



# PHOENICIA UNIVERSITY

Innovation . Inspiration . Integrity

## College of Public Health

Suggested Speech Therapy Degree Plan

2024-2025

[www.pu.edu.lb](http://www.pu.edu.lb)

# College of Public Health

## BA in Speech Therapy

### Program Description

The BA program in Speech Therapy at Phoenicia University requires students to complete to complete 132 credit hours at the freshman level and 102 credit hours for those joining as sophomores. Of the total credit hours required, 69 credit hours must be completed in major courses, including 8 credits internship and seminar programs, with the remainder (33 credit hours) allocated to general education/non-business courses.

### Graduation Requirements

- Students obtain a minimum “Program GPA” of 2.0; no rounding (e.g., a GPA of 1.99) — whatsoever—will be applied.
- Students obtain a minimum “Cumulative GPA” of 2.0; no rounding (e.g., a GPA of 1.99) — whatsoever—will be applied.
- Students obtain “Graduation Clearance” as detailed in the following section.

### University Graduation Requirements (33 credit hours)

To graduate with a Bachelor of Arts in Speech Therapy, students will need 33 credit hours in university general requirements. The 33 credit hours in general educational requirements for degree programs include the following:

- 9 credits in Basic Sciences (Statistics, Biology, and Chemistry)
- 3 credits in Social Science (Psychology)
- 6 credits in English (English I and English II)
- 6 credits in Civilization (World Civilization I and World Civilization II)
- 3 credits in Arabic
- 3 credits in Communication (Public Speaking)
- 3 credits in Computing (Intro to Computing for Arts)

### Speech Therapy Graduation Requirements (69 credit hours)

The College of Public Health requirements for the BA degree in Speech Therapy include the following additional requirements:

- 69 credits of mandatory core courses (including 8 credits for internship programs)

## Graduation Clearance

Upon reaching senior-level status, students must fill out the graduation clearance form after completing all their degree requirements. The graduation clearance form should be signed by the following personnel: Departmental Coordinator, Dean of College, IT Director, Library Coordinator, Finance Director, Registrar Director, Career Center Director, Head of the Exit Interview Committee, President, and Chancellor. Failure to do so will delay graduation.

## Course Descriptions

### **SPTH 201. Introduction to Speech Therapy and Health Rehabilitation Professions - 3cr.**

This course is an introduction to speech therapy, describing in depth the speech therapist's job and its relation to other fields. The course also introduces students to practical work and explains the different roles of a speech therapist in the multidisciplinary team. This course sets up the foundational knowledge for many courses that will follow in organizing/dividing the speech therapist's practical work. Students in this course explore the roles and functions of the health and rehabilitation disciplines.

In addition, students explore the health care system and its impact on society. Students learn the roles and expectations of training and educational preparation of health and rehabilitation professions across the world. **Concurrent Prerequisite: ENGL 101.**

### **SPTH 202. Introduction to Pre-Verbal Communication and Early Intervention - 3cr.**

This course provides students with an overview of the nature, etiology, and assessment of the non-verbal and pre-verbal communication in children from birth to the age of three. The course introduces the services provided by early intervention specialists and sensory integration and highlights the importance of parental guidance for children with communication delays and their families. Specific emphasis is drawn on team approaches, culturally diverse background groups, and theoretical, evidence-based, and practical applications. **Prerequisite: SPTH 201.**

### **SPTH 204. Head and Neck Anatomy - 3cr.**

This course provides students with basic knowledge regarding the anatomy and physiology of the head and neck region and is concerned with theories in health behavior and education. Additionally, the course provides students with a thorough understanding of the anatomy of the structures that are involved in the production of speech. The course focuses on the anatomy, design and function of the structures in the brain, neck, and thorax as they pertain to speech pathology. The course also includes the neural basis of sound production. **Prerequisite: SPTH 201.**

