

UNIVERSITY OF DHAKA



Curriculum of BSS (Hons.) in Speech and Language Therapy

Session: 2015-16, 2016-17, 2017-18, 2018-19

Curriculum
of
4 Year Integrated Honours Program
for the Degree of
Bachelor of Social Sciences (BSS)
in
**Speech and Language
Therapy**

Under the Semester System

Session: 2015-16, 2016-17, 2017-18, 2018-19



Department of Communication Disorders
University of Dhaka

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1. **Title of the Program**

BACHELOR OF SOCIAL SCIENCES (HONS.) IN SPEECH AND LANGUAGE THERAPY

2. **Duration of the Program: 04 (four) academic years**

3. **Speech and Language Therapy 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 with a view to providing 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 Therapy 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 languages disorders on a regular basis. Although Bangladesh lacks exact statistics of people with speech and languages 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 the tertiary level education.

5. **Department of Communication Disorders at Dhaka University**

With a view to fulfilling 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 trainings 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/care-givers of people with these disabilities, and personnel working in this field in many clinics and hospitals to combat these disorders.

6. Objectives

The integrated BSS (Hons.) in Speech and Language Therapy Program expects to meet the following objectives.

- 6.1 producing experts and professionals in the field of speech and language therapy;
- 6.2 generating new knowledge and scientific ideas with special reference to speech and language disorders of Bengali people;
- 6.3 motivating society to positively behave with persons with speech and language disorders;
- 6.4 inventing pragmatic therapies and treatments for the betterment of people suffering from various speech and language disorders;
- 6.5 encouraging government to introduce new job sectors in the field of speech and language therapy.

7. Eligibility for admission

- 7.1 H S C or its equivalent
- 7.2 Other criteria and/or requirement 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 8 semesters in 4 (four) years.
- 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 6 (six) academic years of first enrolment/admission.

9. Description of Academic Year and Courses

- 9.1 Total Semester: 8.

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. 32 full **compulsory** courses for a total of 3200 (32 x 100) marks, of which 3000 marks shall be for 30 (27 taught + 3 clinical practice) courses, 100 marks for comprehensive (theoretical aspects-50 + clinical aspects-50), and 100 marks for oral examinations. The marks of oral examinations (having no course code) are distributed to whole 8 semesters in the following manner.

I. 1st to 7th semester (10 X 7) = 70 marks

II. 8th semester = 30 marks

= 100 marks

(N. B. Since BSS in speech and language therapy is a very professional and technical degree by nature, after completing every semester students need to be interviewed to be informed of the nature of their learning and skills. Hence arranging oral examination after every semester is the suitable one in this regard.)

- b. In this program there is a non-credit course (BSLT. 0001: A Modern Language) for 100 marks. The marks of this non-credit course will not be added to total marks, but students will have to pass the final examination of this course.)

9.3 Thus, the whole program contains 128 credits (32 X 4 credits) hours.

9.4 **Counting credit hours:** In the semester system credit hours are counted on the basis of 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.
- b. A non-credit course also needs 2 classes per week of 60 minutes duration each.

9.5. **Comprehensive examinations**

The courses BSLT.2409 and BSLT.4807 counting of total 100 marks (50 + 50) with 4 credits (2 credits each) are regarded as First Comprehensive and Second Comprehensive respectively. There will be no formal classes for these two comprehensive examinations. Students will have to appear at the First Comprehensive (BSLT. 2409) examination at the end of the 4th semester final examination, whereas the Second Comprehensive (BSLT. 4807) examination must be conducted at the end of the 8th semester. For these First and Second comprehensive examinations questions will be set from all the courses taught from 1st semester to 4th semester, and 5th semester to 8th semester respectively.

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 in several groups where each group contains 8 to 10 students. One teacher will meet a group once in 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	10 marks
d. Mid-semester examination/2 class tests	25 marks
e. Semester final examination	50 marks

11.3 Marking for class attendance

Attendance range	marks
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

Numerical grade (in percent)	Letter grade	Explanation	Grade point (In full unit course)
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
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* '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 a 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 two 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-

- Moderate and print questions, conduct examination, and viva voce/oral examination.
- Appoint two teachers for the tabulation of results.
- Appoint 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.

- d. Announce the semester final result within 42 days from the date of 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 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 tabulated result of each semester to the Controller of Examination immediately after the announcement of the semester 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 disposed off 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 has already introduced 'single examiner' system from the academic session 2010-2011. But the Department of Communication Disorders, in principle, prefers two examiners (1st examiner and 2nd examiner) in evaluating semester final examinations scripts appointed by the academic committee of the department, since this department prefers to teach one course by two teachers. In this regard, relevant two course teachers of a course will be appointed as 1st and 2nd examiner. In case of a course taught by the single course teacher (if any), the course teacher himself/herself will be identified as 1st examiner, whereas second examiner will preferably be appointed from the outside of the department.
- 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 question paper setting of different courses of this program is as follows.

- a. For a full unit course except 'Comprehensive' (BSLT. 2409 and BSLT. 4807) examinations marks distribution of final semester question paper are -

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

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. Broad Questions (10X2) 20 marks
- II. Objective Questions 5 marks

Total: 25 marks

11.8.2 For semester final examinations both examiners (1st examiner and 2nd examiner) will set 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 BSLT. 2409 and BSLT. 4807 (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 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 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 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 graduation in Speech and Language Therapy from the Department of Communication Disorders, students will be able to build up their careers as professional Speech and Language Therapists. In addition, students of speech and language therapy can easily get some specific jobs like language teaching, 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 which 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

Year	Semester	Course no.*	Title	Credit Hours	Marks
1 st	1	BSLT. 1101	Introduction to Communication Studies	4	100
1 st	1	BSLT. 1102	Language skill Development: Bangla and English	4	100
1 st	1	BSLT. 1103	Language Acquisition and Cognitive Development	4	100
1 st	1	BSLT. 1104	Linguistics for Clinicians: Articulatory	4	100

			and Acoustics Phonetics		
1 st	2	BSLT. 1205	Human Communication and Disorders	4	100
1 st	2	BSLT. 1206	Anatomy and Physiology of Speech and Language	4	100
1 st	2	BSLT. 1207	Linguistics for Clinicians: Phonology and Morphology	4	100
1 st	2	BSLT. 1208	Psychology: Abnormal and Counseling Psychology		
2 nd	3	BSLT. 2301	Introduction to Nonverbal Communication	4	100
2 nd	3	BSLT. 2302	Neurology of Language and Communication	4	100
2 nd	3	BSLT. 2303	Linguistics for Clinicians: Syntax, Semantics and Pragmatics	4	100
2 nd	3	BSLT: 2304	Information and Communication Technology (ICT)	4	100
2 nd	4	BSLT. 2405	Sign Language	4	100
2 nd	4	BSLT. 2406	Psycholinguistics, Neurolinguistics and Clinical Linguistics	4	100
2 nd	4	BSLT. 2407	Bangladesh Studies	4	100
2 nd	4	BSLT: 2408	Audiology-1: Hearing Science and Psychoacoustics		
2 nd	4	BSLT. 2409	First Comprehensive (theoretical aspects)	2	50
3 rd	5	BSLT. 3501	Statistics and Research Method	4	100
3 rd	5	BSLT. 3502	Developmental and child Language Disorders	4	100
3 rd	5	BSLT. 3503	Audiology-2: Hearing Disorders and Aural Rehabilitation	4	100
3 rd	5	BSLT. 3504	Clinical Practicum-1: Pediatrics and Audiology	4	100

3 rd	6	BSLT. 3605	Diagnostic Method: Speech and Language Pathology	4	100
3 rd	6	BSLT. 3606	Neurogenic Communication Disorders	4	100
3 rd	6	BSLT. 3607	Clinical Phonetics and Motor Speech Disorders	4	100
3 rd	6	BSLT. 3608	Clinical Practicum-2: Neurology	4	100
4 th	7	BSLT. 4701	Alternative and Augmentative Communication	4	100
4 th	7	BSLT. 4702	Stuttering and Other Fluency Disorders	4	100
4 th	7	BSLT. 4703	Voice Disorders and Dysphagia	4	100
4 th	7	BSLT. 4704	Clinical Practicum-3: Vocology	4	100
4 th	8	BSLT. 4805	Professional Development: Therapy and Treatment	4	100
4 th	8	BSLT. 4806	Medical Speech-Language Pathology (theory + practical)	4	100
4 th	8	BSLT. 4807	Second Comprehensive (clinical aspects)	4	100
			Oral Examination (10+10+10+10+10+10+10+30)	4	100
	Non-credit course	BSLT. 0001	A Modern Language**		100

* The digits of a course number that precedes the course (except Oral Examination & Non-credit courses) title in the table mentioned above indicate specific year, semester and course's serial number. For example, in 'BSLT.4701' the digit 4 indicates the number of year, 7 denotes the number of semester and 01 gives an identity of course serial number in this year.

** Students must complete this non-credit course from 4th semester to 7th semester.

16. Details of the Courses

16.1 Courses Number and Title

BSLT. 1101: Introduction to Communication Studies (যোগাযোগ অধ্যয়নের ভূমিকা)

16.1.1 Credit Hours: 04

16.1.2 Course Description

This course is intended to familiarize the students with various fundamental aspects of communication as a topic of interest. In this course, the students will learn the characteristics, types, classifications and understanding of the concept 'communication' from the perspective of the discipline Communication Studies.

16.1.3 Course Objectives

Upon completion of this course the student will be able to-

- a. explain the concept of 'communication';
- b. acquaint with various forms of communication;
- c. be familiar with fundamental characteristics of communication.

