

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

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

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

PROGRAM LEARNING OUTCOMES (COMPETENCIES)

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

ADMISSION REQUIREMENTS

Candidates are selected based on a thorough review of their application file. A prerequisite for admission is holding a degree in speech and language therapy (240 ECTS). USJ graduates in speech and language therapy are granted direct admission to the third semester of the Master's program.

COURSE/CREDITS GRANTED BY EQUIVALENCE



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

PROGRAM REQUIREMENTS

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

For the first year**Required Courses (54 Cr.)**

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

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

Open Elective Courses (6 Cr.)

For the second year

Required Courses (33 Cr.)

Applied Statistics to Research (2 Cr.). Clinical Approach to SLT IX & X (2 Cr.). Current Research in Language Disorders (2 Cr.). Master's Dissertation – Continued (9 Cr.). Master's Dissertation (9 Cr.). Research Methods: Systematic Review, Qualitative Models & Single - Case Study (2 Cr.). Research Methods: Scientific Oral Communications and Writing (1 Cr.). Prevention and Diagnosis of Language Disorders in Multilingual Contexts (3 Cr.). Research Seminar (1 Cr.). Theories of Multilingual Development (2 Cr.).

Institution's Elective Courses (27 Cr. out of 39 Cr.)

Clinical Decision-Making in Fluency Disorders (2 Cr.). Clinical Interview (2 Cr.). Cognition and Math Disorders: From Theory to Practice (2 Cr.). Deafness and Cochlear Implant: Current Research and Intervention Practices (3 Cr.). Explanatory Models and Current Research in Autism (2 Cr.). Management and Leadership (2 Cr.). Multilingualism and Written Language Disorders: Assessment and Intervention Practices (3 Cr.). Neuro-Functional Models of Intervention in Autism: The Example of the Exchange and Development Therapy (3 Cr.). Oropharyngeal Dysphagia and Research Advances in Rehabilitation (3 Cr.). Pragmatic and Discursive Skills: Evaluation and Intervention (2 Cr.). Prevention in Speech and Language Therapy and Parental Coaching (3 Cr.). Professional Actualities (2 Cr.). Professional Internship (2 Cr.). Research Internship (2 Cr.). School Curriculum and Adaptations in the Context of Specific Disorders (3 Cr.). Voice Pathologies and Advances in Vocal Rehabilitation Practices (3 Cr.).

SUGGESTED STUDY PLAN

Semester 1

Code	Course Name	Credits
040BIOEL7	Bioethics	2
040CLAPL7	Clinical Approach to SLT VII	2
040IADML7	Clinical Intervention and Decision-Making in SLT	2
040DINPL7	Diagnostic Investigations in Psychology	2
040DIPTL7	Diagnostic Investigations in Psychomotor Therapy	1
040SELAL7	English Level A	4
040EFSIL7	Executive Functions in SLT Intervention	2
040PRP1L7	Preliminary Research Project (1)	2
040RMPRL7	Research Methods: Types and Quantitative Models	2
040AICML7	SLT Assessment and Intervention in Math Cognition Developmental Disorders	2
040AISTL7	Artificial Intelligence in Speech Therapy: Applications and Prospects	2
065CLS2M4	Specific Terminologies: Advanced Arabic Language Course (CLAS)	2
	Total	25

Semester 2

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

+ 6 credits of Open Elective Courses

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

Semester 3

Required courses:

Code	Course Name	Credits
040CLP9M1	Clinical Approach to SLT IX & X	2
040RSCHM1	Research Seminar	1
040LDREM1	Current Research in Language Disorders	2
040THEOM1	Theories of Multilingual Development	2
040RMSQM2	Research Methods: Systematic Review, Qualitative Models & Single-Case Study	2
040M2THM1	Master's Dissertation	9
	Total	18

Institution's elective courses: To choose 12 credits from the list below:

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

Semester 4

Required courses:

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

Institution's elective courses: To choose 15 credits from the list below:

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

COURSE DESCRIPTION

040APPSM2 Applied Statistics to Research 2 Cr.

The course aims to master the main inferential statistical methods to enable their use in various assignments throughout the curriculum. Upon completion of this course, students should be able to independently use appropriate software and conduct their own statistical analysis (SPSS, NVivo, etc.). The course focuses on the application of statistics in health and language sciences.