### **SPTH 205. Diagnostic Audiology and Hearing Impairments - 3cr.**

This course acquaints students with the hearing sciences and approaches for evaluating hearing: anatomy and physiology of the ear, the decibel, ear pathology, pure-tone audiometry, speech audiometry, and acoustic-immittance audiometry. It provides students with the important role of the speech therapist in the multidisciplinary team and the developed techniques for spoken language in children with hearing loss using therapy, linguistic knowledge, technology, and practice. **Prerequisites: SPTH 201, and SPTH 204.**

### **SPTH 206. Dyslexia Learning Disorders, Assessment and Rehabilitation - 3cr.**

This course familiarizes students with the dyslexia disorder. The course examines the acquisition of reading and writing abilities in typically developing children, the factors that affect their acquisition, and the specific learning difficulties encountered. It also addresses the evaluation and treatment of dyslexia. **Prerequisites: SPTH 201, SPTH 225, SPTH 231, SPTH 290, and SPTH 291.**

### **SPTH 207. The Autism Spectrum Disorders - 3cr.**

This course focuses on the definition, diagnosis, causes, intervention strategies, and program planning for children with Autism Spectrum Disorders (ASD). It helps understand the symptoms, skills, and levels of disability found in ASD. The course discusses the characteristics, treatments, and services relating to ASD. Students learn to examine specific intervention strategies. They also learn how to create learning goals, short-term and long-term objectives. **Prerequisites: SPTH 201, and SPTH 202.**

### **SPTH 208. Genetic Diseases and Speech Therapy - 3cr.**

This course provides students with a contemporary overview of human genetic disorders, variations, and mutations. In addition, the course covers some aspects of clinical management of genetic diseases and information on the genetic disorders and their impact on the language and speech development. This course highlights the role of the speech therapist in several specific speech disorders and language disorders that appear to be closely tied with genetics. **Prerequisites: SPTH 202, and SPTH 204.**

### **SPTH 209. Neuropsychology - 3 cr.**

This course introduces the practice of clinical neuropsychology, including the anatomic, functional, and cognitive substrates underlying human behavior and neuropsychological disorders. Students in this course appreciate that such a specialized subfield is closely related to speech-language pathology, especially in view of the relationship between language development and executive functioning and

memory. Students learn to assess and interpret the relationship between the nervous system functions— cognition, emotion and behavior— and apply such knowledge to the language and communication development. Students gain an understanding of the field through reviews of adult and pediatric cognitive and neurological disorders. This course covers the neuropsychological examination and the role of a speech therapist in procedures, neuropsychological assessment of memory disorders, mild cognitive impairment, dementia, and aphasia. This course also explores the neuropsychological presentation of Alzheimer's disease and other neuro degenerative diseases. **Prerequisite: SPTH 204.**

### **SPTH 210. Lifecycle Psychopathology: Child, Adolescence and Adulthood - 3 cr.**

This course introduces students to the concept of mental disorders and the skills needed to assess disturbances of thought, emotion and behavior. Students are expected to learn the characteristics and psychopathology of some of the psychiatric syndromes seen through the life cycle, as well as their impact on the language and communication development. This course highlights the importance of the multidisciplinary team and in particular the role of the speech therapist. **Prerequisites: PSYC 201, and SPTH 273.**

### **SPTH 212. Dyscalculia - 2 cr.**

This course provides students with the basic understanding of the principal theories causing learning disabilities and concepts relating to dyscalculia. The course aims to help professionals identify and support young people with these specific learning difficulties through the examination of the curriculum and through considering more flexible curricular arrangements. In this course, students construct their knowledge about what dyscalculia is and the academic and social problems that individuals with dyscalculia suffer. Students become aware of such individuals' needs, like their difficulties with numeracy and the ways to address such difficulties. **Prerequisites: SPTH 202, SPTH 290, and SPTH 291.**

### **SPTH 234. Dysphagia and Swallowing Disorders - 3 cr.**

This course exposes students to information related to the normal swallowing processes and the assessment and treatment of both adult and pediatric dysphagia. In this course, students become familiar with the medical evaluation and diagnoses of dysphagia and the swallowing deficits caused by different etiologies. They gain knowledge of the different types of feeding methods and their benefits. Students also develop their ability to conduct a complete dysphagia evaluation and recognize the unique nature of each patient and family with regards to cultural issues and food and understand the role of the speech therapist with the patients that present feeding and swallowing disorder. **Prerequisites: SPTH 201, and SPTH 204.**