16.1.4 Course Content

Communication: Definition, functions and concept
Symbolic and motivational bases of Communication
Types of communication
Models of communication process
Verbal and nonverbal communication
Intrapersonal and interpersonal communication
Defensive communication
Paravocal communication
Communicative functions of silence
Cognitive dissonance
Communicative apprehension
Communication and semiotics

16.1.5 References

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- Baran, S. J. and D. K. Davis (1995). *Mass Communication Theory: Foundations, Ferment, and Future* (1st, 2nd, 3rd, 4th, 5th ed.). Belmont, CA: Wadsworth Pub. Co.
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- Fogle, P.T. (2013). *Essentials of Communication Sciences and Disorders*. Clifton Park, NY: Delmar Cengage Learning
- MacBride, S. et al. (1980). *Many Voices One World*. London: Kogan Page
- Williams, F. (1984). *The New Communications*. California: Wordsworth, Inc.
- আরিফ, হাকিম ও জাহান, তাওহিদা (২০১৪)। *যোগাযোগবিজ্ঞান ও ভাষাগত অসঙ্গতি*। ঢাকা: বুকস্ ফেয়ার

16.2 Courses Number and Title

BSLT. 1102: Language skill Development: Bangla and English
(ভাষা দক্ষতা উন্নয়ন: বাংলা ও ইংরেজি)

16.2.1 Credit Hours: 04

16.2.2 Course Description

This course is designed to provide the students basic grammar and composition of both Bangla and English so that they can get the techniques of practice these two languages effectively. In this course, they will learn how to pragmatically acquire the skills of writing and reading these two languages.

16.2.3 Course Objectives

After completing this course, the students will be able to-

- explain traditional grammars of both Bangla and English.
- correctly write academic Bangla and English writings.
- acquire reading skill of English.

16.2.4 Course Content

1. Bangla

50

ভাষা: সংজ্ঞা, বৈশিষ্ট্য ও রূপ
বাংলা ভাষা ও সাহিত্যের উদ্ভব ও বিকাশ
বাংলা যুক্তব্যঞ্জন ও উচ্চারণসূত্র

বাংলা সাধু ও চলিত রূপ
বাংলা বানান
বাংলা শব্দ ও বাক্য ও পদক্রম
বাংলা বিরামচিহ্ন
লিখনদক্ষতা: বাক্য লিখন, অনুচ্ছেদ, প্রবন্ধ ও প্রতিবেদন
বাংলা প্রুফ সংশোধন
বাংলা রেফারেন্স পদ্ধতি

2. English

50

English grammar
Developing writing skills: paragraph, essay, report and CV, assignment writing
English writing style, Punctuation marks, British and American English, reference style
Developing reading skills: strategies for reading
Listening and note-taking
Developing speaking skills
Common Errors of English

16.2.5 References

Hegde, M.N (2010). *A Coursebook on Scientific and Professional Writing for Speech and Language Pathology*. Clifton Park, NY: Delmar, Cengage Learning
Leech, G. et al. (2000). *A Communicative Grammar of English*. London: Longman
Murphy, R. (2003). *Intermediate English Grammar*. Cambridge: Cambridge University Press
Quirk, P. & Grenbaum, S. (2000). *A University Grammar of English*. London: Longman
Rutherford, W. (1988). *A Workbook in the Structure of English*. London: Blackwell
শহীদুল্লাহ, মহম্মদ (১৯৯৮)। *বাংলা ভাষার ইতিবৃত্ত*। ঢাকা: মাওলা ব্রাদার্স
— — (১৯৯৫)। *বাংলা ব্যাকরণ, রচনাবলী ২য় খণ্ড*। ঢাকা: বাংলা একাডেমী
বিশ্বাস, নরেন (১৯৯০)। *বাংলা উচ্চারণ অভিধান*। ঢাকা: বাংলা একাডেমী
সেন, সুকুমার (১৯৯৮)। *ভাষার ইতিবৃত্ত*। কলিকাতা: আনন্দ পাবলিশার্স লিমিটেড
চট্টোপাধ্যায়, সুনীতিকুমার (১৯৯৮)। *ভাষাশ্রুতি বাংলা ব্যাকরণ*। কলিকাতা: রূপা অ্যান্ড কোম্পানী
সিকদার, সৌরভ (১৯৯৯)। *বানান অভিধান ও বাংলা বানানের নিয়ম*। ঢাকা: অনন্যা

16.3 Course Number and Title

BSLT. 1103: Language Acquisition and Cognitive Development
(ভাষা আয়ত্তকরণ ও প্রজ্ঞানমূলক বিকাশ)

16.3.1 Credit Hours: 04

16.3.2 Course Description

This course is introduced to provide the students theories and methods of children's language acquisition process and their cognitive development. In this course, students will learn how children effectively acquire their mother tongue along with their innate cognitive mechanism.

16.3.3. Course Objectives

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

- a. get the latest theories and information of language acquisition process and cognitive development.
- b. interpret children's innate cognitive structure.
- c. analyze their L1 acquisition process.

16.3.4 Course Content

1. Language Acquisition

50

Language acquisition: definitions, goal, scope

Essentials of communication development

Early interaction and non-verbal communication, and other aspects

Development of listening, attention and comprehension

Vocabulary development

Development of expressive language and speech

Phoneme, word, sentence, meaning, language usage

Development of reading and writing and pragmatic communication

Developing symbol and cultural artifacts

Child's language development milestone

Means, needs and opportunities for communication

2. Cognitive Development

50

Cognition: definition, concept, scope

Cognition: A process of mental state

Theories of cognition

Piaget's theory, Vygotsky's theory and others

Cognition and language development

Thinking and reasoning

Theory of Mind

Cognition as social process

16.3.5 References

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16.4. Course Number and Title

BSLT. 1104: Linguistics for Clinicians: Articulatory and Acoustics Phonetics
(চিকিৎসকের জন্য ভাষাবিজ্ঞান: উচ্চারণমূলক ও তরঙ্গ ধ্বনিবিজ্ঞান)

16.4.1 Credit Hours: 04

16.4.2 Course Description

This course is intended to familiarize the students with basic sound structure of a language and their relevant theories and information. In this course, they will learn how human sounds are produced, described and explained from different theoretical perspectives of phonetics.

16.4.3 Course Objectives

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

- figure out different features and characteristics of human sound.
- clarify the mechanism of the production of sound and sound waves.
- interpret relevant theories and methods of articulatory and acoustics phonetics.

16.4.4 Course Content

1. Articulatory Phonetics

40

Speech: definition, characteristics and features

Speech organs

Speech production: place of articulation, manner of articulation, position of soft palate

Transcriptions of speech sounds

Classifications of speech sounds: vowel, consonants, semi-vowel, segmental and supra-segmental sounds

2. Acoustics Phonetics

40

Acoustics phonetics: definition, goal, scope

Basic concepts: sound wave, wavelength, frequency, amplitude, period, formant, resonance,

Fourier analysis, spectrum, spectrogram

Source and Filter theory

Spectrographic analysis

3. Data analysis

20

Analyzing speech sounds of normally developing people

Analyzing pathological speech sounds

16.4.5 References

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Clark, J. & Yallop, C. (1999). *An Introduction to Phonetics and Phonology*. London: Blackwell

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Kuttruff, H. (2007). *Acoustics An Introduction*. London and New York: Taylor & Francis

Ladefoged, P. (2001). *A Course in Phonetics*. Heinle & Heinle Thompson Learning

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আলী, জীনাত ইমতিয়াজ (২০০১)। *ধ্বনিবিজ্ঞানের কথা*। ঢাকা: মাওলা ব্রাদার্স

হাই, মুহাম্মদ আবদুল (১৯৬৪)। *ধ্বনিবিজ্ঞান ও বাংলা ধ্বনিতত্ত্ব*। ঢাকা: বাংলা একাডেমী

16.5 Course Number and Title

BSLT. 1205: Human Communication and Disorders (মানব সংজ্ঞাপন ও বৈকল্য)

16.5.1 Credit Hours: 04

16.5.2 Course Description

This course is introduced to make familiar the students with the basics of human communication, especially how they meaningfully perceive their counterpart in a communicative event. In this course,

students will learn the fundamentals of human communication. At the same time, they will learn the nature of disordered human communication.

16.5.3 Course Objectives

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

- a. know the fundamentals of human communication.
- b. analyze the process of human communication.
- c. extract the disordered forms of human communication.

16.5.4 Course Content

1. Introduction to Human Communication

50

Human Communication: definitions and process

Perception: perceiving yourself and perceiving other-selves

Transmission: sending oral messages

Verbal messages: purposes, types and delivery systems; structure and content

Receiving messages: observing and listening

2. Introduction Communication Disorders

50

Communication Disorder: definition, goal, scope

Basic concepts-1: speech, language and communication

Basic concepts-2: impairment, disability, handicap, disorder, communication disorder

Communication Disorders and related terms: Speech and Language Therapy, Speech and language pathology, communication therapy, audiology

Types of communication disorders

Developmental language disorders

Neurogenic or acquired language disorders

Organic vs. functional disorders

Speech vs. language disorders

Articulation and phonological disorders

Topics of communication disorders

16.5.5 References

Battle, D.E. (2012). *Communication Disorders in Multicultural and international Population*. St. Louis, Missouri: Elsevier Mosby

Cummings, L.(ed.).(2014). *The Cambridge Handbook of Communication Disorders*. Cambridge: Cambridge University Press

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16.6 Course Number and Title

BSLT. 1206: Anatomy and Physiology of Speech and Language
(বাচন ও ভাষার শারীরবৃত্ত ও অঙ্গ-ব্যবচ্ছেদবিদ্যা)

16.6.1 Credit Hours: 04

16.6.2 Course Description

This course is designed to provide the students anatomical as well as physiological description of speech and language produced by human beings. In this course, students will learn how different human body-parts are involved to speech and language activities.