040BIOEL7 Bioethics 2 Cr.

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

040CLP9M1 Clinical Approach to SLT IX & X 2 Cr.

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

040DMFLM2 Clinical Decision-Making in Fluency Disorders 2 Cr.

This course is offered in the second semester of the Master in Speech and Language Therapy. It enables students

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

040CLIIM2	Clinical Interview	2 Cr.
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The clinical interview is a basic tool in clinical psychology. Its use is nonetheless essential in disciplines aimed at care and guidance. Therefore, it is crucial to make practitioners in these fields aware of the essential parameters involved in the clinical interview to better manage the diagnostic approach 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 forms of emotional engagement, and the intervention tools used during a clinical interview will also be addressed.

040INTMM2	Cognition and Math Disorders: From Theory to Practice	2 Cr.
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This course aims to develop in students a practice based on evidence-based practice (EBP) for interventions with children who have difficulties in mathematics. The means and “active ingredients” of intervention in mathematical cognition (number processing, counting, numeration, transcoding, calculation) will be covered. Students will subsequently be able to develop a mathematical intervention plan by applying the principles of the EBP intervention approach, define intervention objectives, determine intervention methods, and evaluate the effectiveness of the established intervention.

040LDREM1	Current Research in Language Disorders	2 Cr.
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This course focuses on current research on the atypical acquisition of oral language. This topic will be addressed from a psycholinguistic and neurolinguistic perspective. The methodology used in psycholinguistic and neurolinguistic research will be presented before exploring the linguistic semiology of disorders, as well as the role of cognition, neurobiology, genetics, and the environment in language disorders. Various types of pathologies/disorders will be covered (language disorders and intellectual disability, aphasia, epilepsy, deafness, etc.). There will be a special focus on developmental language disorders (DLD) and formal language disorders in children with autism spectrum disorders (ASD). This course enables students to acquire up-to-date knowledge on the atypical development of oral language and to challenge certain preconceived ideas. It also allows them to approach international research on the topic and the methodologies used for language assessment more critically, and to understand the speech therapy implications related to current research data on the atypical acquisition of oral language.

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

040EXPLM1	Explanatory Models and Current Research in Autism	2 Cr.
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Autism Spectrum Disorder is defined as a neurodevelopmental disorder affecting social interaction, social communication with others, and accompanied by sensory behavioral issues, restricted and repetitive interests. Research in this field continues to expand into neurobiological concepts and intervention studies. This course aims to present the latest advances in autism research and discuss evolving perspectives to better identify effective intervention strategies, considering the uniqueness of each child.

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

040M2THM1	Master's Dissertation	9 Cr.
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The Master's dissertation in speech therapy aims to demonstrate mastery of theoretical and methodological approaches to research applied in speech therapy. It is an introductory research project where the student must demonstrate proficiency in research and utilizing bibliographic data on a topic recognized as relevant. They must produce an original work including a literature review, a methodological framework adapted to the question addressed, presentation of results, and their discussion. Upon completion of this project, the student should be capable of independently conducting research or designing a project.

040M2TEM2	Master's Dissertation – Continued	9 Cr.
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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 is an introductory research project. The student must demonstrate proficiency in research and in utilizing bibliographic data on a topic recognized as relevant. They must produce an original work including a literature review, a methodological framework adapted to the question addressed, presentation of results, and their discussion. Upon completion of this project, the student should be capable of independently conducting research or designing a project.

040WLDMM2	Multilingualism and Written Language: Assessment and Intervention Practices	3 Cr.
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This course addresses the clinical manifestations of disorders in written language within various socio-cultural and linguistic environments. It encourages reflection on how disorders manifest in different languages and discusses different approaches to rehabilitating written language disorders, focusing on Evidence-Based Practice principles.