**SPTH 217. Voice Therapy I and II - 3 cr.**

This course introduces students to the anatomy and physiology of phonation. It helps understand the dynamic interactions between the respiratory, laryngeal, and resonating sub-systems for an improved vocal output across all communication tasks. The course provides the students with the flexibility to determine the most effective voice production techniques that are used in speech therapy. In this course, students become familiar with the medical evaluation and the role of the speech therapist in the assessment of voice disorder in order to treat voice disorders with vocal and physical exercises along with communication changes. The embedded laboratory component in this course exposes students to the experimental tools involved in speech and voice therapy and case analysis. **Prerequisite: SPTH 204, and SPTH 273.**

**SPTH 219. Down Syndrome - 2 cr.**

This course introduces students to Down syndrome: definition, characteristics, causes, symptoms, treatments, and the role of a speech therapist in the early intervention in a child's life. This course also includes typical communication and language development for a child with Down syndrome. It also provides practical guidance for speech therapists supporting a child with Down syndrome. **Prerequisites: SPTH 226.**

**SPTH 224. Cerebral Palsy and Augmentative Alternative Communication (AAC) - 3cr.**

This course provides students with a basic introduction to the disabilities related to impaired muscle coordination caused by brain damage. It also includes observation of children with disabilities—physical and mental—in special-needs schools or specialized associations. It offers an overview of the role of the speech therapist with disabled patients, and it provides them with the therapeutic techniques and adaptations related to the feeding and swallowing problems. In this course, students gain knowledge and skills related to the AAC modalities and assistive technologies. This course also focuses on the needs of children who use AAC and the process of selecting and implementing AAC systems: communication messages, symbols, alternative access, assessment, and intervention planning. **Prerequisites: SPTH 202, and SPTH 234.**

**SPTH 225. Oral Language - 3 cr.**

This course provides an overview of the normal progression of language acquisition from infancy to adolescence, theories concerning language acquisition and milestones, social factors in speech acquisition, the development of dialects, and potential problems in speech language development. The course focuses on first language acquisition in infancy and childhood, covering the progression of the components of language: phonology, semantics, syntax and pragmatics. This course also stresses typical language acquisition and the different theories that explain the underlying cognitive and linguistic mechanism at work in an early learner. **Prerequisites: SPTH 201, SPTH 202, SPTH 290, and SPTH 291.**

**SPTH 226. Developmental Language Disorder (DLD) - 3 cr.**

This course provides students with an overview of speech and language disorders. In this course, students acquire knowledge about language disorders. It is designed to examine the phonological, syntactic, morphologic, semantic and pragmatic characteristics of developmental language disorders, such as specific language impairment. It introduces methods of evaluation and therapy: assessment tools, diagnostic procedures, and rehabilitation techniques. In this course, students are introduced to the interplay between the cognitive abilities, executive functions and the linguistic skills. **Prerequisites: SPTH 225, SPTH 227, SPTH 231, SPTH 290, and SPTH 291.**

**SPTH 227. Phonetics - 3 cr.**

This course provides students with an overview of speech sounds from a physiological, descriptive, and acoustic perspectives. In this course, students develop competence in perceiving and classifying the segmental and supra-segmental patterns of speech. They learn to identify, describe, classify, and transcribe different types of speech sounds with the International Phonetic Alphabet. They also appreciate an overview of normal and disordered phonological development. Students examine and practice evidence-based principles and practical applications of assessment, analysis, diagnosis, and remediation approaches in addition to the procedure of phonological disorders. **Prerequisite: SPTH 201.**

**SPTH 228. Childhood Onset Fluency Disorder - 2 cr.**

This course is designed to provide students in speech-language pathology with an understanding of the symptoms, etiologies, evaluation, diagnosis, and treatment procedures for all age groups. The course develops students' practical knowledge about individuals with fluency disorders in order to provide quality, based-evidence support. In addition, differential diagnosis, evaluation, and treatment of other fluency disorders are addressed. This course stresses students' appreciation of and awareness about parent counseling, cultural considerations and fluency disorders support groups. **Prerequisite: SPTH 225.**

