

**Curriculum**  
of  
1-Year Master of Social Sciences (MSS)  
in  
**Speech and Language Pathology**  
**(MSLP)**

Under the Semester System

Session: 2019-20, 2020-21, 2021-22, 2022-23



**Department of Communication Disorders**

University of Dhaka

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MSLP. 5104	Cleft Palate and Craniofacial Anomalies
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# Introduction

## 1. Title of the Program

MASTER OF SOCIAL SCIENCES IN SPEECH AND LANGUAGE PATHOLOGY (MSLP)

## 2. Duration of the Program: 01 (one) academic years

## 3. Speech and Language Pathology as a discipline

Freedom of expression is the basic right of human beings. But their communicative-expression ability, both verbal and nonverbal, and its processing mechanism require healthier neuro-biological development. Any irregularity in such processing mechanism or damage to the respective areas of the brain causes various types of speech and language disorders. A person with this impairment regularly fights to express either his/her verbal or nonverbal modality properly, hence regarded as speech or language handicapped. Considering the above prevalence reality there developed a new branch of human knowledge entitled 'Speech Pathology' in the USA in 1924 to provide pragmatic treatment and therapies for people with these disorders. So, in the academic arena of the USA there exists a rich tradition of studying this discipline for a long time. Since the number of persons with speech and language disorders is rapidly increasing all over the world, nowadays many famous global universities are also introducing this discipline under different faculties.

## 4. Speech and Language Pathology in Bangladesh

Like speakers of different languages throughout the world, many Bengali-speaking children, as well as adults nowadays, are suffering from diverse speech and language disorders on a regular basis. Although Bangladesh lacks exact statistics of people with speech and language impairments, it could be assumed that every year the number is certainly increasing. Accordingly, Bengali people getting stroke, tumor and trauma, or even suffering from developmental disorders like autism, dyslexia or dysgraphia immediately require proper investigation, intervention, therapy and treatment to get rid of such impairments to the maximum extent. Hence, Bangladesh badly needs to introduce a formal academic program like speech and therapy in tertiary level education.

## 5. Department of Communication Disorders at Dhaka University

To fulfill the demand of time and society the University of Dhaka has introduced the Department of Communication Disorders in 2015 under the Faculty of Social Sciences. Following American higher education tradition, this department runs various formal programs as well as non-formal training on speech and language therapies not only to produce new graduates who will be involved in generating new knowledge and professionally work as speech and language therapists, but also to train parents/caregivers

of people with these disabilities, and personnel working in this field in many clinics and hospitals to combat these disorders.

## **6. Aim and Objectives**

The Master in Social Sciences in Speech and Language Pathology Program expects to meet the following aim and objectives.

### *a. Aim*

Providing advanced knowledge in the context of teaching and research in the field of speech and language pathology.

### *b. Objectives*

- 6.2 Generating new and advanced knowledge and scientific ideas with special reference to speech and language disorders of Bengali people;
- 6.3 Conducting original research works in the field of speech and language pathology with reference to Bangladesh;
- 6.4 Inventing pragmatic therapies and treatments for the betterment of people suffering from various speech and language disorders;

## **7. Eligibility for admission**

- 7.1 B S S in Speech and Language Pathology or its equivalent.
- 7.2 Other criteria and/or requirements for admission may be determined by the Academic Committee of the Department of Communication Disorders.

## **8. Requirements for the degree**

- 8.1 Successful completion of pre-specified credits hours in 2 semesters in 1 (one) year.
- 8.2 Obtaining of minimum cumulative grade point average of 2.0 on a scale from 4 (without any F grade).
- 8.3 Completion of all requirements of the degree within 2 (two) academic years of first enrolment/admission.

## **9. Description of Academic Year and Courses**

- 9.1 Total Semester: 2  
Each semester shall be of 19 weeks, of which -
  - a. 15 weeks for class teaching
  - b. 1 weeks break for preparation, and
  - c. 3 weeks for holding semester final examinations

9.2 The whole program consists of -

a. 11 full **compulsory** courses for a total of 1200 (8 x 100+200+200) marks, of which 900 marks shall be for 08 courses, 100 marks for comprehensive (theoretical aspects-50 + clinical aspects-50), and 100 marks for oral examinations. In addition, they need to take two minor courses to be completed by the 8<sup>th</sup> semester. The marks of oral examinations (having no course code) are distributed to the whole 8 semesters in the following manner.

I. 1<sup>st</sup> semester = 50 marks

II. 2<sup>nd</sup> semester = 50 marks

-----  
= 100 marks

9.3 Thus, the whole program contains 44 credits (9 X 4+8 credits) hours.

9.4 **Counting credit hours:** In the semester system, credit hours are counted based on lecture class/contact hours. 15 hours of teaching is equivalent to 1 credit hour and will be treated as 1 credit. Hence:

a. A full unit of a course with 4 credits needs 4 classes per week of 60 minutes duration each.

#### 9.5. **Comprehensive examinations**

The course MSLP 5213 consists of a total of 100 marks (50 Theory + 50 Practical) with 4 credits. There will be no formal classes for this comprehensive examination. Students will have to appear at the Comprehensive examination at the end of the 2<sup>nd</sup> semester. For comprehensive examinations, questions will be set from all the courses taught from the 1<sup>st</sup> semester to the 2<sup>nd</sup> semester.

### 10. **Teaching**

- a. For full unit course: Two teachers/One teacher will be assigned for each course.
- b. For tutorial class (if needed): The student will be distributed into several groups where each group contains 8 to 10 students. One teacher will meet a group once a week. He/she helps them to prepare viva/oral examination which will be held by the examination committee at the end of each semester.

### 11. **Examination and Evaluation**

11.1 Evaluation and grading for a full unit course shall be determined on the basis of -

- a. Class attendance
- b. Tutorial class/Presentation/Project
- c. Term papers/Home Assignment
- d. Mid-semester examination/2 class tests
- e. Semester final examination

## 11.2 Marks Distribution

### 11.2.1 for a full unit course:

a. Class attendance	5 marks
b. Tutorial class/Presentation/Project	10 marks
c. Term papers/Home Assignment	5 marks
d. Mid-semester examination/2 class tests	30 marks
e. Semester final examination	50 marks

## 11.3 Marking for class attendance

<b>Attendance range</b>	<b>marks</b>
90% and above	5.0
85% to 89%	4.5
80% to 84%	4.0
75% to 79%	3.5
70% to 74%	3.0
65% to 69%	2.5
60% to 64%	2.0
55% to 59%	1.5
50% to 54%	1.0
45% to 49%	0.5
Less than 45%	0.0

## 11.4 Grading structure for BSS (Hons.) degree program in a 4-point grading scale

<b>Numerical grade (in percent)</b>	<b>Letter grade</b>	<b>Explanation</b>	<b>Grade point (In full unit course)</b>
80 and above	A+	Excellent	4.00
75 to less than 80	A	Excellent	3.75
70 to less than 75	A-	Excellent	3.50
65 to less than 70	B+	Very Good	3.25
60 to less than 65	B	Very Good	3.00
55 to less than 60	B-	Very Good	2.75
50 to less than 55	C+	Good	2.50

45 to less than 50	C	Good	2.25
40 to less than 45	D	Passing	2.00
Less than 40	F	Failing	0.00
Incomplete*	I		0.00
Withdrawn**	W		0.00

\* 'I' grade is indicative of a situation where a student is unable to complete the full requirements of the course for not being able to sit for the semester final examination. With the submission of valid and authenticated evidence of such reason(s) and the recommendation of the course teacher, that particular student shall be allowed to complete the semester final examinations with the next batch. In one semester maximum two 'I' grades shall be allowed to a student.