16.6.3 Course Objectives

After completing the course, students will be able to-

- learn the biological mechanism of speech and language production.
- interpret methods and information relevant to speech and language production.
- relate human physiology with speech and language production mechanism.

16.6.4 Course Content

Anatomy and physiology of human body: An introduction
Human Body and relation between speech and language
Basic embryology
Respiration and pulmonary initiation
Phonation and the larynx
Articulation: Pharynx and mouth
Articulation: The labio-mandibular system
Elements of articulatory typology
The articulatory description of vowels and consonants
Coarticulation and co-production
Anatomy of hearing

Physiological function of the organs involved - lungs, larynx, naso-pharynx, sinuses, palate, tongue, lips, ear

16.6.5 References

- Dickson, D.R. & Dickson, M. (1995). *Anatomical and Physiological Bases of Speech*. Butterworth-Heinemann Medical
- Divenyi, P. et al. (2006). *Dynamics of Speech Production and Perception*. Amsterdam: IOS Press
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16.7 Course Number and Title

BSLT. 1207: Linguistics for Clinicians: Phonology and Morphology
(চিকিৎসকের জন্য ভাষাবিজ্ঞান: ধ্বনিতত্ত্ব ও রূপতত্ত্ব)

16.7.1 Credit Hours: 04

16.7.2 Course Description

This course is intended to familiarize the students with rules of phonological changes and the forms of basic word structure. In this course, they will learn how sounds are changed as well as words are formed, and their relevant theories and information.

16.7.3 Course Objectives

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

- figure out different features and characteristics of phoneme and word of a language.
- clarify the rules of phonological change and the underlying structure of words.
- interpret relevant theories methods of phonology and morphology.

16.7.4 Course Content

1. Phonology

40

Phoneme: concept, definition, features and forms
Allophone: definitions and features
Segment and supra-segment: features and types
Syllable and syllabification: structure and forms
Phonetic vs. phonemic transcriptions

Prosody
Different types of phonology
Practicing Bengali Phonological rules
Phonological changes and speech disorders

2. Morphology

60

Key concepts of morphology: morph, allomorph, root, stem, affix, lexeme
Classifications of words
Lexical morphology
Inflectional morphology
Prosodic words vs. morphological words
Morphophonemics and morphosyntax
Practicing Bengali grammatical categories: case, gender, number, tense
Morphological categories in relation to speech and language disorders

16.7.5 References

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Bhattacharja, S. (2007). *Word Formation in Bengali: a Whole Word Morphological Description*.
Berlin: LINCOM
Booij, G. (2005). *The Grammar of Words An Introduction to Linguistic Morphology*. Oxford
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De Lacy, P. (ed.). (2007). *The Cambridge Handbook of Phonology*. Cambridge University Press
Katamba, F. (1989). *An Introduction to Phonology*. London and New York: Longman
Haspelmath, M. (2002). *Understanding Morphology*. London: Arnold
McAllister, J. & Miller, J. (2013). *Introductory Linguistics for Speech and Language Therapy Practice*.
Wiley-Blackwell
Lodge, K. (2009). *Fundamental Concept in Phonology*. Edinburgh: Edinburgh University Press
Odden, D. (2005). *Introducing Phonology*. Cambridge University Press
Nida, E.A. (1949). *Morphology The Descriptive Analysis of Words*. ANN ARBOR:
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Spencer, A. & Zwicky, A. (eds.). (?). *The Handbook of Morphology*. Blackwell Publishing
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মোরশেদ, আবুল কালাম মনজুর (২০০৯)। আধুনিক ভাষাতত্ত্ব। ঢাকা: মাওলা ব্রাদার্স
শ', রামেশ্বর (১৯৮৮)। সাধারণ ভাষাবিজ্ঞান ও বাংলা ভাষা। কলিকাতা: পুস্তক বিপণি
হক, মহাম্মদ দানীউল (২০০৩)। ভাষাবিজ্ঞানের কথা। ঢাকা: মাওলা ব্রাদার্স

16.8 Course Number and Title

BSLT. 1208: Psychology: Abnormal Psychology and Counseling Psychology

16.8.1 Credit Hours: 04

16.8.2 Course Description

This course is introduced to make the students familiar with fundamentals of human psychology with special reference to their abnormal behavior as well as counseling techniques. In this course, students will learn psychological interpretation of abnormal human behavior and counseling techniques.

16.8.3 Course Objectives

Upon completion the course students will be able to-

- a. learn fundamentals of human psychology.
- b. analyze abnormal human behavior and counseling techniques from the perspective of psychology.
- c. interpret theories and methods of abnormal and counseling psychology.

16.8.4 Course Content

1. <i>Introduction to Psychology</i>	30
Psychology: definition, scope	
Fields of Psychology	
Memory, attention, motivation, emotion, intelligence, learning, personality	
Methods of Psychology	
2. <i>Abnormal Psychology</i>	30
Abnormal Psychology: definition, scope	
Stress and adjustment disorders	
Developmental Disorders	
Personality disorders	
The Schizophrenias	
2. <i>Counseling Psychology</i>	50
Counseling: definition, concept	
Approaches to counseling	
Counseling services	
Testing and assessment in counseling	

16.8.5 References

- American Psychological Association. (2004). *Thesaurus of psychological index terms*. Woodbridge: Author.
- Antony, M.M. & Barlow, D.H. (2002). *Handbook of Assessment and Treatment Planning for Psychological Disorders*. New York: The Guilford Press

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DEVINSKY, O. & D'ESPOSITO, M. (2004), *Neurology of Cognitive and Behavioral Disorders*. Oxford University Press

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Goldberg, T.E. & Weinberger, D.R. (2009). *The Genetics of Cognitive Neuroscience*. Cambridge, MA: The MIT Press

Heffman, K. (2004). *Psychology in Action*. USA: John Wiley and Sons, Inc.

McLeod, J. (2003). *An Introduction to Counseling*. Berkshire: Open University Press

Myers, D. (2007). *Psychology*. New York, NY: Worth Publishers

Rosenthal, H. (2008). *Encyclopedia of Counseling*. New York and London: Routledge

Sarason, I.G. & Sarason, B.R. (2002). *Abnormal Psychology*. Englewood, Cliffs: Prentice Hall

16.9 Course Number and Title

BSLT. 2301: Introduction to Nonverbal Communication (অবাক্ষনিক সংজ্ঞাপনের ভূমিকা)

16.9.1 Credit Hours: 04

16.9.2 Course Description

This course is introduced to provide the students basic characteristics, theories and methods of nonverbal communication. In this course students, will learn the relevance and importance of nonverbal communication, and the techniques and methods used in nonverbal communication.

16.9.3 Course Objectives

After completing this course students will be able to-

- a. identify different types of nonverbal communication.
- b. explain relevant theories and methods of nonverbal communication.
- c. relate nonverbal communication to the topics of speech and language therapy.

16.9.4 Course Content

Nonverbal communication: definition, goal, characteristics, scope

Verbal and nonverbal communication

History of nonverbal communication

Different forms of nonverbal communication: gesture, posture, gaze, eye contact, proxemics, chronemics and kinesics

Semiotics and nonverbal communication

Sociolinguistics of nonverbal communication

Nonverbal communication and communication disorders: health care and clinical perspectives

16.9.5 References

Anderson, P. (2007). *Nonverbal Communication: Forms and Functions*. Waveland Press

Argyle, M. (1988). *Bodily Communication*. Madison: International Universities Press

- Arif, H. (2013). BEE hand gesture reflecting Bengali culture. *Southern Semiotic Review*. Issue 1, 91-107
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- Efron, D. (1941). *Gesture and Environment*. New York: King's Crown Press
- Esposito, A., Bratanić, M., Keller, E & Marinaro, M. (eds.).(2007). *Fundamentals of Verbal and Nonverbal Communication and the Biometric Issue*. Amsterdam, IOS Press
- Fast, J. (1970). *Body Language*. New York: M. Evans
- Hall, E.T. (1959). *The Silent Language*. Garden City, NY: Doubleday
- Knapp, M.L. (1972). *Nonverbal Communication in Human Interaction*. New York: Holt, Rinehart & Winston
- McNeill, D. (1992). *Hand and Mind: what gesture reveal about thought*. Chicago: Chicago University Press
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- Poggi, I. (2007). *Mind, Hands, Face and Body*. Berlin: WEIDLER Buchverlag
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- আরিফ, হাকিম (২০১৪)। বাঙালি ভাষিক-সংস্কৃতিতে ব্যবহৃত স্থির সংজ্ঞাপনের একটি অবাচনিক পঠন ও রূপালৈখ্য। ঢাকা বিশ্ববিদ্যালয় পত্রিকা, ৯১-৯৩ সংখ্যা, ১১৩-১৪০

16.10 Course Number and Title

BSLT. 2302: Neurology of Language and Communication (ভাষা ও সংজ্ঞাপনের স্নায়ুতত্ত্ব)

16.10.1 Credit Hours: 04

16.10.2 Course Description

This course is intended to familiarize the students with neurological basis of language production and perception. In this course, students will learn the description of human brain with special reference to language production and reception mechanism.