**SPTH 229 Aphasia - 2 cr.**

This course builds students' knowledge of the nature of aphasia and related language disorder, including the etiologies, characteristics, anatomical, physiological, developmental, and cultural correlates. In this course, students construct knowledge of the principles and methods of prevention, assessment, and intervention for people with aphasia and related language disorder, including considerations of anatomical, physiological, developmental, and cultural correlates of the disorders. Students also demonstrate knowledge of the standards of ethical conduct regarding the evaluation and treatment of aphasia. **Prerequisites: SPTH 209, and SPTH 225.**



### **SPTH 230. Speech Sound Disorder and Phonological Disorder - 2 cr.**

This course is designed to provide students with the basic foundation in the types, etiologies and the assessment and treatment of articulation and phonological disorders in children. In this course, students learn to differentiate between speech sound disorder and phonological disorder. Students gain knowledge about the various aspects of articulation and phonological disorders. In this course, the concepts and principles of intervention are presented, in addition to the approaches and techniques employed for the clinical remediation of speech sound disorder and phonological disorder. **Prerequisite: SPTH 225.**

### **SPTH 231. Bilingual Language Development (Plus Lab) - 3cr.**

This course builds students' understanding of language development in a multilingual environment. Students learn how one or more languages are acquired, represented, and processed. They also understand the brain mechanism in bilingual language processing and other aspects of cognition. The course also provides students with the evaluation techniques and treatment strategy for bilingual children with language disorders. It helps students differentiate between a language disorder and a language difference occurring in multilingual children. **Prerequisites: SPTH 225, SPTH 290, and SPTH 291.**

### **SPTH 240. Diploma Thesis I**

A thesis project is a major undertaking that involves considerable independent research and writing on an important topic of the candidate's choice. The thesis is expected to contribute all new information to the field of speech language pathology. This course provides an opportunity for participants to develop their understanding of research and their research methods capabilities. This course develops students' understanding of the basic framework of the research process and capability in identifying various sources of information for literature review and data collection. In parallel, students work with a faculty member to review the literature in the chosen area and develop the research proposal. In this first unit, students are requested to read a set of diverse sources related to the topic. They have to evaluate the relevance, purpose, and authority of these sources; eliminate some; and write a hypothesis based on those remaining. **Prerequisite: SPTH 296B; Corequisite: SPTH 240S.**

#### **o SPTH 240S. Diploma Thesis I Seminar - 1 cr.**

A thesis project is a major undertaking that involves considerable independent research and writing on an important topic of the candidate's choice. The thesis is expected to contribute all new information to the field of speech language pathology. This course provides an opportunity for participants to develop their understanding of research and their research methods capability. This course develops students' understanding of the basic framework of the research process and capability in identifying various sources of information for literature review and data collection. In parallel, students work with a faculty member to review the literature in the chosen area and develop the research proposal. In this first unit, students are requested to read a set of diverse sources related to the topic. They have to evaluate the relevance, purpose, and authority of these sources; eliminate some; and write a hypothesis based on those remaining. **Prerequisites: SPTH 296A and SPTH 296B; Corequisite: SPTH 240.**



## **SPTH 241. Diploma Thesis II**

In unit two, students understand the role of theories in research and learn to write research proposals. In this course, students acquire skills in both qualitative and quantitative research methods and learn how to report research findings with implications and draw conclusions. In parallel, students are required to develop a research question informed by the hypothesis developed in SPTH 240. In this second unit, students are required to develop an appropriate methodology to answer the developed research question and establish their argument into a draft of an article that will culminate in a research paper and presentation. **Prerequisite: SPTH 240; Corequisite: SPTH 241S.**

### **o SPTH 241S. Diploma Thesis II Seminar - 1 cr.**

In unit two, students understand the role of theories in research and learn to write research proposals. In this course, students acquire skills in both qualitative and quantitative research methods and learn how to report research findings with implications and draw conclusions. In parallel, students are required to develop a research question informed by the hypothesis developed in SPTH 240. In this second unit, students are required to develop an appropriate methodology to answer the developed research question and establish their argument into a draft of an article that will culminate in a research paper and presentation. **Corequisite: SPTH 241.**