\*\* 'W' grade shall be awarded when a student is permitted to withdraw/drop a course/semester without penalty. Withdrawals without penalty are not permitted after the mid-semester examination. A student takes readmission in the semester concerned with the next batch by paying fees for the whole year.

## 11.5 Administration of the examination

11.5.1 At the beginning of the semester the course coordinator appointed by the Academic Committee of the Department shall provide the students with a course outline indicating the objectives, contents, and activities related to the course, books to be followed, the date of mid-semester examinations, etc.

11.5.2 The course teacher shall announce the result of the mid-semester examinations within eight weeks of the date of holding the examination and submit the marks of mid-semester examinations and others to the chairman of the examination committee, immediately after the announcement of the result.

11.5.3 The date of the semester final examinations shall be announced by the Chairman of the department in consultation with the Controller of Examination.

11.5.4 The department shall conduct all semester final examinations with the assistance of the Controller of Examination.

11.5.5 The academic committee of the department shall constitute an Examination Committee for each semester. This committee consists of 4 members. The course coordinator will be the chairmen of this committee. At least one course teacher of the respective semester will act as a member of the committee. In principle, one member of this committee regarded as the external member will be appointed from outside the department.



**11.6 The Examination Committee shall-**

- a. Moderate and print questions, conduct examination, and viva-voce/oral examination.  
Appoint two teachers for the tabulation of results.
- b. Appoint a third examiner (if needed) from the panel of examiners approved by the Academic Committee provided that they are not the tabulators or the members of the Examination Committee.
- c. Announce the semester final result within 60 days from the date of the last examination held and record students' promotion to the next semester class.

11.6.1 The tabulation work shall be started after all marks of the semester final examination received by the Chairman of the Examination Committee.

11.6.2 The chairman of the Examination Committee shall submit the semester final examination result, relevant working papers, a list of students recommended for promotion to the next semester, copies of the grade sheet of all courses of the semester to the chairman of the department.

11.6.3 The chairman of the examination committee shall also submit a copy of the tabulated result of each semester to the Controller of Examination immediately after the announcement of the semester's final result.

11.6.4 The Chairman of the department shall hold the evaluated scripts in his/her custody for at least twelve months after the announcement of the final result and after that, the scripts will be destroyed according to the university practice.

11.6.5 The Controller of Examination shall publish the cumulative results and provide the transcript showing course names, grades and the Cumulative Grade Point Average (CGPA) of the candidates for the degree.

**11.7 Evaluation of examination paper**

- a. The course teacher/s will evaluate the mid-semester examination, project/group presentation/tutorial class, and term paper/home assignment.
- b. The Faculty of Social Science traditionally follows a 'double examiner' system intending to evaluate scripts of course final examination. So, the Department of Communication Disorders, in principle, prefers two examiners (1<sup>st</sup> examiner and 2<sup>nd</sup> examiner) in evaluating these scripts appointed by the academic committee of the department. In this regard, a course taught by the single course teacher, the course teacher himself/herself will be identified as 1<sup>st</sup> examiner, whereas the second examiner will preferably be appointed from the outside of the department. In case of a course taught by the two course teachers the relevant course teacher/s of a course will be appointed as 1<sup>st</sup> and 2<sup>nd</sup> examiner.

- c. If the difference between two examiners is more than 20 percent, the script(s) in question shall be examined by a third examiner and the average of the nearest two marks will be taken.

### 11.8 Nature of question paper setting

11.8.1 The nature of the question paper setting of different courses of this program is as follows.

- a. For a full unit course except 'Comprehensive' (MSLP 5213) examinations marks distribution of final semester question paper are -

I. Narrative and Analytical Questions (10X4)	40 marks
II. Short Questions/Notes	10 marks
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Total: 50 marks	

- b. For Comprehensive examinations

I. Short Question (5 marks each)	30 marks
II. Objective Question	20 marks
-----	
Total: 50 marks	

- c. For Mid-semester examination of a full unit course

I. Short Questions/Notes (5X3)	15 marks
II. Objective Questions	10 marks
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Total: 25 marks	

11.8.2 For semester final examinations both examiners (1<sup>st</sup> examiner and 2<sup>nd</sup> examiner) will set the question-paper of every course. Examination Committee will moderate question papers.

11.8.3 The Academic Committee will assign the question paper setters and/or examiners for the courses MSLP 5213 (Comprehensive examinations).

11.8.4 The language of the question papers should be preferably bilingual (English + Bengali). In case of any exception, the Academic Committee will be the highest authority to decide the medium of language for a question paper.

### 11.9 Eligibility for sitting in the semester final examination

- a. A student with 75% and above class attendance shall be eligible for sitting in the examination as a regular student.
- b. A student with 60% - 74% class attendance will be considered Non-collegiate but can sit for the examination with a payment of 1000 taka fine.

- c. A student with below 60% class attendance will be identified as Dis-collegiate hence shall not be allowed to sit for the examination.
- 11.10 **Promotion**  
(Please see ‘Course Curriculum and Rules’ published by the Faculty of Social Science.)
- 11.11 **Improvement**  
(Please see ‘Course Curriculum and Rules’ published by the Faculty of Social Science.)
- 11.12 **Readmission**  
(Please see ‘Course Curriculum and Rules’ published by the Faculty of Social Science.)
- 11.13 **Drop out**  
(Please see ‘Course Curriculum and Rules’ published by the Faculty of Social Science.)
- 11.14 **Grievances**  
(Please see ‘Course Curriculum and Rules’ published by the Faculty of Social Science.)
- 11.15 **Evaluation of the Course Teachers**  
(Please see ‘Course Curriculum and Rules’ published by the Faculty of Social Science.)
- 11.16 **Computation of Grade Point Average**  
(Please see ‘Course Curriculum and Rules’ published by the Faculty of Social Science.)
12. **Final Result**  
The final result of each student will appear as a grand total of all marks/cumulative grade point average (CGPA) that s/he will score gradually by the respective academic year.
13. **Careers**  
Upon completion of their master's in Speech and Language Pathology from the Department of Communication Disorders, students will be able to build up their careers as professional Speech and Language Pathologists/Therapists. In addition, students of speech and language therapy can easily get some specific jobs like school therapist and language teaching in academic institutes, researchers in allied health sectors, communication section of a company, IT sectors, newspaper, electronic media, etc. In addition, they are also allowed to get jobs in sectors that are also open to all social science graduates.
14. **Renewal and modification of the curriculum**  
Any kind of modification or renewal of this curriculum when needed shall have to be initiated by the Academic Committee of the Dept. of Communication Disorders and approved by the Academic Council of the Dhaka University.

