborations</b>	<b>3 Cr.</b>
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At the end of this course, students will be able to better identify and understand the role of speech therapists in educational settings, especially at the various tiers of the Response to Intervention model. It allows students to acquire the necessary skills to identify “vulnerable” children according to risk factors and protective factors, to know when to intervene, and to implement targeted preventive intervention 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, with also an approach to the prerequisites for written language, notably through enriched shared reading practice and interactive reading. The role of the speech therapist within the multidisciplinary team will be explained. Finally, students will learn to choose and adjust effective intervention modalities according to the context, focusing on practical examples.

<b>040PRPFM1</b>	<b>Professional Practices</b>	<b>2 Cr.</b>
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This course aims to develop in the student a posture of both an autonomously practicing caregiver and a clinical researcher who questions in order to reflect on the best care to offer. The internship should take place in hospital departments and language reference centers affiliated with a partner university.

<b>040LEBPM2</b>	<b>Pragmatic and Discursive Skills: Evaluation and Rehabilitation 2 Cr.</b>	
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This course, intended for Master in Speech and Language Therapy students, offers an in-depth exploration of pragmatic and discursive skills introduced in the undergraduate program (Bachelor in Speech and Language Therapy). It covers key theoretical concepts related to these two domains, evaluation methodologies, and rehabilitation techniques. In this course, students are trained in the use of tests and clinical observation to evaluate pragmatics and discourse in different pathologies and learn to develop personalized intervention plans using an EBP approach.

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