16.10.3 Course Objectives

Upon completion the course students will be able to-

- explain the neurological basis of language production.
- identify specific regions of the brain involved in producing and perceiving language.
- describe theories and methods relevant to speech and language process.

16.10.4 Course Content

Neurology: basic concept

Neurology and language: introduction

History of neurology of language

- Nervous system: Overview
- Central Nervous System: general description
- The meninges and Cerebrospinal Fluid
 - The midbrain, pons, medulla, and reticular formation
 - Cerebral lobes, cerebral cortex, and Brodmann's areas
 - The cerebellum
- Peripheral and autonomic nervous systems
- The cranial nerves
- Handedness, language and brain

16.10.5 References

- Banich, M.T. & Mack, M. (eds.). (2011). *Mind, Brain and Language Multidisciplinary Perspectives*. London and New Jersey: LAWRENCE ERLBAUM ASSOCIATES, PUBLISHERS
- Bhatnagar, S.C. (2013). *Neuroscience: For the study of communicative disorders*. Philadelphia: Lippincott Williams & Wilkins
- Connor, L.T. & Obler, L.K. (eds.). (2002). *Neurobehavior of Language and Cognition Studies of Normal Aging and Brain Damage*. New York: KLUWER ACADEMIC PUBLISHERS
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- Webb, W. & Adler, R.K. (2007). *Neurology for the Speech-language Pathologist*. Stoneham, MA: Butterworth-Heinemann
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16.11 Course Number and Title

BSLT. 2303: Linguistics for Clinicians: Syntax, Semantics and Pragmatics
(চিকিৎসকের জন্য ভাষাবিজ্ঞান: বাক্যতত্ত্ব, বাগর্থবিজ্ঞান ও প্রয়োগার্থবিজ্ঞান)

16.11.1 Credit Hours: 04

16.11.2 Course Description

This course is introduced to familiarize the students with syntactic patterns, the concept of its meaning as well as word categories people use in their daily linguistic activities. In this course, they will learn how a sentence is organized with different syntactic constituents, meaning is expressed, and same words get different meanings in different communicative contexts.

16.11.3 Course Objectives

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

- a. figure out various features of syntactic constituents, the meaning of lexical categories and their contextual usages.
- b. clarify the structure of a sentence, and meaning of its categories and context.
- c. interpret relevant theories and methods of syntax, semantics and pragmatics.

16.11.4 Course Content

1. *Syntax* 40
Syntax: definition, goal and scope
Traditional Grammar and sentence
Structural Syntax
Transformational Generative Grammar
Analyzing Bengali Subject-Verb-Agreement, Word order, Noun Phrase, Verb Phrase, Prepositional Phrase
Language disorders and syntactic anomalies
2. *Semantics* 30
Semantics: definition, goal and scope
Basic concepts: utterance and sentence, sense and reference, denotation and connotation, syntagmatic vs. paradigmatic
Semantics of words: antonyms, synonyms, homonyms, hyponyms, polysemy
Meaning and ambiguity analysis
Semantics acquisition: process, phases and duration
Analyzing semantics of Bengali sentences
Semantic problems and speech-language disorders
3. *Pragmatics* 30
Pragmatics: definition, goal and scope
Semantics vs. pragmatics
Speech acts: concepts, history and forms
Implicature: Gricean maxims and other perspectives
Presuppositions: concept, types and scope
Metaphor

Discourse and conversation
The scope of pragmatic disability
Clinical pragmatics and assessment of adult language disorders
The pragmatics of pediatric language intervention

16.11.5 References

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16.12 Course Number and Title

BSLT. 2304: Information and Communication Technology (ICT) (তথ্য ও যোগাযোগ প্রযুক্তি)

16.12.1 Credit Hours: 04

16.12.2 Course Description

This course is intended to familiarize the students with fundamentals of communication technology and its application to the communication disorders. In this course, students will learn theory, information and methods of computer, and how it is effectively used in the discipline communication disorders.

16.12.3 Course Objectives

Upon completion of this course the student will be able to-

- d. narrate theories and concepts of information and communication technology;
- e. acquaint with computer programming and applications relevant to speech and language therapy;
- f. apply basic skills to develop apps for the betterment of people with speech and language disorders.

16.12.4. Course Content

a. Theory

50

Introduction to Information and Communication Technology (ICT)

Organization of computer: components of system unit, input, output, storage, information and logic, data structure, algorithms, operating systems, operating systems and utility program, application software

Programming: Preliminary concept, object oriented program

ICT and communication disorders

b. Practical

50

Practicing operating system and application packages:

MS-Windows, MS-Words, MS-Excel, MS-PowerPoint

Practicing software designed for people with speech-language disorders

16.12.5 References

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16.13 Course Number and Title

BSLT. 2405: Sign Language (সংকেত ভাষা)

16.13.1 Credit Hours: 04

16.13.2 Course Description

This course is intended to make familiar the students with an alternative form of human communication called sign language. In this course, students will learn and practice basic grammar, lexicon and syntactic pattern of Bengali sign language.

16.13.3 Course Objectives

Upon completion of this course students will be able to-

- a. learn linguistic structure of sign language.
- b. explain its basic features.
- c. get skills to perform Bangla sign language.

16.13.4 Course Content

1. Theory and description of sign language

50

Sign language: definition, goal, scope

History of sign language

Types of sign language

Sign languages of the world: American sign language (ASL), British sign language (BSL), sign languages of Asia

Sign language and linguistics

Sign language and nonverbality

2. Practicing Bangla sign language

50

16.13.5 References

Klima, E. & Bellugi, U. (1979). *The Signs Languages*. New York: Blackwell

Kyle, J.G. & Woll, B. (1995). *Sign Language: The study of deaf people and their language*. Cambridge: Cambridge University Press

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Mindess, A. (2004). *Reading between Signs Workbook*. Yarmouth, Maine: Intercultural Press

Mulrooney, K. (2010). *American Sign Language Demystified*. The McGraw-Hill Companies, Inc.

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SUTTON-SPENC E, R. & WOLL, B. (2007). *The Linguistics of British Sign Language An Introduction*. Cambridge University Press

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16.14 Course Number and Title

BSLT. 2406: Psycholinguistics, Neurolinguistics and Clinical Linguistics
(মনোভাষাবিজ্ঞান, স্নায়ুভাষাবিজ্ঞান ও চিকিৎসা ভাষাবিজ্ঞান)

16.14.1 Credit Hours: 04

16.14.2 Course Description

This course is introduced to familiarize the students with the course contents of three advanced and associated branches of linguistics. In this course, students will learn theories, methods and techniques of psycholinguistics, Neurolinguistics and clinical linguistics.

16.14.3 Course Objectives

Upon completion of this course students will be able to-

- explain basic concepts of psycholinguistics, neurolinguistics and clinical linguistics.
- Differentiate these three associated branches of linguistics.
- relate the concepts of these branches of linguistics with the topics of speech and language therapy.

16.14.4 Course Content

- | | |
|--|----|
| 1. <i>Psycholinguistics</i> | 30 |
| Psycholinguistics: definition, goal, scope | |
| Origin and development of psycholinguistics | |
| Topics of psycholinguistics | |
| Language processing: models of language processing | |
| Psycholinguistic methods | |
| 2. <i>Neurolinguistics</i> | 30 |
| Neurolinguistics: definition, goal, scope | |
| History of neurolinguistics | |
| Topics of neurolinguistics | |
| Neurolinguistic methods | |
| 3. <i>Clinical linguistics</i> | 40 |
| Clinical linguistics: definition, goal | |
| Scope of Clinical linguistics | |
| Clinical linguistics: relation with psycholinguistics and neurolinguistics | |
| Clinical linguistics and communication disorders | |
| Topics of clinical linguistics | |

16.14.5 References

Arif, H. (2014). *Clinical Linguistics and Child Language*. Baden-Baden: Deutscher Wissenschafts-Verlag (DWV)

Ahlesn, E. (2006). *Introduction to Neurolinguistics*. Amsterdam/Philadelphia: John Benjamins

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আরিফ, হাকিম (২০১২)। মনোভাষাবিজ্ঞান ও বাংলা ভাষা। [সম্পা. রফিকুল ইসলাম, পবিত্র সরকার ও অন্যান্য] বাংলা একাডেমী প্রমিত বাংলা ভাষার ব্যাকরণ (দ্বিতীয় খণ্ড)। ঢাকা: বাংলা একাডেমী, পৃ. ৩২১-৩৪০

আরিফ, হাকিম ও জাহান, তাওহিদা (২০১৪)। যোগাযোগবিজ্ঞান ও ভাষাগত অসঙ্গতি। ঢাকা: বুকস্ ফেয়ার

আরিফ, হাকিম ও ইমতিয়াজ, মশরুফ (২০১৪)। চিকিৎসা ভাষাবিজ্ঞান ও বাংলা ভাষা। ঢাকা: নবযুগ প্রকাশনী

হক, মহাম্মদ দানীউল (১৯৯৪)। ভাষাবিজ্ঞানের সূক্ষ্মতর প্রসঙ্গ। ঢাকা: বাংলা একাডেমী

16.15 Course Number and Title

BSLT. 2407: Bangladesh Studies (বাংলাদেশ অধ্যয়ন)

16.15.1 Credit Hours: 04

16.15.2 Course Description

This course is introduced to provide a short description of various aspects of Bangladesh studies. In this course, students will learn history, tradition, politics, folklore, literature and culture of Bangladesh - a land of Bengali speaking people.

16.15.3 Course Objectives

After completing this course students will be able to-

- describe politics, history, literature and culture of Bengali speaking people.
- figure out the authenticity and uniqueness of Bengali as a nation.
- critically analyze linguistic nationalism and tradition of Bangladeshi people.