## **SPTH 250. Ethics for Speech Therapy - 1 cr.**

This course defines ethics in a health care environment and provides students with the basic theories and approaches to ethical decision-making. This course focuses on the importance of maintaining privacy and confidentiality in relation to the profession and patients' information. The course also equips students with general knowledge about the employment contract and the general guidelines that rule the speech therapy practice. **Prerequisite: ENGL 202.**

## **Internship and Seminar Descriptions**

### **SPTH 270. Speech Therapy Internship Seminar I A - 1 cr.**

The purpose of this course is to allow students to integrate the principles of speech-language-hearing sciences with principles of professional practice acquired during the internships SPTH290 and SPTH291. This seminar introduces students to observation, analysis, and interpretation. The course informs students about the means to establish and maintain a good relation with children and teachers. Additionally, the seminar allows students to observe the pedagogic functioning in a class and understand the role of the pedagogic team. It also introduces students to professional behaviors and work ethics. **Concurrent Prerequisite: SPTH 201; Corequisite: SPTH 290.**

### **SPTH 271. Speech Therapy Internship Seminar I B - 1 cr.**

The purpose of this course is to allow students to integrate the principles of speech-language-hearing sciences with principles of professional practice acquired during the internships SPTH290 and SPTH291.

This seminar introduces students to observation, analysis and interpretation. The course informs students about the means to establish and maintain a good relation with children and teachers. Additionally, the seminar allows students to observe the pedagogic functioning in a class and understand the role of the pedagogic team. It also introduces students to professional behaviors and work ethics. **Prerequisites: SPTH 201 and SPTH 270; Corequisite SPTH 291.**

#### **SPTH 272. Speech Therapy Internship Seminar II A - 1 cr.**

The purpose of this course is to allow students to integrate the principles of speech-language-hearing sciences with principles of professional practice acquired during the internships: SPTH 293 and SPTH 294. In this seminar, students identify the multiple roles of a speech and language pathologist according to the place of intervention (e.g. clinic, institution, or hospital). Students are trained to analyze different types of reports (e.g. initial report and progress report) and sessions (e.g. assessment and intervention). Students gain knowledge on how to organize an intervention session and issue activities according to the follow up plan. In addition, students analyze the content of a child's file as well as the material used in clinics or institutions. **Prerequisite: SPTH 271; Corequisites: SPTH 293A, and SPTH 294A.**

#### **SPTH 273. Speech Therapy Internship Seminar II B - 1 cr.**

The purpose of this course is to allow students to integrate the principles of speech-language-hearing sciences with principles of professional practice acquired during the internships: SPTH 293 and SPTH 294. In this seminar, students identify the multiple roles of a speech and language pathologist according to the place of intervention (e.g. clinic, institution or hospital). Students are trained to analyze different types of reports (e.g. initial report and progress report) and sessions (e.g. assessment and intervention). Students gain knowledge on how to organize an intervention session and issue activities according to the follow up plan. In addition, students analyze the content of a child's file as well as the material used in clinics or institutions. **Prerequisite: SPTH 272; Corequisites: SPTH 293B, and SPTH 294B.**

### **SPTH 274. Speech Therapy Internship Seminar III A - 1 cr.**

The purpose of this course is to allow students to integrate the principles of speech-language-hearing sciences with principles of professional practice acquired during their SPTH 296 internship. During this seminar, students are trained on how to develop objectives of intervention in response to an assessment and a diagnosis. Students gain knowledge about selecting intervention objectives, enrolling them in sessions, and adapting them depending on the child's progress. In addition, students learn how to select and adapt different materials according to the intervention plan and the child's interest. Students also learn how to write reports. Seminar duration is 15 hrs. **Prerequisite: SPTH 273; Corequisite: SPTH 296A.**

