

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

Under the Semester System

Session: 2023-224, 2024-25, 2025-26, 2026-27



Department of Communication Disorders

University of Dhaka

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Contents

Introduction	4
Structure of the courses	11
Detail of the courses	13

Semester 1

MSLP. 5101	Communication, Culture and Disability
MSLP. 5102	Learning Disorders and Literacy
MSLP. 5103	Advanced Audiology: Hearing Aids and Technology
MSLP. 5104	Cleft Palate and Craniofacial Anomalies
MSLP. 5105	Advising and Counseling in Communication Disorders

Semester 2

MSLP. 5206	Rehabilitation of people with SLP: Clinic Preparation and Management
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Non-Thesis Group

MSLP. 5207	Speech and Language Disorders Assessment and Treatment in Children
MSLP. 5208	Speech and Language Disorders Assessment and Treatment for Adults
MSLP. 5209	Clinical Practicum

Thesis Group

MSLP. 5210	Research in Communication Disorders
MSLP. 5211	Professional and Technical Writing in SLP
MSLP. 5212	Dissertation

MSLP. 5213	Comprehensive (Theory + Practical)
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MSLP. 5214	Oral Examination (50 + 50)
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Non-credit Course

MSLP. 5215	Internship (to be completed in 1 st and 2 nd semester) (Compulsory for all MSS students)
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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 year**

3. **Speech and Language Pathology as a discipline**

Freedom of expression is a basic human right. However, the ability to communicate, both verbally and nonverbally, and the underlying processing mechanisms require healthy neurobiological development. Any irregularity in these mechanisms or damage to the relevant areas of the brain can cause various types of speech and language disorders. A person with this impairment often struggles to express themselves properly in either the verbal or nonverbal modality and is therefore regarded as speech- or language-handicapped. Given this prevalence, a new branch of human knowledge, 'Speech Pathology,' was established in the USA in 1924 to provide practical treatment and therapy for people with these disorders. In the academic arena of the USA, there has long been a rich tradition of studying this discipline. As the number of people with speech and language disorders is rapidly increasing all over the world, many renowned universities are now also introducing this discipline across 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 regularly. 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 who are 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 at the tertiary level of education.

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

To fulfill the demand of time and society, the University of Dhaka 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 aims 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 the Bengali people;
- 6.3 Conducting original research works in the field of speech and language pathology concerning 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 credit hours in 2 semesters in 1 (one) year.
- 8.2 Obtaining a 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 weekbreak 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+100+100) marks, of which 1000 marks shall be for 09 courses, 100 marks for comprehensive (theoretical aspects-50 + clinical aspects-50), and 100 marks for oral examinations. The marks of oral examinations (MSLP. 5214) are distributed to the 2 semesters in the following manner.

I. 1st semester = 50 marks

II. 2nd 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 2nd semester. For comprehensive examinations, questions will be set from all the courses taught in the 1st semester to the 2nd semester.

9.6 **Non-credit Course**

To get hands-on experience of various aspects of communication disorders, students admitted to the regular MSS program will attend a non-credit course named Internship (MSLP 5214). They will have to pass this one-year range course, but the credit will not be added to their final CGP.

10. **Teaching**

- a. For a full unit course: Two teachers/One teacher will be assigned for each course.
- b. For tutorial class (if needed): The students 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 for the 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 based on -

- 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

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 the BSS (Hons.) degree program on a 4-point grading scale

Numerical grade (in percent)	Letter grade	Explanation	Grade point (In a 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

* 'I' grade is indicative of a situation where a student is unable to complete the full requirements of the course due to 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, a maximum of 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 Examinations.
- 11.5.4 The department shall conduct all semester final examinations with the assistance of the Controller of Examinations.
- 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 chairman 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 are received by the Chairman of the Examination Committee.

11.6.2 The chairman of the Examination Committee shall submit the semester's final examination result, relevant working papers, a list of students recommended for promotion to the next semester, and 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's 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 the course final examination. So, the Department of Communication Disorders, in principle, prefers two examiners (1st examiner and 2nd examiner) in evaluating these scripts appointed by the academic committee of the department. In this regard, a course taught by a single course teacher, the course teacher himself/herself will be identified as 1st examiner, whereas the second examiner will preferably be appointed from outside of the department. In case of a course taught by two course teachers, the relevant course teacher/s of a course will be appointed as 1st and 2nd 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 the 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 the final semester question paper is -

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 the mid-semester examination of a full unit course

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

Total: 25 marks	

11.8.2 For semester final examinations, both examiners (1st examiner and 2nd examiner) will set the question paper for every course. The 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 preferably be 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 to sit in the examination as a regular student.
- b. A student with 60% to 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 and hence shall not be allowed to sit for the examination.