16.15.4 Course Content

Bangladesh Studies: definition, goal and scope

Bangladesh: geographical location and border and independent country

History of Bengal and Bangladesh

Political and economic aspects of Bangladesh

Ethnography of Bengali people

Culture of Bengal

Folklore of Bangladesh

Bengali Literature

16.15.5 References

- Iqbal, I. (2014). *State of Bangladesh Studies: An Exploration in Historical Literature*. Berlin: South Asia Chronicle
- Raghvan, S. (1971). *A Global History of Creation of Bangladesh*. Ranikhet: Permanent Black
- Van Schendel, W. (2009). *A History of Bangladesh*. Cambridge: Cambridge University press
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- চৌধুরী, হাসানুজ্জামান (২০০০)। *বাংলাদেশের রাজনৈতিক সমাজতত্ত্ব*। ঢাকা: বাংলা একাডেমী
- মুরশিদ, গোলাম (২০০৫)। *হাজার বছরের বাঙ্গালি সংস্কৃতি*। ঢাকা: অবসর
- শরীফ, আহমদ (২০১২)। *সমাজ সংস্কৃতির স্বরূপ*। দ্বিতীয় সংস্করণ। ঢাকা: বিদ্যাপ্রকাশ

16.16 Course Number and Title

BSLT. 2408: Audiology-1: Hearing Science and Psychoacoustics
(শ্রুতিতত্ত্ব-১: শ্রুতিবিজ্ঞান ও মনো-তরঙ্গ ধ্বনিবিজ্ঞান)

16.16.1 Credit Hours: 04

16.16.2 Course Description

This course is designed to provide the students basic features of hearing science and auditory perception of human beings. In this course, students will learn how they perceive sounds with the help of their auditory organs and then reach to the brain for further processing.

16.16.3. Course Objectives

After completing the course students will be able to-

- explain basic features and organs of human ear.
- analyze auditory techniques and process of human beings.
- describe relevant theories and methods of hearing science and psychoacoustics.

16.16.4 Course Content

1. Hearing Science

50

Hearing Science and auditory phonetics:

Definition, relation, goal and scope

Fundamentals of Sound: auditory acoustics perspective

Anatomy and physiology of the auditory system

The middle ear

The inner ear

Measurement principles and the nature of hearing

2. Psychoacoustics

50

Psychoacoustics: definition, goal, scope
 Hearing area
 Information processing in the auditory system
 Pitch and pitch strength
 Loudness
 Sharpness and sensory pleasantness
 Rhythm
 Bineural hearing

16.16.5 References

- Ando, Y. & Cariani, P. (eds.). (2009). *Auditory and Visual Sensation*. New York: Springer
- Flemming, E.S. (2002). *Auditory Representations in Phonology*. New York & London: Routledge
- Gelfand, S.A. (2004). *Hearing: An introduction to psychological and physiological acoustics*. New York: Marcel Dekker
- Gelfand, S. A. (2009). *Essentials of Audiology*. New York: Thieme medical publishers
- Greenberg, S., Ainsworth, W.A., Popper, A.N. & Fay, R.R. (2004). *Speech Processing in the Auditory System*. New York: Springer
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- Zwicker, H.F.E.(2007). *Psychoacoustics Facts and Models*. Berlin: Springer
- Warren, R.M. (2008). *Auditory Perception An analysis and synthesis*. Cambridge University Press

16.17 Course Number and Title

BSLT. 2409 First Comprehension (theoretical aspects)
 [প্রথম সর্বাত্মক (তত্ত্বীয়)]

16.17.1 Credit Hours: 02

16.17.2 Course Description

This course is designed to evaluate students' comprehensive theoretical knowledge that they have developed from the courses taught from 1st semester to 4th semester. At the same time

they will be able to explain the knowledge and information of these courses according to their own ability.

16.17.3 Course Objectives

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

- assimilate the knowledge of previous courses;
- explain the knowledge according to their own ability;

16. 17.4 Course Content

Contents of all compulsory courses taught from 1st semester to 4th semester.

16.17.5 References

No reference is specified.

16.18 Course Number and Title

BSLT. 3501: Statistics and Research Methods (পরিসংখ্যান ও গবেষণা পদ্ধতি)

16.18.1 Credits Hours: 04

16.18.2 Course Description

This course is designed to teach the students basic concepts of statistics and the fundamentals of research methods. In this course, students will learn various topics of descriptive and inferential statistics. At the same time, they will be taught essential steps of research methods.

16.18.3 Course Objectives

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

- a. learn theories and concepts of statistics;
- b. explain different steps of research methods;
- c. apply statistics to design research projects of speech and language therapy.

16.18.4 Course Content

1. Statistics

50

Statistics: Basic concepts
Measure of variability
Standard score
Theory of probability
Correlation
Variance
Non-parametric statistics

2. Research Methods

50

Methods and research in Social and Behavioral sciences
Basic of research
Types of research
Techniques of sampling
Techniques of data collection
Research design
Analysis and interpretation
The research report

16.18.5 References

- Body, R. & McAllister, L. (2009). *Ethics in Speech and Language Therapy*. John Wiley & Sons
- Bulter, C.S. (1985). *Statistics in Linguistics*. Blackwell Publishers
- Carment, L. (2002). *Scientific thinking in speech and language therapy*. Lawrence Erlbaum Associates, Publishers
- Coggon, D. (2003). *Statistics in Clinical Practice*. London: BMJ Books
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16.19 Course Number and Title

BSLT. 3502: Developmental and child Language Disorders (বর্ধনমূলক ও শিশু ভাষাবৈকল্য)

16.19.1 Credit Hours: 04

16.19.2 Course Description

This course is introduced to provide the students a description of developmental and child language disorders. In this course, they will learn types, characteristics and symptoms of different language impairments children usually suffer from for a long time, even till their death.

16.19.3 Course objectives

After completing this course, students will be able to-

- a. be familiar with symptoms, cause and characteristics of different developmental and child language disorders;
- b. explain various types and classifications of these disorders ;
- c. identify children who are suffering from these disorders.

16.19.4 Course Content

Developmental language disorders (DLD) and Child language disorders (CLD): definition, concept, scope

DLD and child language disorders: similarities and dissimilarities

Types of developmental language disorders

Autism

SLI

Down syndrome and William Syndrome, ADHA

Types of child language disorders

Dyslexia and dysgraphia, ACA (Acquired Childhood Aphasia)

Multiple disabilities

Assessment and Management of DLD

Methods, procedures, cross-cultural consideration

16.19.5 References

- Adams, C. Brown, R. and Edwards, M. (1999). *Developmental disorders of language* London: Whurr Publishers Ltd.
- Chawarska, K. & Volkmar, F.R. (eds.).(2008). *Autism Spectrum Disorders in Infants and Toddlers Diagnosis, Assessment and Treatment*. New York and London: The Guildford Press
- Fletcher, H. & Miller, J.F. (2005). *Developmental Theory and Language Disorders*. Amsterdam/Philadelphia: John Benjamins Publishing Company
- Hoff, E. & Shatz, M. (2007). *Blackwell Handbook Language Development*. Blackwell Publishing Ltd.
- Johnson, B. A. (1996). *Language Disorders in Children An introductory clinical perspective*. Albany, New York: Delmar Published
- Lawson, W. (2001). *Understanding and Working with the Spectrum of Autism*. London and Philadelphia: Jessica Kingsley Publishers
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- Patel, D.R., Greydanus, D.E., Omar, H.A. & Merrick, J. (2011). *Neurodevelopmental Disabilities-Clinical care for children and young adults*. New York: Springer
- Rice, M. & Warren, S. F. (eds.).(2004). *Developmental Language Disorders: From Phenotypes to Etiologies*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc.

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আরিফ, হাকিম ও নাসরীন, সালমা। ২০১৩। আমাদের অটিস্টিক শিশু ও তাদের ভাষা। ঢাকা: নবযুগ প্রকাশনী

16.20 Course Number and Title

BSLT. 3503: Audiology-2: Hearing Disorders and Aural Rehabilitation

(শ্রুতিতত্ত্ব-২: শ্রুতিবৈকল্য ও শ্রুতি পুনর্বাসন)

16.20.1 Credit Hours: 04

16.20.2 Course Description

This course is intended to make familiar the students with characteristics, causes and types of hearing disorders and their possible treatments. In this course, they will learn theories and methods which will help to explain types and causes of hearing disorders and, finally, how the person with hearing disorders will be given proper rehabilitation.

16.20.3 Course Objectives

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

- explain causes, types and symptoms of hearing disorders;
- interpret relevant theories and methods to identify these disorders;
- apply specific techniques and methods to rehabilitate persons with hearing disorders.