### **SPTH 275. Speech Therapy Internship Seminar III B - 1 cr.**

The purpose of this course is to allow students to integrate the principles of speech-language-hearing sciences with principles of professional practice acquired during their SPTH 296 internship. During this seminar, students are trained on how to develop objectives of intervention in response to an assessment and a diagnosis. Students gain knowledge about selecting intervention objectives, enrolling them in sessions, and adapting them depending on the child's progress. In addition, students learn how to select and adapt different materials according to the intervention plan and the child's interest. Students also learn how to write reports. Seminar duration is 15 hrs. **Prerequisite: SPTH 274; Corequisite: 296B.**

### **SPTH 276. Speech Therapy Internship Seminar IV A - 1 cr.**

The purpose of this course is to allow students to integrate the principles of speech-language-hearing sciences with principles of professional practice acquired during the internships: SPTH 297A, SPTH 298A and SPTH 299A. This seminar allows students to conduct an assessment using the adequate tools of evaluation and to collect information from patient, family, and caregivers to develop a precise diagnosis. In addition, students learn to develop an intervention plan adequate to each patient and modify objectives to meet the needs of patients. This seminar prompts students to collaborate with a multidisciplinary team in case management, provide parents/caregivers/schools with guidance, and support and refer patients for appropriate services. Seminar duration is 15 hrs. **Prerequisite: SPTH 275; Corequisites: SPTH 297A, SPTH 298A, and 299A.**

### **SPTH 277. Speech Therapy Internship Seminar IV B - 1 cr.**

The purpose of this course is to allow students to integrate the principles of speech-language-hearing sciences with principles of professional practice acquired during the internships: SPTH 297B, SPTH 298B and SPTH 299B. This seminar allows students to conduct an assessment using the adequate tools of evaluation and to collect information from patient, family, and caregivers to develop a precise diagnosis. In addition, students learn to develop an intervention plan adequate to each patient and modify objectives to meet the needs of patients. This seminar prompts students to collaborate with a multidisciplinary team in case management, provide parents/caregivers/schools with guidance, and support and refer patients for appropriate services. Seminar duration is 15 hrs. **Prerequisite: SPTH 276; Corequisites: SPTH 297B, SPTH 298B, and SPTH 299B.**

### **SPTH 290. Internship I A – School Observation**

The purpose of this internship is to enable students to integrate the principles of speech-language-hearing sciences with principles of professional practice. During this internship, students advance their knowledge about typical acquisition of oral language and literacy. In addition, they identify the means to establish and maintain a good relation with children and teachers. This internship allows students to explore how regular schools function. Students also advance their knowledge and understanding of cultural and linguistic diversity, where they identify cultural differences in a child's rearing, belief systems, educational values, and familial and community characteristics. During these internships, students demonstrate professional behavior while abiding by the institute's policies, rules, and code of conduct. This internship comprises 50 hours of observations. **Corequisite: SPTH 270; Concurrent Prerequisite: SPTH 201.**

### **SPTH 291. Internship I B – Nursery Observation**

The purpose of this internship is to enable students to integrate the principles of speech-language-hearing sciences with principles of professional practice. During this internship, students advance their knowledge about typical acquisition of oral language and literacy. In addition, they identify the means to establish and maintain a good relation with children and teachers. This internship allows students to explore how regular nurseries function. Students also advance their knowledge and understanding of cultural and linguistic diversity, where they identify cultural differences in a child's rearing, belief systems, educational values, and familial and community characteristics. During these internships, students demonstrate professional behavior while abiding by the institute's policies, rules, and code of conduct. This internship comprises 50 hours of observations. **Corequisite: SPTH 271; Prerequisites: SPTH 201, and SPTH 290.**

### **SPTH 292. Internship I C – Physicians Observation**

This internship allows students to integrate the principles of speech-language-hearing sciences with principles of professional practice. During this internship, students advance their knowledge about the role of an ENT, an audiologist, a pediatric neurologist and a pediatric psychiatrist in identifying and diagnosing several disorders/disabilities. In addition, students become aware of the different disorders/disabilities diagnosed by an ENT, an audiologist, a pediatric neurologist and a pediatric

psychiatrist. Students also identify the recommendations advised by an ENT, an audiologist, a pediatric neurologist, and a pediatric psychiatrist to family, schools and professionals regarding the patient's difficulties. During this internship, students demonstrate professional behavior through abiding by the institutes' policies, rules, and code of conduct. This internship comprises 10 hours of observation in each sector, a total of 40 hours of observation. **Corequisite: SPTH 270.**