## 15. Structure of the Courses

Serial	Semester	Course No.*	Title	Type	Credit Hours	Marks
1	1	5101	Communication, culture and Disability	Compulsory	4	100
2	1	5102	Learning Disorders and Literacy	Compulsory	4	100
3	1	5103	Advanced Audiology: Hearing Aids and Technology	Compulsory	4	100
4	1	5104	Cleft Palate and Craniofacial Anomalies	Compulsory	4	100
5	1	5105	Advising Counseling in Communication Disorders	Compulsory	4	100
6	2	5206	Rehabilitation of People with SLP: Clinic Preparation and Management	Compulsory	4	100
7	2	5207	Speech and Language Disorders Assessment and Treatment in Children	Non-Thesis	4	100
8	2	5208	Speech and Language Disorders Assessment and Treatment for Adults	Non-Thesis	4	100
9	2	5209	Clinical Practicum	Non-Thesis	8	200
10	2	5210	Research in Communication Disorders	Thesis	4	100
11	2	5211	Professional and Technical Writing in SLP	Thesis	4	100
12	2	5212	Dissertation	Thesis	8	200
13	2	5213	Comprehensive	Compulsory	4	100

\* The digits of a course number that precedes the course title in the table mentioned above indicate specific year, semester and course's serial number. For example, in 'MSLP 5102' the digit 5 indicates the number of year, 1 denotes the number of semester and 02 gives an identity of course serial number in this year.

## **16. Detail of the Courses**

### **16.1 Course Number and Title**

MSLP. 5101 Communication, culture and Disability

#### **16.1.1 Credit Hours: 4**

#### **16.1.2 Course Description**

In this course, we will explain the concept of disability from the point of view of cultural, social and religious values and understandings. It will also compare and contrast disability narrative, disability protection rights, disability and media, art and creative aspect of culture in enforcing the concept of disability. Finally, this course will provide different theoretical frameworks of disability.

#### **16.1.3 Course Objectives**

This course will enable the students to-

- a. Demonstrate an understanding of the concept of disability from the point of view of social, cultural and religious perspectives.
- b. Demonstrate an ability to compare and discuss disability narrative, protection rights, and its media aspects.
- c. Demonstrate an ability to explain theories of disability.

#### **16.1.4 Course Intended Learning Outcome**

Upon completion of the course, students will be able to-

CILO1. Analyze concepts of disability from the different social-cultural points of view.

CILO2. Apply theories and methods of disabilities developed in course of time.

CILO3. Demonstrate a clear understanding of the views and relation between disability, media, creativity and communication

#### **16.1.5 Course Materials**

The following are the two aspects of course materials.

First, a collection of presentation slides to be used in each lecture. These slides are based on chapters of different books and articles.

Second, a collection of readings to give an additional discussion on the issues and analysis of different lectures. These materials will be provided by the course teachers throughout the semester.

### **16.1.6 Course Content**

Disability, culture and Identity: An Introduction

Deconstructing Disability Identities

Cultural Values and Understanding Disabilities

Disability and Development and cultural perspectives

Gender, Race and Psychosocial aspects

Religion and disability

Disability and Disadvantages

Accommodations of people with disability

Disability in theory: Theoretical Framework of Disability

Social construction to new realism of body

Cultural models of disability

Foucault, power, impairment

Disability, narrative and representation

Disability, media and publicity

Mass media agenda

Disability and Legal rights

Victimization in criminal offenses

Different Acts to protect the rights of disabled people

Bangladesh and global perspectives

Disability culture and self-advocacy

Disability, Ethnicity and multiculturalism

Exploring the complexity of communication of persons with disability

Inclusion and Disability

A socio-cultural model

### **16.1.7 References**

Waldschmidt, A., Berressem, H. & Ingwersen, M. (eds.) (2017). *Culture – Theory – Disability*. Bielefeld: transcript Verlag

Barnes, C (2012). *The Social Model of Disability: Valuable or Irrelevant?*. The Routledge

- Connor, D., Gabel, S. L., Morton, M. (2013). *Disability studies and inclusive education — implications for theory, research, and practice, International Journal of Inclusive Education*. Routledge
- Davis, L. J., ed (2013). *The Disability Studies Reader, fourth edition*. Routledge
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- Ellis, K. (2015). *Disability and Popular Culture*. Surrey: Ashgate Publishing Limited
- Goodley, D. (2001). *Towards socially just pedagogies: Deleuzoguattarian critical disability studies*. University of Sheffield
- Halder, S. & Assaf, L. C. (eds.). (2017). *Inclusion, Disability and Culture An Ethnographic Perspective Traversing Abilities and Challenges*. Springer International Publishing AG
- Kuppers, P. (2011). *Disability Culture and Community Performance Find a Strange and Twisted Shape*. PALGRAVE MACMILLAN
- Poore, C. (2009). *Disability in Twentieth-Century German Culture*. The University of Michigan Press
- Riddell, S. & Watson, N. (2003). *Disability, Culture and Identity*. London & New York: Routledge

## **16. 2. Course Number and Title**

MSLP. 5102 Learning Disorders and Literacy

### **16.2.1 Credit Hours: 4**

### **16.2.2 Course Description**

This course will cover the theoretical base of literacy and Learning Disorders, assessment strategies and instructional procedures for the literacy development of students with learning disabilities including reading and writing disorders. The course will focus on how a speech and language pathologist (SLP) participates in comprehensive support systems and facilitates intensive literacy instruction.

### **16.2.3 Course Objectives**

This course will enable the students to-

- a. Demonstrate an understanding of fundamental aspects of learning disorders and literacy from the point of view of LDs.
- b. Demonstrate an ability to analyze SLP's role to discuss different aspects of learning disorders in school settings.
- c. Demonstrate an ability to apply theories and methods to explain the causes of children's learning disorders.

### **16.2.4 Course Intended Learning Outcome**

Upon completion of the course, students will be able to-

CILO1. Analyze types, characteristics and features of learning disorders.

CILO2. Apply theories and methods to learning disorders and literacy.

CILO3. Demonstrate a clear understanding to independently diagnose and treat the students with literacy and LDs.

### **16.2.5 Course Materials**

The following are the two aspects of course materials.

First, a collection of presentation slides to be used in each lecture. These slides are based on chapters of different books and articles.

Second, a collection of readings to give an additional discussion on the issues and analysis of different lectures. These materials will be provided by the course teachers throughout the semester.

### **16.2.6 Course Content**

Literacy and Learning Disabilities (LDs): Definition, Types, Causes, Prevalence

Links between speech, language and literacy

Causes of Learning Disorders

    Learning Disorders and Neuropsychological Constructs

Literacy development-1: Literacy Models and the Development of Word-Level Reading and Spelling Skills.

Literacy Development-2: Reading Comprehension and Writing

Literacy Difficulties: Reading Comprehension, Spelling and Writing

Literacy and Down syndrome

Learning Disabilities and

    Dyslexia, Dysgraphia, Intellectual Disabilities, ADHD

Instructional Strategies for Learning Disabilities

Differential Diagnosis

    How Learning Disabilities are Diagnosed and Classified

Comprehensive Assessments for Disorders of Reading and Writing

Treatment approaches for Literacy and LDs: Focus on Reading and Writing Disabilities

The response to intervention (RTI) for stragglings learner

Adolescents with LD's: Assessment, Instructions and Challenges

Coping with a Literacy and LDs

Roles and Responsibilities of Speech-Language Pathologists in Schools

### **16.2.7 References**

Burgoyne, K., Duff, F. J., Clarke, P. J., Buckley, S., Snowling, M. J., & Hulme, C. (2012). Efficacy of a reading and language intervention for children with Down syndrome: a



- randomized controlled trial. *Journal of Child Psychology and Psychiatry*, 53(10), 1044-1053
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- Hougen, M.C. & Smartt, S.M. (Eds.). (2012). *Fundamentals of literacy instruction and assessment, Pre-K –6*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Huntington, D. D., & Bender, W. N. (1993). Adolescents with learning disabilities at risk? Emotional well-being, depression, suicide. *Journal of learning disabilities*, 26(3), 159-166.
- Jitendra, A. K., Kay Hoppes, M., & Xin, Y. P. (2000). Enhancing main idea comprehension for students with learning problems: The role of a summarization strategy and self-monitoring instruction. *The Journal of Special Education*, 34(3), 127-139.
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- Pennington, B. F. (2009). *Diagnosing Learning Disorders A Neuropsychological Framework*. New York & London: The Guildford Press
- Singh, N. N. & Beale, I. L. (1992). *Learning disabilities: nature, theory, and treatment*. New York: Springer-Verlag Inc.
- Stackhouse, J., & Wells, B. (1997). *Children's speech and literacy difficulties 1: A psycholinguistic framework*. London: Whurr Publishers.