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 therapists and language teaching in academic institutes, researchers in allied health sectors, the communication section of a company, IT sectors, newspapers, 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 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 (Practicum 150 + Oral 50)	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 (Writing dissertation (150 + Oral 50))	Thesis	8	200
13	2	5213	Comprehensive	Compulsory	4	100
14	1 and 2	5214	Oral Examination (1 st Semester 50 + 2 nd Semester 50)	Compulsory	4	100
15	(Within 1 and 2 semesters)	5214**	Internship	Non-credit		

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

** Every student must complete this non-credit course in the 1st and 2nd semester of the MSS program.

16. Detail of the Courses

16.1 Course Number and Title

*MSLP. 5101 Communication, culture and Disability
(msÁvcb, ms̄wZ l cÖwZewÜZv)*

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 the 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 their 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 over 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 of the new realism of the 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

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16. 2. Course Number and Title

MSLP. 5102 Learning Disorders and Literacy
(wKlb ^eKj" I ^vÿiZv)

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 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 struggling learners

Adolescents with LD's: Assessment, Instructions, and Challenges

Coping with Literacy and LDs

Nonverbal Learning Disorders (NLD)

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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- Singh, N. N. & Beale, I. L. (1992). *Learning disabilities: nature, theory, and treatment*. New York: Springer-Verlag Inc.
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16.3 Course Number and Title

MSLP. 5103 Advanced Audiology: Hearing Aids and Technology
(D" PZi kÖæwZweÁvb: kÖeYmvgMÖx I cÖhyw³)

16.3.1 Credit Hours: 4

16.3.2 Course Description

This is advanced hearing science to provide the students with knowledge and information on 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 persons with severe hearing problems.

16.3.3 Course Objectives

This course will enable the studentsto-

- 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 explaintechniques 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 advancements inhearing 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 Advancements 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 standards
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, and advantages

16.3.7 References

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- 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
(†K¬P Zvjy l gyLK‡ivwUMZ A⁻ ^vfvweKZv)

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 phenomena.
- 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 lip and palate.

CILO2. clearly understand the importance of teamwork and initiative to treat cleft lips and palate.

CILO3. independently supervise parents in feeding small children with a 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 issues with a 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.
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- 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.

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- Kummer, Ann W. (2001). *Cleft Palate & Craniofacial Anomalies*. San Diego: Singular Press
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- 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.
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16.5 Course Number and Title

MSLP. 5105 Advising and Counseling and Communication Disorders
(†hvmv†hvm ~eK†j” Dc†`kbv | civgk©)

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

CILO3 demonstrates 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 the 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.

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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

(evPb l fvlv ^eK†j Avμvšl e w³i cybe©vmb: wK-wbK

cÖwZôv l e e vcbv)

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 for 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 procedures 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 issues, and 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 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
(evPb I fvlv ~eKþj~ AvKvšÍ wkii kbv³KiY I wPwKrmv)

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 become familiar with intervention procedures for children 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 making 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.

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- 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
(evPb | fvlv ^eK†j̄ AvKvšÍ eq̄ < e¨w³i kbv³KiY | wPwKrmv)

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 become 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 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 adults with speech and language disorders.

CILO2. Critically analyze the current evidence-based practice for making 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 clients

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 Cuing 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 the 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: DeutscherWissenschaftsverlag(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
(wK→wbK"vj Abykxjb)

16.9.1 Credit Hours: 8

16.9.2 Course Description

This internship is designed for students to belong to the non-thesis group to provide them with practical experience to diagnose and treat persons with speech and language disorders. In this course internship, students will have the opportunity to meet people suffering from communication disorders and provide 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. 5210 Research in Communication Disorders
(†hvmM†hvmM ^eKj" kv†_¿ M†elYv)

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 work 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 understanding 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. 5211 Professional and Technical Writing in SLP
 (evPb l fvlv ^eKj" kv#~¿ †ckvMZ l we#klvwqZ wjLb)

16.11.1 Credit Hours: 4

16.11.2 Course Description

This course is designed to provide the students with the 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 academic research works.

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

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

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

The difference between a research article and a test

Writing a Research Article and a Dissertation

1. DEVELOPING A STORY LINE

The main point of the paper.

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

2. STRUCTURE OF ARTICLE

Title, Abstract, Keywords, Introduction, Method, Results, Discussion.

3. STORY LINE FLOW THRU ARTICLE
4. Literature Review
5. INTRODUCTION AND DISCUSSION / CONCLUSION
 - 5.1 GOAL OF INTRODUCTION
 - Give the 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. & 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

16.12 Course Number and Title

MSLP. 5212 Dissertation
(*Awfm* `f©)

At the beginning of the 2nd semester, the best 10 (ten) students, based on the result of BSS final CGPA, will be assigned to conduct research work to write a dissertation which includes objectives, rationale, literature review, methods, data analysis, results, and discussion. In this course, students will work on a selected topic of their dissertation prepared under the 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 a 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 1st and 2nd 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 shows their ability to gain knowledge and skills from 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 the 1st semester 2nd semester.

16.13.7 References

No reference is specified.

16.14 Course Number and Title

MSLP. 5214 Oral Examination (†gŠwLKcixÿv)

Every student must attend and pass the oral examination to exhibit sufficient oral skills of the courses introduced at masters level. The oral examination will be held at the end of the 1st and 2nd semesters.