16.20.4 Course Content

1. Hearing Disorders

50

Hearing disorders: definition, cause and scope

Auditory System and Related Disorders

Hearing test

Hearing loss

Types, causes, characteristics, implications

Nonorganic hearing loss

Infants, toddlers and adults with hearing loss

School age children with hearing loss

Effects of hearing loss on the development of auditory function and speech

2. Aural Rehabilitation

50

(Theory-30 + Practical-20)

Aural Rehabilitation: concept, goal and scope

Assessment of Infants and Children

Tests for Audiological Diagnosis: Behavioral and audiological screening, test environment

Pure Tone Audiometry and speech audiometry

Cochlear Implants

Audiological management and auditory training
Auditory-Verbal (AV) and Auditory-Oral (AO) Practice
Auditory-Verbal Techniques and Implementation
Personal hearing devices and aids
Altering devices
Audiologic habilitation and rehabilitation

16.20.5 References

- Clark, J.G & English, K.E. (2004). *Audiologic Counseling: Helping patients and families adjust to hearing loss*. Boston: Allyn & Bacon
- Dillon, H. (2001). *Hearing Aids*. New York: Thieme
- Glickman, N. (2009). *Cognitive-Behavioral Therapy for Deaf and Hearing Persons with Language and learning Challenges*. New York and London: Routledge
- Martin, E.N. & Clark, J.G. (2009). *Introduction to Audiology*. Boston: Allyn & Bacon
- Oyiborhoro, J.M.A. (2005). *Aural Rehabilitation for People with Disabilities*. Elsevier Academic Press
- Sandlin, R.E. (2000). *Textbook of hearing aid amplification: Technical and clinical considerations*. San Diego, CA: Singular
- Stach, B.A. (2010). *Clinical Audiology: An introduction*. Clifton Park, NY: DELMAR Cengage Learning
- Tyler, R.S (ed.).(2000). *Cochlear implants: Audiological foundations*. San Diego, CA: Singular

16.21 Course Number and Title

BSLT. 3504: Clinical Practicum-1: Pediatrics and Audiology
(ক্লিনিক শিক্ষানবিশি-১: শিশুরোগ ও শ্রুতিতত্ত্ব)

16.21.1 Credit Hours: 04

16.21.2 Course Description

This course is designed to give students a practical experience of speech and language disorders related to pediatrics and audiology. Students of this course will go to the respective clinic or hospital to encounter the patients of hearing and developmental language disorders with a view to getting practical experience of theories and information they have learnt in the classroom.

16.21.3 Course Objectives

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

- identify the patients of given speech and language disorders;
- explain the causes, types and symptoms of this disorders;
- provide appropriate therapies and treatment modules of these disorders.

16.21.4 Learning outcome

At the end of this practicum the students will be able to—

1. Acquire knowledge of the facilities and activities of the clinical set up.
2. Acquire knowledge of the terminology used in the assessment and therapy in the clinical set up and develop proficiency in usage.
3. Acquire knowledge about normative aspects of speech and language and develop skills for perceptual and instrumental measurement.

16.21.5 What to do

Students will spend 10 hours per week in hospital/clinic not only to observe clinical conditions but also collect pathological linguistic data of patients with hearing and developmental language disorders.

16.21.6 Required Assignment

1. Assess 6 clients with hearing and developmental language disorders.
2. Offer therapy for these patients.

16.22 Course Number and Title

BSLT. 3605: Diagnostic Methods: Speech and Language Therapy
(রোগ নির্ণয় পদ্ধতি: বাচন ও ভাষা থেরাপি)

16.22.1 Credit Hours: 04

16.22.2 Course Description

This course is introduced to provide students different methods and techniques used to diagnose pathological linguistic data. In this course students, will learn various appropriate diagnostic methods and techniques of analysis to make the data suitable for further interpretation.

16.22.3 Course Objectives

After completing this course, students will be able to-

- a. describe methods and techniques suitable for data analysis;
- b. apply these methods and techniques to interpret different pathological linguistic data;
- c. identify respective disorders with the help of these pathological data.

16.22.4 Course Content

Diagnostic method: introduction and concept

Importance of diagnostic method in speech and language therapy

Medical technology and pathological linguistic data

Necessity, relation, neurohistorical procedures

Techniques of speech processing and analysis

Tools and techniques for diagnostic methods

Event related potentials (ERP) techniques

Behavioral measures (Dichotic listening)

Magnetic Imaging (MRI, fMRI, MEG)
Electrophysiological procedures (evoked potentials, EEG, EMG etc)
Imaging of brain metabolism (RCBF, SPECT, PET etc)
CSF studies
Tachistoscopic presentation
Laryngeal stroboscopy

16.22.5 References

- Daube, J.R. Rubin, D.I. (2009). *Clinical Neuropsychology*. Oxford University Press
- Devinsky, O. & D'ESPOSITO, M. (2004), *Neurology of Cognitive and Behavioral Disorders*. Oxford University Press
- Hall, J. W. (1992). *Handbook of Auditory evoked responses*. Massachusetts: Allyn & Bacon
- Handy, T.C. (ed.) (2005). *Event-Related Potentials A Methods Handbook*. Cambridge: The MIT Press
- Millman. II (1972). *Integrated Electronics*. Tokyo: McGraw Hill
- Oppenheim and Schaffer. (1989). *Digital signal processing*. New Delhi: Prentice Hall of India
- Rabinette, M. S. & Slanke. L. L. (eds.).(1997). *Otoacoustic emissions Clinical applications*. New York: Thicme.
- Sekerina, I.A. Fernández, E.M. & Clahsen, H. (2008). *Developmental Psycholinguistics*. Amsterdam / Philadelphia: John Benjamins Publishing Company
- Silverman, D.H.S. (2009). *PET in the Evaluation of Alzheimer's Disease and Related Disorders*. New York: Springer

16.23 Course Number and Title

BSLT. 3606: Neurogenic Communication Disorders (স্নায়ুঘটিত সংজ্ঞাপন বৈকল্য)

16.23.1 Credit Hours 04

16.23.2 Course Description

This course is introduced to provide the students a description of neurogenic or acquired language disorders. In this course, they will learn types, characteristics and symptoms of different language impairments adult people usually develop after acquiring their normal language ability.

16.23.3 Course Objectives

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

- be familiar with symptoms, cause and characteristics of different acquired language disorders;
- explain various types of these disorders;
- identify adults who are suffering from these disorders.

16.23.4 Course Content

Neurogenic language disorders: definition, goal, scope

Essential features of neurogenic language disorders
Types of brain injury: stroke, TBI, trauma
Types of neurogenic language disorders
Aphasia and aphasiology
 Definitions, characters, history
 Types of aphasia
 Linguistics impairments of aphasia
 Investigations and assessment procedures
 Management and rehabilitation
Other neurogenic language disorders
 Cerebral palsy, Dyslexia, Dysgraphia

16.23.5 References

- Arif, H. (2014). *Clinical Linguistics and Child Language*. Baden-Baden: Deutscher Wissenschafts-Verlag (DWV)
- DEVINSKY, O. & D'ESPOSITO, M. (2004), *Neurology of Cognitive and Behavioral Disorders*. Oxford University Press
- Duchan, J. F. and Byng, S. (2004). *Challenging Aphasia Therapies*. Psychology Press
- Goodglass, H. (1993). *Understanding Aphasia: Foundations of Neuropsychology series*. California: Academic Press Inc.
- MODY, M. & SILLIMAN, E.R. (2008). *Brain, Behavior and Learning in Language and Reading Disorders*. New York and London: The Guildford Press
- Papathanasiou, I., Coppens, P. & Potagas, C. (2013). *Aphasia and Related Neurogenic Communication Disorders*. Burlington, MA: Jones & Bartlett Learning
- PARADIS, M. (ed.) (1998). *Pragmatics and Neurogenic Communication Disorders*. Pergamon
- Paradis, M.(ed.) (1995). *Aspects of Bilingual Aphasia*. Great Yarmouth: Galliard (Printers) Ltd.
- Peach, R.K. & Shapiro, L.P. (2012). *Cognition and Acquires Language Disorders An information processing approach*. Elsevier Mosby
- Whitaker, A.H., (ed.) (1997). *Agrammatism*. California: Singular Publishing Group Inc.
- Whitworth A. Webster J. & Howard D. (2005). *Assessment & Intervention in Aphasia*. Psychology Press
- আরিফ, হাকিম [সম্পা.]। ২০১৫। অ্যাফেজিয়া ও বাংলাভাষা: ভাষাতাত্ত্বিক সমীক্ষা। ঢাকা: বুকস ফেয়ার

16.24 Course Number and Title

BSLT. 3607: Clinical Phonetics and Motor Speech Disorders
(চিকিৎসা ধ্বনিবিজ্ঞান ও পেশি-সঞ্চালক বাচন বৈকল্য)

16.24.1 Credit Hours: 04

16.24.2 Course Description

This course is concerned about the study of speech disorders caused by disability of motor speech organs. In this course, the students will learn the characteristics, types, causes and classifications of different motor speech disorders and related pathological phonetic features.

16.24.3 Course objectives

Upon completion of this course, the students will be able to:

- a. acquaint with nature, scope and basic concepts of motor speech disorders;
- b. analyze appropriate causes of these disorders;
- c. describe pathological phonetic features associated with these disorders.