Huntington, D. D., & Bender, W. N. (1993). Adolescents with learning disabilities at risk? Emotional well-being, depression, suicide. *Journal of learning disabilities*, 26(3), 159-166.

### **16.3 Course Number and Title**

MSLP. 5103 Advanced Audiology: Hearing Aids and Technology

#### **16.3.1 Credit Hours: 4**

#### **16.3.2 Course Description**

This is advanced hearing science to provide the students knowledge and information of hearing aids and technology widely used in the field of audiology. This course will help the students to gain appropriate skills and techniques to apply hearing aids and technology to the persons with severe hearing problems.

#### **16.3.3 Course Objectives**

This course will enable the students to-

- a. Demonstrate an understanding of the fundamentals of the latest technology and hearing aids used in the field of audiology.
- b. Demonstrate an ability to explain techniques and methods of using hearing aids and technology.
- c. Demonstrate an ability to apply the skills and techniques of using hearing aids and technology in the context of Bangladesh.

#### **16.3.4 Course Intended Learning Outcome**

Upon completion of the course, students will be able to-

CLIO1. Analyze concepts, features and types of hearing aids and technology.

CILO2. Apply the techniques and skills to properly use different hearing aids and technology.

CILO3. Demonstrate a clear understanding of the latest advancement of hearing aids and related technologies.

#### **16.3.5 Course Materials**

The following are the two aspects of course materials.

First, a collection of presentation slides to be used in each lecture. These slides are based on chapters of different books and articles.

Second, a collection of readings to give an additional discussion on the issues and analysis of different lectures. These materials will be provided by the course teachers throughout the semester.

### **16.3.6 Course Content**

#### **Unit 1: Introduction to Hearing Aids and its accessories**

Historical Development

Basic elements

Types

#### **Unit 2: Recent Advancement in Hearing Aids**

Signaling Processing

Digital Hearing aids

Signal enhancing technology

#### **Unit 3: Electro-Acoustic Characteristics of Hearing Aids**

Routing of signals, Head Shadow

Output limiting

Extended low-frequency amplifications

#### **Unit 4: Electro-Acoustic Measurements for Hearing Aids**

Purpose, parameter, instrumentation, procedure

Electro-acoustic measurement, BIS, IEC and ANSI standard

Types of acoustic couplers and their effect

#### **Unit 5: Hearing Aid Selection and Post-Fitting Issues**

Pre-selection factors and other considerations

The prescriptive and comparative procedure

#### **Unit 6: Hearing Implants and technology and complications**

Hearing implants-components, terminology, advantages

### **16.3.7 References**

Bess, F.H. et al. (1981). *Amplifications in Educations*. Washington: Alexander Graham Bell Association for the Deaf

Borisagar, K. R., Thanki, R. M.& Sedani, B. S.(2019). *Speech Enhancement Techniques for Digital Hearing Aids*. Switzerland AG: Springer Nature

Dillon, H. (2012). *Hearing Aids*. Turrumurra, 2074: Boomerang Press

Popelka, G. R., Moore, B. C.J., Fay, R. R. & Popper, A. N. (2016). *Hearing Aids*. Switzerland: Springer International Publishing.

Katz, (1994). *Handbook of Clinical Audiology*. Baltimore: Williams & Williams

Markides, A. (1977). *Binaural Hearing Aids*. London: Academic Press, Inc.

Pollack, M.C. (1980). *Amplifications for the hearing impaired*. NY: Grune & Stratton

Skinner, H.C. (1988). *Hearing aid evaluation*. NJ: Prentice-Hall

Valente, M. Dunn., H.H. & Roeser, R.J. (2000). *Audiology Treatment*. NY: Thieme.

## **16.4 Course Number and Title**

MSLP. 5104 Cleft Palate and Craniofacial Anomalies

### **16.4.1 Credit Hours: 4**

### **16.4.2 Course Description**

This course will provide a variety of assessment and treatment facilities involved in the multidisciplinary care of patients with cleft lip/palate and craniofacial conditions. There will be a particular focus on speech-language and hearing issues.

### **16.4.3 Course Objectives**

This course will enable the students to-

- a. Demonstrate an understanding of etiology, types and basic features of cleft lips and palate and related phenomenon.
- b. Demonstrate an ability to analyze the assessment techniques as well as possible treatments of speech problems of cleft lip and palate.
- c. Demonstrate an ability to apply the procedures and teamwork initiative used to identify children with cleft palate, particularly plastic surgery and orthodontics methods and measures.

### **16.4.4 Course Intended Learning Outcome**

Upon completion of the course, students will be able to-

- CLIO1. independently carry out assessment and intervention of cleft lips and palate.
- CILO2. clearly understand the importance of teamwork initiative to treat cleft lips and palate.
- CILO3. independently supervise parents in feeding small children with cleft palate.

### **16.4.5 Course Materials**

The following are the two aspects of course materials.

First, a collection of presentation slides to be used in each lecture. These slides are based on chapters of different books and articles.

Second, a collection of readings to give an additional discussion on the issues and analysis of different lectures. These materials will be provided by the course teachers throughout the semester.

## 16.4.6 Course Content

### Introduction to cleft lip and Palate

Embryological development of the lip & palate (CLP), cause of clefts classification of cleft lips and palates, effects of clefts on structure & function of the orofacial region

### Anatomy/Physiology Review Hearing and ENT issues

Dental/Orthodontic Considerations

### Velopharyngeal dysfunction

Causes of velopharyngeal insufficiency, causes of velopharyngeal incompetence (VPI) behavioral or learned velopharyngeal dysfunction effects of velopharyngeal dysfunction on speech patterns

Feeding and Swallowing issue with cleft lip and palate

Surgical Management

Prelinguistic Assessment/Intervention Speech-Language Disorders in CLP

Non-cleft causes of VPI

Speech Evaluation in CLP

Oral Examination, Case History

Evaluation of Language Skills Instrumental Assessment of Speech

Articulation Therapy in CLP

Biofeedback Therapy

Surgical and Prosthetic Management of Velopharyngeal Inadequacy

Psychosocial and Educational Considerations

Ethics, Counseling, and Cultural Issues

Family and Social Support

## 16.4.7 References

- Bedwinek, A. P., Kummer, A. W., Rice, G. B., & Grames, L. M. (2010). Current training and continuing education needs of preschool and school-based speech-language pathologists regarding children with cleft lip/palate. *Language, speech, and hearing services in schools.*?
- Broen, P. A., Devers, M. C., Doyle, S. S., Prouty, J. M., & Moller, K. T. (1998). Acquisition of linguistic and cognitive skills by children with cleft palate. *Journal of Speech, Language, and Hearing Research, 41*(3), 676-687.
- Hardin-Jones, M., Chapman, K., & Scherer, N. J. (2006). Early intervention in children with cleft palate. *The ASHA Leader, 11*(8), 8-32.
- Kahn, A., & Pannbacker, M. (2000). Readability of educational materials for clients with cleft lip/palate and their families. *American Journal of Speech-Language Pathology, 9*(1), 3-9.