040ASDEM1	Neuro-Functional Models of Intervention in Autism: The Example of the Exchange and Development Therapy	3 Cr.
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Autism Spectrum Disorder is defined as a neurodevelopmental disorder affecting social interaction, social communication with others, and accompanied by sensory behavioral issues and restricted and repetitive interests. Research in this field continues to expand into neurobiological concepts and intervention studies. This course aims to present the latest advances in interventions for autism, using the example of Exchange and Development Therapy (TED). This therapy was developed at the University of Tours and the University Hospital Center by a specialized child psychiatry team in autism: Gilbert LELORD, Catherine BARTHÉLÉMY, and Laurence HAMEURY. It is based on a neurofunctional and developmental conception of autism. The therapy aims to improve deficient functions such as attention to others, intention, imitation, etc., by engaging the activity of integrative brain systems that support them, thus achieving functional rehabilitation. How can TED help children with autism? According to the authors, TED aims to “untangle” the child by showing them that they can look, listen, and associate. It seeks to stimulate and encourage reciprocal exchanges during play and through these exchanges, develop communication skills. This rehabilitative therapy is conducted in the context of playful sessions adapted to the child's developmental profile, across all domains.

040PATHM1	Oropharyngeal Dysphagia and Research Advances in Rehabilitation	3 Cr.
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This course aims to enhance students' clinical skills in assessing and treating oropharyngeal dysphagia in individuals and their caregivers. It focuses on the following competencies:

- Researching new approaches and methodologies for swallowing screening and assessment;
- Mastering rehabilitation techniques and approaches for oropharyngeal dysphagia;
- Implementing advisory and expert strategies to make therapeutic decisions;
- Evaluating intervention effectiveness based on evidence and clinical practice;

- Engaging patients and their caregivers in therapeutic education;
- Collaborating effectively within multidisciplinary teams to provide comprehensive care for dysphagia patients.

040PGMDM1	Pragmatic and Discursive Skills: Evaluation and Intervention	2 Cr.
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040PRP1L7	Preliminary Research Project (1)	2 Cr.
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This course is designed to cultivate a research-oriented mindset in students, meeting dual objectives: academic rigor, ensuring compliance with research standards in speech therapy or medical sciences, and practical proficiency for professional research. By the course’s conclusion, students will be equipped to actively participate in clinical research endeavors aimed at advancing linguistic knowledge and the speech and language therapy profession in Lebanon. This entails considering contextual nuances, employing quantitative reasoning, and fostering critical thinking skills.

040PRDGM2	Prevention and Diagnosis of Language Disorders in Multilingual Contexts	3 Cr.
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040PREVM2	Prevention in Speech and Language Therapy and Parental Coaching	3 Cr.
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By the end of this course, students will be able to better identify and understand the role of speech therapists in educational settings, particularly concerning the various tiers of the Response to Intervention model. It enables students to acquire the necessary skills to identify “vulnerable” children based on risk and protective factors, to know when to intervene, and to implement targeted preventive 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, along with prerequisites for written language, including enriched shared reading practices and interactive reading. The role of the speech therapist within the multidisciplinary team will be clarified. Lastly, students will learn to select and adjust effective intervention methods according to the context, focusing on practical examples.

	Professional Actualities	2 Cr.
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040INPRM2	Professional Internship	2 Cr.
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This course aims to develop in the student both the stance of a caregiver with professional autonomy and that of a clinical researcher who questions and reflects on the best care to provide. The internship should take place in hospital departments and language reference centers affiliated with a partner university.

040INTRM2	Research Internship	2 Cr.
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This course aims to develop in the student an introductory understanding of the various and diverse activities of a research laboratory in order to cultivate their researcher mindset. It is conducted in partner research laboratories.

040RMPRL7	Research Methods: Types and Quantitative Models	2 Cr.
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This course aims to introduce the fundamental principles of quantitative and qualitative research, as well as systematic review methodology. Research in SLT differs from that of other professions such as medicine or psychology. SLTs often prioritize individual experiences, which is crucial in a healthcare landscape valuing patient satisfaction and personalized care. While quantitative methods are effective for certain inquiries, such as evaluating intervention efficacy, they may not suffice alone. Understanding how interventions work, including their feasibility, acceptability, and transferability, is increasingly vital. Qualitative methods, when conducted properly, can provide this insight. This course directly addresses both research methods used in SLT and communication disorders, along with systematic review techniques.

040RSCHM1	Research Seminar	1 Cr.
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This course aims to introduce students to all research activities, the various stages of scientific research

development, and the process of selecting a methodology. It should enable students to define their dissertation project, present it, critique it, and improve upon it.