16.24.4 Course Content

1. Clinical Phonetics

50

Clinical Phonetics

Characteristics and basic properties

Transcribing phonetic data

Transcribing disordered speech

Articulatory instrumentation

Articulatory analysis of disordered speech

Acoustic instrumentation

Acoustic analysis of disordered speech

Auditory and perceptual instrumentation

Auditory and perceptual analysis of disordered speech

IPA for transcribing pathological speech

2. Motor Speech Disorders

50

Motor speech disorder: definition, characteristics

Causes of motor speech disorders

Models of speech processing in motor speech disorders

Types of motor speech disorders

Dysarthria

Characteristics; assessment; differential diagnosis; management-

(Prosthetic, surgical, medical and Behavioral – facilitatory and compensatory)

Issues related vegetative therapy/sensory motor training for oral musculature

Role of AAC in dysarthria

Apraxia

Characteristics; assessment; differential diagnosis; management

Acquired apraxia of speech for adults

Children apraxia of speech

Current issues and trends regarding apraxia prognosis

Role of AAC in apraxics

16.24.5 References

- Ball, M. J. and Lowry O. M. (2001). *Methods in Clinical Phonetics*. London and Philadelphia: Whurr Publishers.
- Caruso. F. J. and Strand, E. A. (1999). *Clinical management of motor speech disorders in children*. New York: Thieme
- Crary, M. (1993). *Developmental Motor Speech Disorders*. London: Whurr/San Diego: Singular
- Duffy, J.R (2005). *Motor Speech Disorders: substrates, differential diagnoses and management*. Second edition. St. Louis: Elsevier Mosby.
- G. G. Weismer (ed). (2007). *Motor Speech Disorders: Essays for Ray Kent*. San Diego: Plural Publishers.
- Marquardt. T. P. (1982). *Acquired Neurogenic Disorders*. New Jersey: Prentice-Hall, Inc.
- Massen et. al (ed.) (2004). *Speech Motor Control in normal and disordered Speech*. New York: Oxford University Press
- Rothi, G. J. I. & Heilman, K. M. (eds.) (1997). *Apraxia of Speech in Adults*. San Diego: Singular Publishing Group
- Yorkston, K.M. et al (2010). *Management of motor speech disorders in children and adults*. Austin, Tex.: Pro-Ed.

16.25 Course Number and Title

BSLT. 3608: Clinical Practicum-2: Neurology (ক্লিনিক শিক্ষানবিশি-২: স্নায়ুতত্ত্ব)

16.25.1 Credit Hours: 04

16.25.2 Course Description

This course is designed to give students a practical experience of speech and language disorders related to neurology. Students of this course will go to the respective clinic or hospital to encounter the patients with neurogenic and motor speech disorders to get practical experience of theories and information they have learnt in the classroom.

16.25.3 Course objective

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

- a. identify the patients of given speech and language disorder;
- b. explain the causes, types and symptoms of these disorders;
- c. provide appropriate therapies and treatment modules for patients with these impairments.

16.25.4 Learning outcome

At the end of this practicum students will be able to—

4. Acquire knowledge of the facilities and activities of the clinical set up.
5. Acquire knowledge of the terminology used in the assessment and therapy in the clinical set up and develop proficiency in usage.
6. Acquire knowledge about normative aspects of speech and language and develop skills for perceptual and instrumental measurement.

16.25.5 What to do

Students will spend 10 hours per week in hospital/clinic not only to observe clinical conditions but also collect pathological linguistic data of patients with neurogenic and motor speech disorders.

16.21.6 Required Assignment

3. Assess 6 clients with neurogenic and motor speech disorders.
4. Offer therapy for these patients.

16.26. Course number and Title

BSLT. 4701: Alternative and Augmentative Communication (বিকল্প ও সহায়ক সংজ্ঞাপন)

16.26.1 Credit Hours: 04

16.26.2 Course Description

This course is intended to familiar the students with different assistive communication forms suitable for persons with severe speech and language disorders. In this course, student will learn types, forms and topics of these communicative forms, and the techniques how these will be appropriate for persons with disorders.

16.26.3 Course Objectives

After completing this course, student will be able to-

- a. be familiar with different alternative and augmentative communications;
- b. interpret methods and techniques of these forms of communications;
- c. design appropriate communication modalities for the patients with severe speech and language disorders.

16.26.4 Course Content

a. Theoretical aspects

60

Augmentative and Alternative Communication (AAC): definitions, goal, scope

Overview of Augmentative Communication Systems Terminology Components: aids, symbols, techniques, and strategies

Identifying appropriate candidates for AAC

Cognitive hierarchy for various symbols and considerations for symbol selection and layout

Access Methods

Message Storage and Retrieval Methods

Acceleration Techniques

Prediction Strategies

The Assessment Process

Components of an Assessment

Considerations for Selection

Training and Follow Up

Features of AAC Devices

The AAC System

Electronic Communication Device Features

Electronic Communication Device Examples
Matching Systems to People
AAC Strategies for Children with Developmental Disabilities
The Decision to Implement AAC
Developmental Apraxia of Speech
Autism and Pervasive Developmental Disorders
Dysarthria

16.26.5 References

- Fidopiastis, C.M. & Schmorow, D.D. (2011). *Foundations of Augmentative Cognition*. Berlin: Springer
- Ganz, J.B. (2014). *Aided Augmentative Communication for Individuals with Autism Spectrum Disorders*. New York: Springer
- Glennan, S. & DeCosta, D. (1997). Augmentative and Alternative Communication Systems. In *Handbook of Augmentative and Alternative Communication*. San Diego, California: Singular Publishing Group, Inc.
- Smith, M. (2005). *Literacy and Augmentative and Alternative Communication*. London: Elsevier Academic Press
- Spears, C. L.& Turner, V. L.(2011). *Rising to New Heights of Communication and Learning for Children with Autism*. London and Philadelphia: Jessica Kingsley Publishers

16.27. Course number and Title

BSLT. 4702: Stuttering and Other Fluency Disorders
(তোতলামী ও অন্যান্য সাবলীলতা বৈকল্য)

16.27.1 Credit Hours: 04

16.27.2 Course Description

This course is designed to provide the students a description of stuttering and other fluency disorders. In this course, the students will learn the characteristics, types, causes and classifications of different fluency disorders along with stuttering.

16.27.3 Course Objectives

Upon completion this course, students will be able to-

- describe characteristics, classifications and cause of stuttering;
- identify other types of fluency disorders;
- explain relevant theories and methods of these disorders

15.27.4 Course Content

1. Introduction to fluency disorders
- Fluent speech: Dimensions, factors, theoretical constructs
Fluency disorders: Definition, goal, scope
Anatomy and physiology of fluency disorders

25

2. Stuttering

50

Stuttering defined

Linguistics, auditory processing, articulatory dynamics, laryngeal dynamics, prosodic, speech motor control viewpoints in stuttering

The biology and sociology of stuttering

Who stutters?

Severity of stuttering –theoretical foundations and methods

Searching for a cure

Assessment and diagnosis

Efficacy measurements in stuttering therapy

Spontaneous recovery

Prevention, relapse of stuttering and related issues

Review of therapy in stuttering and recent advances in evidence based management of children and adults with stuttering

3. Other fluency disorders

25

Types of fluency disorders: developmental, childhood, adult

Nature, characteristics, differential diagnosis, and current status of:

Normal non-fluency

Cluttering

Neurogenic stuttering

Drug-Induced stuttering

16.27.5 References

Curlee, R.F. and Siegel, G.M. (1996). *Nature and treatment of stuttering*. Boston: Allyn and Bacon

Guitar, B. (1998). *Stuttering. An integrated approach to its nature and treatment*. Williams & Wilkins.

Howell, P. & Van Borsel, J. (2011). *Multilingual Aspects of Fluency Disorders*. Bristol: MULTILINGUAL MATTERS

Nathan, L. (2003). *Understanding Stuttering*. Jackson: University Press Mississippi

Onslow, M. & Packman, A. (1999). *The handbook of early stuttering intervention*. Singular pub. Group.

Onslow, M. (1997). *Behavioral management of stuttering*. Singular Press

Schwartz, H.D. (1999). *A primer for stuttering therapy*. Boston: Allyn and Bacon

Shapiro, D. (1999). *Stuttering intervention. A collaborative journey to fluency freedom*. Pro-Ed, Austin, Texas

Yairi, E.S. & Ambrose, N. (2005). *Early childhood stuttering. For clinicians by clinicians*. Pro-Ed, Austin, Texas

16.28 Course Number and Title

BSLT. 4703: Voice Disorders and Dysphagia

16.28.1 Credit Hours: 04

16.28.2 Course Description

This course is introduced to make familiar the students with detail of voice disorders and Dysphagia. In this course, students will learn types, causes and symptoms of various voice disorders and swallowing problems, and the techniques to easily identify these.

16.28.3 Course Objectives

After completing this course, students will be able to-

- a. describe characteristics, types and symptoms of voice disorders and Dysphagia.
- b. identify the real causes of these disorders.
- c. Interpret theories and methods related with these disorders.

16.28.4 Course Content

a. Voice Disorders

50

Anatomy and physiology of laryngeal system

Models of vocal fold vibration

Development of vocal fold

Mechanical properties of the vocal fold

Voice evaluation: perceptual and instrumental

Aerodynamic tests-vital capacity, mean airflow rate, maximum duration of sustained blowing

Measurement of vocal fold vibration

Pathophysiological changes in different voice disorders

Different types of voice disorders

Pediatric voice disorders

Neurogenic voice disorders

Endocrinal voice disorders

Laryngectomy

Pathophysiology of larynx

Treatment-medical, surgical and therapeutic

Rehabilitation team of Laryngectomy

Consideration in rehabilitation

Acoustic, perceptual and physiological aspects of alaryngeal speech

Factors influencing intelligibility of alaryngeal speech

b. Dysphagia

50

Dysphagia – Anatomical & Maturational considerations, Role of respiration. Physiology of suck-swallow-breath sequence, overview of phases of swallowing, Development of feeding skills,

Alternate methods of nutritional intake

Normal swallowing and abnormal swallowing

Disorders of swallowing in children and adults

Etiological classification: Medical, GI tract, respiratory, CNS/PNS damage, cardiac effects, structural, abnormalities and iatrogenic.

Assessment – Clinical examination, subjective evaluation of swallow function, feeding skills, GERD.