- Kuehn, D. P., & Henne, L. J. (2003). Speech evaluation and treatment for patients with cleft palate. *American Journal of Speech-Language Pathology*. ?
- Kummer, Ann W. (2001). *Cleft Palate & Craniofacial Anomalies*. San Diego: Singular Press
- Morris, H. L. (1962). Communication skills of children with cleft lips and palates. *Journal of Speech and Hearing Research*, 5(1), 79-90.
- Peterson-Falzone, Hardin-Jones, and Karnell. (2010). *Cleft Palate Speech*. 4th Edition. Mosby Elsevier: St. Louis.
- Peterson-Falzone, Trost-Cardamone, Karnell, Hardin-Jones. (2005). *The Clinician's Guide to Treating Cleft Palate Speech*. Mosby Elsevier: St. Louis.
- Sell, D. (2007). Part 1. Cleft lip and palate in the developing world: Speech pathology issues. *Perspectives on Speech Science and Orofacial Disorders*, 17(1), 13-18.
- Spriestersbach, D. C., & Powers, G. R. (1959). Articulation skills, velopharyngeal closure, and oral breath pressure of children with cleft palates. *Journal of Speech and Hearing Research*, 2(4), 318-325.
- Vallino, L. D., Lass, N. J., Bunnell, H. T., & Pannbacker, M. (2008). Academic and clinical training in the cleft palate for speech-language pathologists. *The Cleft palate-craniofacial journal*, 45(4), 371-380.

## **16.5 Course Number and Title**

MSLP. 5105 Advising and Counseling and Communication Disorders

### **16.5.1 Credit Hours: 4**

### **16.5.2 Course Description**

This course will provide the fundamental aspects of advising and counseling with special emphasis on communication disorders. It will also describe techniques, procedures and the importance of counseling to provide appropriate speech and language therapy.

### **16.5.3 Course Objectives**

This course will enable the students to-

- a. Demonstrate an understanding of the fundamentals of advising and counseling relevant to speech and language pathology.
- b. Demonstrate an ability to analyze the techniques and procedures of advising and counseling to be a good speech and language counselor.
- c. Demonstrate an ability to apply theories and methods of counseling in the field of speech and language pathology.

#### **16.5.4 Course Intended Learning Outcome**

Upon completion of the course, students will be able to-

CLIO1 analyzes and articulates the necessity and importance of counseling in the field of speech and language pathology.

CILO2 apply the techniques and procedures of counseling to properly treat persons with speech and language disorders as well as their parents.

CILO3 demonstrate clear views and concepts of advising and counseling.

#### **16.5.5 Course Materials**

The following are the two aspects of course materials.

First, a collection of presentation slides to be used in each lecture. These slides are based on chapters of different books and articles.

Second, a collection of readings to give an additional discussion on the issues and analysis of different lectures. These materials will be provided by the course teachers throughout the semester.

#### **16.5.6 Course Content**

Advising and Counseling: An Overview

The necessity of Advising and Counseling in the field of Communication Disorders

Advising and Counseling in Clinical Practice

Good Advisors as well as Counselors: Knowledge, Skills, Characteristics and Attitudes

Communication advising and counseling with parents of children

Advising and Counseling issues of Children with Communication Disorders

Advising and Counseling issues with Adult clients and their families

Ethical and Legal Issues of Advising and Counseling in Communication Disorders

Counseling Types and Procedures

Types: a. Pretreatment Motivational Counseling

b. Transitional Motivational Counseling

c. Motivational Counseling in Early Recovery

d. Group Counseling

Steps and Procedures of Counseling

#### **16.5.7 References**

Brooks, F. & McHenry, B. (2015). A Contemporary Approach to Substance Use Disorders and Addiction Counseling. Alexandria, VA: American Counseling Association.

Choate, L. H. (2013). Eating disorders and obesity: a counselor's guide to prevention and treatment. Alexandria, VA: American Counseling Association.

Daley, D. C. & Zuckoff, A. (1999). *Improving Treatment Compliance: Counseling and Systems Strategies for Substance Abuse and Dual Disorders*. Minnesota: Hazelden Publishing.  
GRADUATE ADVISING GUIDE SPEECH-LANGUAGE PATHOLOGY PROGRAM (2018).  
DEPARTMENT OF SPECIAL EDUCATION EASTERN MICHIGAN UNIVERSITY.

Holland, A. L. & Nelson, R. L. (2020). *Counseling in Communication Disorders A Wellness Perspective*: San Diego, CA: Plural Publishing, Inc.

## **16.6 Course Number and Title**

MSLP. 5206 Rehabilitation of people with SLP: Clinic Preparation and Management

### **16.6.1 Credit Hours: 4**

### **16.6.2 Course Description**

This is a fundamental course in the field of speech and language pathology to discuss the issues of rehabilitation of persons with speech and language problems. This course will describe the basic stuff to providing appropriate rehabilitation procedures and mechanisms with special reference to practicing and setting up a clinic center.

### **16.6.3 Course Objectives**

This course will enable the students to-

- a. Demonstrate an understanding of the nature, types and importance of rehabilitation of persons with speech and language disorders.
- b. Demonstrate an ability to analyze theories and methods of rehabilitation with special reference to SLP.
- c. Demonstrate an ability to apply the essential procedure of pragmatic rehabilitation activities in the field of SLP by setting up a clinic of SLP.

### **16.6.4 Course Intended Learning Outcome**

Upon completion of the course, students will be able to-

CILO1. Analyze types and features of the rehabilitation process in the Field of SLP.

CILO2. Apply theories and methods relating to providing rehabilitation techniques to persons with SLP.

CILO3. Demonstrate a clear understanding of the fundamentals of rehabilitation.

### **16.6.5 Course Materials**

The following are the two aspects of course materials.



First, a collection of presentation slides to be used in each lecture. These slides are based on chapters of different books and articles.

Second, a collection of readings to give an additional discussion on the issues and analysis of different lectures. These materials will be provided by the course teachers throughout the semester.

### **16.6.6 Course Content**

Concept of Habilitation and Rehabilitation: Similarities and Differences

Rehabilitation and management of infants, children and persons with hearing impairment, autism, aphasia, voice disorders, fluency and stuttering

Early intervention programs

Importance (effect of auditory deprivation and role of auditory plasticity), rationale, Role of caregivers

Process of informed decisions regarding the selection of a method of rehabilitation, choice of amplification, language issue, selection of educational options

Alternate modes of intervention: CBR, correspondence programs, distance mode intervention, telepractices

Online Speech Therapy

Outcome measures

Audit of facilities in Bangladesh

Formal education: Pre-school, School, College and vocational training programs

Role of a speech therapist in formal education

Current issues in Health Care Delivery and the Speech-Language Pathologist

Clinical service delivery reform

Outcome assessment in Speech-Language Pathology

Preparation for the Praxis SLP and Comprehensive Examination

ASHA Guidelines for Practicing as SLP

### **16.6.7 References**

Alpiner, J.G. and McCarthy P.A. (eds.) 2000. *Rehabilitative Audiology Children & Adults*. U.S.A, William & Welkins.

American Speech-Language-Hearing Association. (2016). *Scope of Practice in Speech-Language*. Available from [www.asha.org/policy](http://www.asha.org/policy) Pathology.