040RMSQM2 Research Methods: Systematic Review, Qualitative Models & Single-Case Study 2 Cr.

040SCICM1 Research Methods: Scientific Oral Communications and Writing 1 Cr.

040PROGM1 School Curriculum and Adaptations in the Context of Specific Disorders 3 Cr.

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 schools who are learning French as a second language. It aims to address the issues of integration and school inclusion in a contextualized manner, considering the resources available in the Lebanese educational system. By the end of the course, students will be better equipped to understand the relationships between educational and pedagogical teams on one hand and healthcare professionals on the other. They will also be able to reflect on and argue for the choice of structures adapted to the specific context of each patient.

040THEOM1 Theories of Multilingual Development 2 Cr.

Multilingualism is a widespread phenomenon with the expansion of cultures and globalization. Multilingual 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 performances and understand their particularities in multilingual environments. Understanding patterns of multilingual development will refine assessment practices and prevent over or under-diagnosing language disorders.

040VOICM1 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. By the end of this course, students should be able to acquire and develop assessment and intervention tools in the field of vocal pathologies. They will effectively develop individualized projects for each patient, taking into account Evidence-Based Practice data while assessing its effectiveness.

040CLAPL7 Clinical Approach to SLT VII 2 Cr.

This course is part of the curriculum for SLT training in semesters 7 and 8. It aims at developing in students a clinical approach to evaluation and SLT intervention with children or adults, presenting with various disorders (e.g., communication, language, voice). Students should learn to take into account the patient's context: family, school, and other members of the multidisciplinary team.

Prerequisites: Practicum and internship I & II.

040APPRL8 Clinical Approach to SLT VIII 2 Cr.

This course is part of the SLT training curriculum during semesters 7 and 8. Its objective is to cultivate a clinical approach in students for evaluating and intervening in speech-language therapy with children or adults who have diverse disorders such as communication, language, or voice issues. Emphasis is placed on considering the patient's context, including family dynamics, educational environment, and collaboration with other professionals within the multidisciplinary team.

Prerequisites: Practicum and internship I & II.

040IADML7 Clinical Intervention and Decision-Making in SLT 2 Cr.

This required course, offered in semester 7, requires completion of the prerequisite the course "Assessment principles in SLT" (semester 6). Building upon previous learning about assessment methodology and the selection of evaluation tools, this course focuses on applying evidence-based practice in clinical decision-making. While the primary aim of assessment is to establish a diagnosis, its ultimate goal is to develop an effective intervention

plan grounded in scientific evidence. Given the vast array of resources available, this can present a challenge for SLTs. Throughout the course, students will gain proficiency in selecting appropriate evaluation tools, defining objectives, and devising intervention strategies tailored to meet the unique needs of individual patients.

Prerequisites: Take CDSO internship in parallel, otherwise attend classes without registering nor passing the exam.

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

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

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

040SELAL7	English Level A	4 Cr.
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This course aims to enhance critical thinking, reading, oral, and writing skills. It focuses on synthesizing information from various sources to produce research papers and effectively presenting them. Emphasis is placed on analyzing different types of texts relevant to various disciplines, as well as on synthesizing diverse information to create written and oral presentations.

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

- Conducting EF assessments in SLT.
- Developing intervention programs tailored to individual EF cases.
- Collaborating with stakeholders to establish appropriate interventions.
- Providing parental guidance to enhance patients' quality of life.

Prerequisites: Practicum and internship I & II and take in parallel CDSO internship.

040RMPRL7	Research Methods: Types and Quantitative Models	2 Cr.
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This course aims to introduce the fundamental principles of quantitative and qualitative research, as well as systematic review methodology. Research in SLT differs from that of other professions such as medicine or psychology. SLTs often prioritize individual experiences, which is crucial in a healthcare landscape valuing patient satisfaction and personalized care. While quantitative methods are effective for certain inquiries, such as evaluating intervention efficacy, they may not suffice alone. Understanding how interventions work, including their feasibility, acceptability, and transferability, is increasingly vital. Qualitative methods, when conducted properly, can provide this insight. This course directly addresses both research methods used in SLT and communication disorders, along with systematic review techniques.

Prerequisite: Research Methods: Concepts and Methodology.