Objective methods – Radiological and Instrumental evaluation

Multidisciplinary management of dysphagia – Issues and concerns, Medical and Non-medical treatment

16.28.5 References

- Baken, R. J. (1996). *Clinical Measurement of Speech and Voice*. California: Singular Publishing Group Inc.
- Boone, D. R., McFarlane, S. C. & Von Berg, S. L. (2005). *Voice and Voice Therapy*. Boston: Allyn and Bacon
- BUTCHER, P, ELIAS, N. & CAVALLI, L. (2007). *Understanding and Treating Psychogenic Voice Disorders A CBT Framework*. Chichester: John Wiley & Sons Ltd
- Casper, J. K. and Colton, R. H. (1993). *Clinical Manual for Laryngectomy and Head and Neck Cancer Rehabilitation*. California: Singular Publishing Group Inc.
- Johnson, A. F. and Jakobson, B. H. (1998). *Medical Speech-Language Pathology*. New York and Stuttgart: Theime
- Perlman, A., and Schulze-Delrieu, K. (ed.). (2003). *Deglutition and Its Disorders: Anatomy, Physiology, Clinical Diagnosis, and Management*. Clifton Park, NY: Thomson Delmar Learning
- Rubin, J. S., Sataloff, R. T., Korovin, G. S. and Gould, W. J. (1995). *Diagnosis and Treatment of Voice Disorders*. NY: IGA KU-SHOIN Medical Publishers, Inc.
- Sataloff, R. T., Eller, R. T. and Hawkshaw, M. (2007). *Atlas of Laryngoscopy*. California: Plural Publishing, Inc.
- Sataloff, R. T., Mandel, S, and Abaza, M. (2006). *Laryngeal Electromyography*. California: Plural Publishing, Inc.
- Titze, I. R. (1994). *Principles of Voice Production*. NJ: Prentice Hall, Inc.
- Yorkston, K.M., Miller, R.M., & Strand, E.A. (1995). *Management of Speech and Swallowing in Degenerative Diseases*. Tucson, Arizona: Communication Skill Builders

16.29 Course Number and Title

BSLT. 4704: Clinical Practicum-3: Vocology (ক্লিনিক শিক্ষানবিশি-৩: স্বরতত্ত্ব)

16.29.1 Credit Hours: 04

16.29.2 Course Description

This course is designed to give students a practical experience of speech and language disorders related to voice problem and dysphagia. Students of this course will go to the respective clinic or hospital to encounter the patients of Dysphagia and voice disorders with a view to getting practical experience of theories and information they have learnt in the classroom.

16.29.3 Course Objectives

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

- a. identify the causes of given speech and language disorders;
- b. diagnose people who are suffering from these impairments;
- c. provide appropriate therapy and treatment modules of these disorders.

16.29.4 Learning outcome

At the end of this practicum the students will be able to—

1. Acquire knowledge of the facilities and activities of the clinical set up.
2. Acquire knowledge of the terminology used in the assessment and therapy in the clinical set up and develop proficiency in usage in discussion.
3. Acquire knowledge about normative aspects of speech and language and develop skills for perceptual and instrumental measurement.

16.29.5 What to do

Students will spend 10 hours per week in hospital/clinic not only to observe clinical conditions but also collect pathological linguistic data of patients with Dysphagia and voice disorders.

16.29.6 Required Assignment

5. Assess 6 clients with Dysphagia and voice disorders.
6. Offer therapy for these patients.

16.30 Course Number and Title

BSLT. 4805: Professional Development: Therapy and Treatment

(পেশাগত উন্নয়ন: থেরাপি ও চিকিৎসা)

16.30.1 Credit Hours: 04

16.30.2 Course Description

This course is designed to provide the students knowledge and information of possible therapy and treatment of different speech and language disorders. In this course, students will learn theories and methods of various therapies and treatments to be applied to patients with speech and language disorders.

16.30.3 Course Objectives

After completing this course, students will be able to-

- a. get theoretical knowledge and information of possible therapy and treatment applied to the persons with speech and language disorders.
- b. design appropriate therapy and treatment modules for these patients.
- c. handle the patients by providing pragmatic therapy and treatment.

16.30.4 Course Content

Profession Development: Introduction, goal and scope

Speech and Language therapy and professional development
 Speech and Language therapy and therapy & treatment
 Ethics of therapy and treatment in speech and language therapy
 Various therapies for speech and language disorders
 assessment and treatment of language disorders: Birth to age five
 assessment and treatment of language disorders in school aged children and adolescents
 assessment procedures in clinical aphasiology
 Management of aphasia therapy
 Assessment Procedures of various speech and language disorders
 Directed Clinical Assistantship

16.30.5 References

- Duchan J. F. & Byng S. (2004). *Challenging Aphasia Therapies*. Psychology Press
- Enderby, P., John, A. & Petheram, B. (2006). *Therapy Outcome Measures for Rehabilitation Professionals*. The Atrium, Southern Gate, Chichester: John Wiley & Sons Ltd
- Golper, L.A. C., & Brown, K. (2007). Applying evidence to clinical practice. In R. Lubinski, L. A. C. Golper & C. Frattali (eds.), *Professional issues in speech-language pathology and audiology*, 560-576. Clifton Park, NY: Thomson Learning
- Goldstein, S. & Naglieri, J.A. (2009). *Assessing Impairment From Theory to Practice*. New York: Springer
- Goodglass, H. (1993) *Understanding Aphasia: Foundations of Neuropsychology series*. California: Academic Press Inc.
- FRIEDBERG, R.D. & MCCLURE, J.M. (2002). *Clinical Practice of Cognitive Therapy with Children and Adolescents*. New York nad London: THE GUILFORD PRESS
- Landis, K., Woude, J.V. & Jongsma, A.E.Jr. (2004). *The Speech-Pathology Treatment Planner*. Hoboken, New Jersey: John Wiley & Sons, Inc.
- Miller, T. (2007). Professional ethics. In R. Lubinski, L. A. C. Golper & C. Frattali (eds.), *Professional issues in speech-language pathology and audiology* (pp. 89-99). Clifton Park, NY: Thomson Learning
- Paradis, M.(ed.) (1995). *Aspects of Bilingual Aphasia*. Great Yarmouth: Galliard (Printers) Ltd.
- Wigram, T., Pedersen, I.N. & Bonde, L.O. (2002). *A Comprehensive Guide to Music Therapy*. London and Philadelphia: Jessica Kingsley Publishers

16.31 Course Number and Title

BSLT. 4806: Medical Speech-Language Pathology (Theory + Practical)

[চিকিৎসা বাচন-ভাষা রোগতত্ত্ব (তত্ত্বীয় + ব্যবহারিক)]

16.301.1 Credit Hours: 04

16.31.2 Course Description

This course is introduced to make the students familiar with the concept of medical speech-language pathology – a very genre of speech and language therapy. In this course, students will

not only learn theory and information of this specialized branch, but also get its practical experience.

16.31.3 Course Objectives

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

- a. learn theory, knowledge and information medical speech-language pathology.
- b. apply these theory, knowledge and information to the respective field.

16.31.4 Course Content

a. Theoretical aspects

50

Types of speech-language pathology

Introduction to Medical speech-language pathology

Speech-language pathology in medical settings

Communicating information and record keeping

Vital signs and Physical examination

Mental status and neurologic examination

Nutrition, Hydration and Swallowing

Medical Genetics

Imaging Studies and Radiologic Oncology

Infectious disease and infection control

Neurogenic and Psychiatric disorders

Surgeries and other procedures

Rehabilitation Medicine and Geriatrics

Otolaryngology and the speech-language pathologist

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

b. Practical

50

(Every student will be placed to the respective clinic or hospital to get practical experience of any of the above topics, and finally write a report of this experience.)

16.31.5 References

Johnson, A.J. & Jacobson, B. H. (1998). *Medical Speech-Language Pathology: A Practitioner's Guide*. New York and Stuttgart: Thieme

Golper, L. A. C. (2010). *Medical Speech-Language Pathology: A Desk Reference*. Clifton Park, NY: Delmar Cengage Learning

Miller, RM, & Gorher, ME (1990). *Medical Speech Pathology*. Rockville, MD: Aspen Publisher

16.32 Course number and Title

BSLT. 4807: Second Comprehensive (clinical aspects)

[দ্বিতীয় সর্বাঙ্গিক (ব্যবহারিক বিষয়ক)]

16.32.1 Credit Hours: 02

16.32.2 Course Description

This course is designed to evaluate students' overall knowledge and skills that they have gained from the courses taught from 5th semester to 8th semester. At the same time, they will experience of working with the patients with various speech and language disorders in different clinics or hospitals.

16.32.3 Course Objectives

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

- assimilate the knowledge of previous courses;
- interpret the skills they gained in different clinic and hospitals;

16. 32.4 Course Content

Contents of all compulsory courses taught from 5th semester to 8th semester.

16.32.5 References

No reference is specified.

Non-Credit Courses

16.33 Counter Number and Title

BSLT. 0001: A Modern Language (একটি আধুনিক ভাষা)

16.33.1 Credit Hours: N/A

16.33.2 Course Description

This non-credit course is introduced to learn a modern language other than Bangla and English. This course will help the students to be more capable in the present competitive job market.

16.33.3 Course Objectives

After completing this course, the students will be able to-

- acquire basic skills of a modern language;
- be more capable for hunting international job;
- apply their outcomes in the research field of Communication Disorders.

16. 33.4 Selected Language

Students will take any one of the following languages:

Arabic, Chinese, Danish, Dutch, Finnish, French, German, Hindi, Italian, Japanese, Korean, Norwegian, Persian, Portuguese, Russian, Turkey, Sanskrit, Spanish, Swedish

16.33.5 References

No reference is specified.