- Hull, R.H. (ed.) 2001. *Aural Rehabilitation – serving children and adults*. Singular Publishing Group.
- Johnson, A. F. and Jakobson, B. H. 1998. *Medical Speech-Language Pathology*. New York and Stuttgart: Theime.
- Roth, Froma P. & Worthington, C. K. (2011). *Treatment Resource Manual for Speech-Language Pathology*. Clifton Park, NY: Delmar, Cengage Learning
- Tye, M. N. 1998. *Foundations of Aural Rehabilitation*. Singular Publishing Group, Inc.

## **16.7 Course Number and Title**

MSLP. 5207 Speech and Language Disorders Assessment and Treatment in Children

### **16.7.1 Credit Hours: 4**

### **16.7.2 Course Description**

This course will provide a variety of assessments and treatments involved in childhood speech and language disorders. The goal of this course is for the students to familiar with intervention procedures for child and developmental speech and language disorders.

### **16.7.3 Course Objectives**

This course will enable the students to-

- a. Demonstrates the understanding of various assessments and interventions for child and developmental speech and language disorders.
- b. Demonstrates the ability to describe the psycholinguistic approach to assess and treat developmental speech and language disorders.
- c. Demonstrate an ability to apply techniques and skills to properly diagnose children with speech and language disorders.

### **16.7.4 Course Intended Learning Outcome**

Upon completion of the course, students will be able to-

CILO1. independently assess and treat the children with speech and language disorders.

CILO2. critically analyze the current evidence-based practice for taking proper decisions.

CILO3. Demonstrate a clear understanding of social awareness on the issues of children's speech and language disorders.

### **16.7.5 Course Materials**

The following are the two aspects of course materials.

First, a collection of presentation slides to be used in each lecture. These slides are based on chapters of different books and articles.

Second, a collection of readings to give an additional discussion on the issues and analysis of different lectures. These materials will be provided by the course teachers throughout the semester.

### **16.7.6 Course Content**

#### **Overview of Speech-Language and Communication Needs (SLCN)**

Diagnostic Criteria and use of Terminologies

#### **Speech Sound Disorders (SSD): Assessment and Intervention**

Psycholinguistic Approach-I: Assessment, profiling and Model

Psycholinguistic Approach-II: Intervention

Phonetic and phonological analysis of SSD

Connected speech and prosodic problems: Nature and Assessment

Instrumental Analysis of speech technology in the assessment of SSD

Articulatory and Motor Speech intervention approaches

Developmental verbal Dyspraxia or Childhood Apraxia of Speech: Assessment and Intervention

#### **Developmental Language Disorders (DLD): Assessment and Intervention**

Assessment of DLD: Children's Communication Checklist (CCC-2)

The comprehensive approach of assessment and Intervention of language disorders

#### **Autism Spectrum Disorders (ASD)**

Assessments: Screening, comprehensive assessment, Autism Treatment Evaluation Scale (ATEC)

Special Considerations: Audiologic Assessment

Autism Intervention: Augmentative and Alternative Communication (AAC), Auditory/Sensory Integration Training, Behavioral Interventions, Cognitive Behavioral Therapy (CBT), Literacy Intervention

#### **Importance of Evidence-Based Practice on assessment and intervention**

Designing and evaluating tests and interventions: Picture Exchange Communication System (PECS) and Clinical Evaluation of Language Fundamentals - Fourth Edition UK (CELF-4 UK)

### **16.7.7 References**

American Speech-Language-Hearing Association (ASHA) (policy statement). Autism Overview.  
American Speech-Language-Hearing Association (ASHA) (policy statement). Children Speech and Language Disorders.

Baker, E. (2006). Management of speech impairment in children: The journey so far and the road ahead. *Advances in Speech-Language Pathology*, 8(3), 156 -163.

Baker, E. & McLeod, S. (2011). Evidence-based practice for children with speech sound disorders: Part 1 Narrative Review. *Language Speech and Hearing Services in Schools*, 42, 102-139.

- Ball, M. J., Perkins, M. R., Müller, N., & Howard, S. (Eds.). (2008). *The handbook of clinical linguistics*. Cambridge: Blackwell.
- Bondy, A., & Frost, L. (2011). *A picture's worth: PECS and other visual communication strategies in autism*. Woodbine House.
- Bowen. C. (2009/2014). *Children's Speech Sound Disorders*. Chichester: Wiley-Blackwell.
- Grunwell, P., & Russell, J. (1990). A phonological disorder in an English-speaking child: A case study. *Clinical Linguistics & Phonetics*, 4(1), 29-38.
- Hardcastle, W. J., Gibbon, F. E., & Jones, W. (1991). Visual display of tongue-palate contact: Electropalatography in the assessment and remediation of speech disorders. *British Journal of Disorders of Communication*, 26(1), 41-74. doi: 10.3109/13682829109011992
- Herrmann, F., S. Whiteside, et al. (2009). An acoustic investigation into co-articulation and speech motor control: High vs. low-frequency syllables. Proceedings of Meetings on Acoustics 4: 060007, *Acoustical Society of America*
- James, D. G. H., Ferguson, W. A., & Butcher, A. (2016). Assessing children's speech using picture-naming: The influence of differing phonological variables on some speech outcomes. *International Journal of Speech-Language Pathology*, 18(4), 364-377. doi:10.3109/17549507.2015.1101159
- Kent, R.D. & Read, C. (2002). *The acoustic analysis of speech*. Singular Press. Earlier editions would be okay (e.g. 1992 -Whurr).
- Limbrick, N., McCormack, J., & McLeod, S. (2013). Designs and decisions: The creation of informal measures for assessing speech production in children. *International Journal of Speech-Language Pathology*, 15(3), 296-311. doi: 10.3109/17549507.2013.770552
- McLeod S. and Baker E. (Eds) (2017). *Theoretical foundations of children's speech In Children's Speech: An Evidence-Based Approach to Assessment and Intervention*. Pearson
- Pascoe, M., Stackhouse, J., & Wells, B. (2006). *Persisting speech difficulties in children. Children's Speech and Literacy Difficulties 3*. Chichester: Wiley.
- Paslowski, T. (2005). The Clinical Evaluation of Language Fundamentals, (CELF-4) A Review. *Canadian Journal of School Psychology*, 20(1-2), 129-134.
- Royal College of Speech and Language Therapists (RCSLT). (2017). RCSLT Briefing Paper on Language Disorder with a Specific Focus on Developmental Language Disorder.
- RCSLT. (2011). *RCSLT Policy Statement: Developmental Verbal Dyspraxia*. London: The Royal College of Speech and Language Therapists.
- Stackhouse, J. Pascoe, M., Vance, M. & Wells, B. (2007). *Compendium of Auditory and Speech Tasks. Children's Speech and Literacy Difficulties 4*. Chichester: Wiley.
- Stackhouse, J. & Wells, B. (1997). *Children's speech and literacy difficulties 1: A psycholinguistic framework*. London: Whurr.
- Thompson, J., & Howard, S. (2007). Word juncture behaviours in young children's spontaneous speech production. *Clinical Linguistics & Phonetics*, 21(11-12), 895-899.
- Wells, B. & Whiteside., S. (2008) Prosodic impairments. In M. Ball, M. Perkins, N. Müller, & S. Howard (Eds.) *The Handbook of Clinical Linguistics*. Oxford: Blackwell.