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

- Conducting math-cognition assessment;
- Establishing a differential diagnosis;

- Writing assessment reports;
- Analyzing clinical findings within theoretical frameworks;
- Identifying errors in word problems and devising appropriate remediation plans.

Completion of the prerequisite course “Math Cognition Developmental Disorders” is required.

Prerequisite: Math Cognition Developmental Disorders & Development of Prelogical and Logical Reasoning.

040AISTL7	Artificial Intelligence in Speech Therapy: Applications and Prospects	2 Cr.
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This course is part of the initial training curriculum in speech therapy, in semester 7. It is a closed elective. It allows students to explore the numerous ways in which AI can be used to enhance practices in speech therapy. Students will explore how generative AI can be used to create content, language, and useful resources in the field of speech therapy. The course emphasizes practical applications, tools, and the ethical implications of using generative AI in the context of rehabilitation and communication.

065CLS2M4	Specific Terminologies: Advanced Arabic Language Course (CLAS)	2 Cr.
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This course is part of the Master in Psychomotor Therapy (Institute of Psychomotor Therapy) and is open to bachelor students at the Higher Institute of Speech and Language Therapy. This course contributes to the development of the following competencies in students at the program level:

- Continue their professional development.
- Work in a multidisciplinary team.

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

040DEONL8	Deontology and Legislation	2 Cr.
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This general education program course, offered in semester 8, provides students with an introduction to legal issues and regulations relevant to the medical field. Topics covered include: history of law, contract law, tax law, labor law and other legal matters essential for SLTs in their daily practice.

040INTNL8	Institutional Internship - SLT	5 Cr.
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This course, spanning over semesters 7 and 8, aims to cultivate a clinical approach to speech therapy evaluation and intervention for patients with diverse communication and language disorders, whether oral or written. It emphasizes considering patients’ familial, educational, and multidisciplinary team contexts. By the end of this course, students will demonstrate competency in:

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

Prerequisite: Practicum & internship II.

065EC2SM3	Introduction to Health Policy and Systems	2 Cr.
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This course aims to equip students with fundamental knowledge of health policies and systems. It covers essential concepts, principles, and scientific skills necessary for enhancing healthcare systems 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.

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

Prerequisites: Practicum and internships I & II.

040PRACL8	Research Methods: Statistics	2 Cr.
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Offered in semester 8, this course focuses on equipping fourth-year students with skills in designing, analyzing, and interpreting statistical data using IBM SPSS 25.0.0 software. Through practical exercises, students learn to input data into IBM SPSS 25.0.0 and apply normality and parametric statistical tests, preparing them for the statistical aspects of their final year projects.

Prerequisite: Research Methods: Introduction to Statistical Tests.

040ICSL8	Specialized Communication and Public Information	1 Cr.
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This required course, offered in semester 8, focuses on enhancing students' critical thinking regarding the use of social media in the field of SLT. It covers understanding relevant policies and ethical considerations governing online behavior. Students will learn to discern appropriate and inappropriate social media posts and to create content aligning with professional standards.

040STCIL8	Speech and Language Therapy in University Clinics	7 Cr.
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This required course, offered in semesters 7 and 8, aims to cultivate a clinical approach in students for evaluating and intervening in speech therapy cases involving various communication/language disorders (oral or written). It emphasizes considering the patient's broader context, including family dynamics, educational environment, and collaboration within a multidisciplinary team. Prerequisites for this course include completion of practicum and internships I and II.

Prerequisite: Practicum and internship 1 & 2.

Leadership, Innovation and Professionalism		2 Cr.
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This course is part of the USJ General Education Program. Social work students are introduced to demonstrating leadership and innovation when facing complex situations. It also encourages them to work in multidisciplinary teams and to adopt professional conduct that respects human values and institutional culture. It enables students to:

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

040MRUDL8	Medical Research Updates About Developmental Disorders	3 Cr.
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Developmental disorders are common challenges faced by speech therapists in their daily practice. This course focuses on updating knowledge about developmental disorders, emphasizing their assessment and management. Its goal is to enable students to understand these disorders within the broader context of neurodevelopment, facilitating better communication with colleagues and parents of patients. Emphasizing research updates over comprehensive literature reviews, the course aims to equip students with practical insights.