## **16.8 Course Number and Title**

MSLP. 5208 Speech and Language Disorders Assessment and Treatment for Adults

### **16.8.1 Credit Hours: 4**

### **16.8.2 Course Description**

This course will provide a variety of assessment and treatment facilities involved in the adult's speech and language disorders. The goal of this course is for the students to familiar with various assessment and intervention procedures to treat acquired speech and language disorders.

### **16.8.3 Course Objectives**

The course will enable the students to-

- a. Demonstrates an understanding of various assessments and interventions for acquired speech and language disorders.
- b. Demonstrates the ability to describe the psycholinguistic approach to assess and treat the acquired speech and language disorders.
- c. Demonstrate an ability to apply techniques and skills to properly diagnose adults with speech and language disorders.

### **16.8.4 Course Intended Learning Outcome**

Upon completion of the course, students will be able to-

CILO1. independently assess and treat the adults with speech and language disorders.

CILO2. critically analyze the current evidence-based practice for taking proper decisions.

CILO3. Demonstrate a clear understanding of social awareness on the issues of adult speech and language disorders.

### **16.8.5 Course Materials**

The following are the two aspects of course materials.

First, a collection of presentation slides to be used in each lecture. These slides are based on chapters of different books and articles.

Second, a collection of readings to give an additional discussion on the issues and analysis of different lectures. These materials will be provided by the course teachers throughout the semester.

### **16.8.6 Course Content**

Overview of Adult Speech and Language disorders: differentiating speech and language disorders

## **Speech Disorders**

A typical component of dysarthria assessment

Person-centered functional treatment for dysarthria

Other treatment options: Treatments that Target Speech-Production Subsystems and Communication Strategies for individual client

Distinguishing Dysarthria from Acquired apraxia of speech

Comprehensive Assessment for Acquired AOS: Typical Components

*Treatment options for Acquired AOS: Script Training, Sensory Cueing Approaches, Tactile Cueing, visual cueing and Prompts for Restructuring Oral Muscular Phonetic Targets (PROMPT)*

Augmentative and Alternative Communication (AAC)

## **Language Disorders**

Introduction to aphasia treatment and evidence-based practice in aphasia

Screening consideration of Aphasia

Comprehensive assessment

Aphasia Treatment approaches: Person-Centered Focus on Function: Aphasia

Other treatment options: Community Support and Integration, Life Participation Approach to Aphasia (LPAA), Melodic Intonation Therapy (MIT)

Augmentative and Alternative Communication

Partner Approaches: Conversational Approach, Supported Communication Intervention (SCI)

Reading Treatments: Multiple Oral Reading (MOR), Oral Reading for Language in Aphasia (ORLA), Supported reading comprehension

Reciprocal Scaffolding Treatment (RST): Script Training

Syntax Treatments: Sentence Production Program for Aphasia (SPPA), Treatment of Underlying Forms (TUF)

Word-Finding Treatments: Gestural Facilitation of Naming (GES), Response Elaboration Training (RET), Semantic Feature Analysis Treatment, Verb Network Strengthening Treatment (VNeST), Word Retrieval Cueing Strategies (e.g., phonological and semantic cueing)

## **Considering Evidence-Based Practice on assessment and intervention**

Considering cultural and linguistic factors for treatment

Service delivery

Considerations for designing assessments and intervention programs for Acquired Language Disorders

Evaluating and considering cultural factors to adapt Boston Diagnostic Aphasia Examination (BDAE)

### **16.8.7 References**

- American Speech-Language-Hearing Association (ASHA) (policy statement). Adult Speech and Language Disorders.
- American Speech-Language-Hearing Association (ASHA) (policy statement). Aphasia.
- Arif, H (2004). *Clinical Linguistics and Child Language*. Baden-Baden: Deutscher Wissenschafts-verlag (DWV).
- Borod, J. C., Goodglass, H., & Kaplan, E. (1980). Normative data on the Boston diagnostic aphasia examination, parietal lobe battery, and the Boston naming test. *Journal of Clinical and Experimental Neuropsychology*, 2(3), 209-215.
- Glennen, S., & DeCoste, D. C. (1997). *The handbook of augmentative and alternative communication*. Cengage Learning.
- Holland, A. L., Fromm, D. S., DeRuyter, F., & Stein, M. (1996). Treatment efficacy: aphasia. *Journal of Speech, Language, and Hearing Research*, 39(5), S27-S36.
- Murdoch, B. E. (2009). *Acquired speech and language disorders*. John Wiley & Sons.
- Maas, E., Barlow, J., Robin, D., & Shapiro, L. (2002). Treatment of sound errors in aphasia and apraxia of speech: Effects of phonological complexity. *Aphasiology*, 16(4-6), 609-622.
- Ramsberger, G. (2005). Achieving conversational success in aphasia by focusing on non-linguistic cognitive skills: A potentially promising new approach. *Aphasiology*, 19(10-11), 1066-1073.
- Yorkston, K. M., Strand, E. A., & Kennedy, M. R. (1996). Comprehensibility of dysarthric speech: Implications for assessment and treatment planning. *American Journal of Speech-Language Pathology*, 5(1), 55-66.
- Yorkston, K. M. (1996). Treatment efficacy: dysarthria. *Journal of Speech, Language, and Hearing Research*, 39(5), S46-S57.
- Wambaugh, J. L., Duffy, J. R., McNeil, M. R., Robin, D. A., & Rogers, M. A. (2006). Treatment guidelines for acquired apraxia of speech: A synthesis and evaluation of the evidence. *Journal of Medical Speech-Language Pathology*, 14(2), xv-xv.

### **16.9 Course Number and Title**

MSLP. 5209 Clinical Practicum

#### **16.9.1 Credit Hours: 8**

#### **16.9.2 Course Description**

This internship is designed for the students to belong to the non-thesis group to provide them practical experience to diagnose as well as treat persons with speech and language disorders. In this course internship, students will have the scope to meet persons suffering from communication disorders and give proper interventions.

### **16.9.3 Course Objectives**

This course will enable the students to-

- a. Demonstrate an experience of observing persons suffering from speech and language disorders.
- b. Demonstrate an ability to choose persons to provide pragmatic treatments.
- c. Demonstrate an ability to apply relevant therapy to individuals with communication disorders.

### **16.9.4 Course Intended Learning Outcome**

Upon completion of the course, students will be able to-

CILO1. independently assess individuals with speech and language disorders.

CILO2. Provide appropriate therapy to these individuals in the clinical setup.

CILO3. Explain the nature and cause of disorders they encountered during the time of clinical practicum.

### **16.9.5 Description**

Students will spend 10 hours per week in a hospital/clinic not only to observe clinical conditions but also to collect pathological linguistic data of patients with respective communication disorders which are mentioned in the course structure.

### **16.9.6 Assignment**

1. Assess 12 clients with learning disorders, and child as well as adult speech and language disorders (4 each).
2. Offer therapy for at least 12 clients with the above speech and language disorders.

### **16.9.7 References**

References of the respective courses mentioned above.



## **16.10 Course Number and Title**

MSLP. 5211 Research in Communication Disorders

### **16.10.1 Credit Hours: 4**

### **16.10.2 Course Description**

This is an advanced course in the field of communication disorders to describe the fundamentals of research aspects. This course will explain the basic stuff of conducting project and research works, especially theories, methods and procedures used in the field of speech and language pathology.

### **16.10.3 Course Objectives**

This course will enable the students to-

- a. Demonstrate an understanding of the basics of research works in communication disorders.
- b. Demonstrate an ability to analyze and discuss techniques and procedures of conducting research projects in speech and language pathology.
- c. Demonstrate an ability to apply the skills and knowledge to conduct pragmatic research work on various aspects of communication disorders.

### **16.10.4 Course Intended Learning Outcome**

Upon completion of the course, students will be able to-

CILO1. Analyze techniques and procedures of research works on the aspects of SLP.

CILO2. Apply theories and methods to conduct research projects in the field of SLP.

CILO3. Demonstrate a clear understating of the chronological steps of research work used in communication disorders.

### **16.10.5 Course Materials**

The following are the two aspects of course materials.

First, a collection of presentation slides to be used in each lecture. These slides are based on chapters of different books and articles.

Second, a collection of readings to give an additional discussion on the issues and analysis of different lectures. These materials will be provided by the course teachers throughout the semester.

### **16.10.6 Course Content**

Key Concepts and Research Issues

What is research/Scientific Method?

Practical Applications of Research  
Ethics in Research  
EBP in Communication Disorders  
Writing Objectives and Research Questions  
Research Strategies in Communication Disorders  
Research Design in Communication Disorders  
    Qualitative  
    Quantitative  
    Mixed  
    Single Subject  
Experimental Design for Studying Treatment Efficacy  
Research Projects Related to Communication Disorders

### **16.10.7 References**

Brookshire, R. H. & Brundage, S. B. (2016). *Writing Scientific Research in Communication Sciences and Disorders*. San Diego: Plural Publishing, Inc.

Centeno, J. G., Anderson, R. T. & Obler, L. K. (2007). *Communication Disorders in Spanish Speakers Theoretical, Research and Clinical Aspects*. Clevedon • Buffalo • Toronto: MULTILINGUAL MATTERS LTD.

Ferguson, A. & Armstrong, E. (2009). *Researching Communication Disorders*. PALGRAVE MACMILLAN.

Klippi, A. & Launonen, K. (1998). *Research in Logopedics: Speech and Language Therapy in Finland*. Clevedon • Buffalo • Toronto: MULTILINGUAL MATTERS LTD.

Orlikoff, R. F., Schiavetti, N. & Metz, D. E. (2015). *Evaluating Research in Communication Disorders*. Boston: Pearson

### **16.11 Course Number and Title**

MSLP. 5210 Professional and Technical Writing in SLP

#### **16.11.1 Credit Hours: 4**

#### **16.11.2 Course Description**

This course is designed to provide the students fundamentals of writing research papers in the field of communication disorders. This course will help them to get pragmatic knowledge and skills with a view to preparing very high-standard research papers to be published in international journals.

#### **16.11.3 Course Objectives**

This course will enable the students to-

- a. Demonstrate an understanding of the fundamentals of writing research articles and dissertations in communication disorders.
- b. Demonstrate an ability to analyze the procedures used in writing high-standard academic writings.
- c. Demonstrate an ability to apply the knowledge and skills to organize academic research papers.

#### **16.11.4 Course Intended Learning Outcome**

Upon completion of this course, students will be able to-

CILO1. Analyze the techniques used in writings academic research works.

CILO2. Apply basic skills and knowledge to properly write academic research works as well articles in the field of speech and language pathology.

CILO3. Demonstrate a clear understanding of how to organize the basic procedure of academic writings.

#### **16.11.5 Course Materials**

The following are the two aspects of course materials.

First, a collection of presentation slides to be used in each lecture. These slides are based on chapters of different books and articles.

Second, a collection of readings to give an additional discussion on the issues and analysis of different lectures. These materials will be provided by the course teachers throughout the semester.

#### **16.11.6 Course Content**

Writing and Learning are Complementary Activities in Research

The necessity of Writing in Research

Difference between research article and test

Writing Research Article and dissertation

##### **1. DEVELOPING A STORY LINE**

The main point of the paper.

Every section, paragraph, and sentence should clearly relate to the story line of the paper.

##### **2. STRUCTURE OF ARTICLE**

Title, Abstract, Keywords, Introduction, method, result, discussion.

##### **3. STORY LINE FLOW THRU ARTICLE**

##### **4. Literature Review**

##### **5. INTRODUCTION AND DISCUSSION / CONCLUSION**

##### **5.1 GOAL OF INTRODUCTION**

give reader a context for your work

establish a gap in the research

## 5.2 GOAL OF DISCUSSION / CONCLUSION

Answer the research questions

Examine, interpret, and qualify the results

Guide the reader to your main contribution to the literature

## 5.3 RELATION BETWEEN INTRODUCTION AND DISCUSSION / CONCLUSION

## 6. PUBLISHING PAPER: GETTING STARTED

Why do we write?

When do we start?

Note management software

Organizing and planning

Planning methods

Sample outline

From outline to text

## 7. METHODS

## 8. RESULTS

Constructing Data Table

Constructing Data Graphs

## 9. DISCUSSION

## 10. LOGICAL FLOW

## 11. TABLE/FIGURE

## 12. REFERENCES

How to avoid Plagiarism?

Reference management software

Reference Methods

## 13. Editing

Content Editing

Copy Editing

### **16.11.7 References**

Brookshire, R. H. & Brundage, S. B. (2016). *Writing Scientific Research in Communication Sciences and Disorders*. San Diego: Plural Publishing, Inc.

Centeno, J. G., Anderson, R. T. & Opler, L. K. (2007). *Communication Disorders in Spanish Speakers Theoretical, Research and Clinical Aspects*. Clevedon • Buffalo • Toronto: MULTILINGUAL MATTERS LTD.

Ferguson, A. & Armstrong, E. (2009). *Researching Communication Disorders*. PALGRAVE MACMILLAN.

Klippi, A. & Launonen, K. (1998). *Research in Logoaedics: Speech and Language Therapy in Finland*. Clevedon • Buffalo • Toronto: MULTILINGUAL MATTERS LTD.

Orlikoff, R. F., Schiavetti, N. & Metz, D. E. (2015). *Evaluating Research in Communication Disorders*. Boston: Pearson

## **16.12 Course Number and Title**

MSLP. 5212 Dissertation

At the beginning of the 2<sup>nd</sup> semester the best 10 (ten) students, based on the result of BSS final CGPA, will be assigned to conduct a research work to write a dissertation which includes objectives rationale, literature review, methods, data analysis, result and discussion. In this course, students will work on a selected topic of dissertation prepared under supervision and guidance of recognized faculty of the department and will submit it at the end of this semester.

Students having less than a 3.5 GPA will be offered another course entitled **MSLP. 5209 Clinical Practicum** instead of research as well as dissertation.

## **16.13 Course Number and Title**

MSLP. 5213 Comprehension

### **16.13.1 Credit Hours: 4**

### **16.13.2 Course Description**

This course is designed to evaluate students' comprehensive theoretical knowledge that they have developed from the compulsory courses taught in the 1<sup>st</sup> and 2<sup>nd</sup> semesters. At the same time, they will be able to explain the knowledge and information of these courses according to their ability.

### **16.13.3 Course Objectives**

This course will enable the students to-

- A. Demonstrate an ability to assimilate the knowledge of previous courses;
- B. Demonstrate to explain this knowledge and skills according to their ability;

### **16.13.4 Course Intended Learning Outcome**

Upon completion of the course, students will be able to-

CILO.1 show their ability to gain knowledge and skill of previous courses they attended.

CILO2. Show their expertise to explain the knowledge and information they have already gathered.

### **16.13.6 Course Content**

Contents of all compulsory courses taught in 1<sup>st</sup> semester 2<sup>nd</sup> semester.

### **16.13.7 References**

No reference is specified.