### **SPTH 293 Part A. Internship II A – Institution Observation (Fall Semester)**

During this internship, students integrate principles of speech-language-hearing sciences with principles of professional practice. They realize the clinical process of collecting information, screening, assessment, and treatment in speech and language pathology. Students also identify the means and causes of referral to physicians—as they form a clear diagnosis—and appropriate services. The internship enables students to identify the procedure of collaboration with a multidisciplinary team and realize the role of each discipline in the global intervention project. By the end of this internship, students advance their knowledge of how to inform professionals, schools, parents, and patients about the specificities of the disorders and the associated difficulties and their implication on the patient's life in order to detect and prevent them. In addition, students identify the means to establish and maintain a good therapeutic relation with parents, family members, and patients. This internship also prompts students' knowledge and understanding of people with disorders or disabilities in their socio-cultural context as well as cultural and linguistic diversity. Students advance their understanding of professional practices in speech-language pathology by identifying the major professional organizations that promote the profession of speech-language pathology, the role of the speech-language pathologist, and the major components of the code of ethics for speech-language pathology. In addition, students identify and maintain procedures for clients' privacy and confidentiality. They also demonstrate professional behavior in a clinical setting, including timeliness, respectfulness, and sensitivity to clients and family. This internship comprises 60 hours of clinical observation. **Corequisite: SPTH 272; Prerequisites: SPTH 201, SPTH 202, and SPTH 291.**

### **SPTH 293 Part B. Internship II A – Institution Observation (Spring Semester)**

During this internship, students integrate principles of speech-language-hearing sciences with principles of professional practice. They realize the clinical process of collecting information, screening, assessment, and treatment in speech and language pathology. Students also identify the means and causes of referral to physicians—as they form a clear diagnosis—and appropriate services. The internship enables students to identify the procedure of collaboration with a multidisciplinary team and realize the role of each discipline in the global intervention project. By the end of this internship, students advance their knowledge of how to inform professionals, schools, parents, and patients about the specificities of the disorders and the associated difficulties and their implication on the patient's life, in order to detect and prevent them. In addition, students identify the means to establish and maintain a good therapeutic relation with parents, family members, and patients. This internship also prompts students' knowledge and understanding of people with disorders or disabilities in their socio-cultural context as well as cultural and linguistic diversity. Students advance their understanding of professional practices in speech-language

pathology by identifying the major professional organizations that promote the profession of speech-language pathology, the role of the speech-language pathologist, and the major components of the code of ethics for speech-language pathology. In addition, students identify and maintain procedures for clients' privacy and confidentiality. They also demonstrate professional behavior in a clinical setting, including timeliness, respectfulness, and sensitivity to clients and family. This internship comprises 60 hours of clinical observation. **Corequisite: SPTH 273; Prerequisites: SPTH 293A, and BCOM 300.**

#### **SPTH 294 Part A. Internship II B – Clinical Observation (Fall Semester)**

This internship allows students to integrate principles of speech-language-hearing sciences with principles of professional practice. During this internship, students realize the clinical process of collecting information, screening, assessment, and treatment in speech-language pathology. They also identify the procedure of collaboration with a multidisciplinary team and realize the role of each discipline in the global intervention project. This internship enables students to advance their knowledge of how to inform professionals, parents and patients about the specificities of the disorders and the associated difficulties and their implication on the patient's life, in order to detect and prevent them. In addition, students identify the means to establish and maintain a good therapeutic relation with parents, family members, and patients. This internship also supports students in identifying the function of specialized schools and institutions as they realize the appropriate adaptations performed to each disorder. This internship prompts students' knowledge and understanding of people with disorders or disabilities in their socio-cultural context as well as the cultural and linguistic diversity. During this internship, students advance their understanding of professional practice in speech-language pathology by identifying the major professional organizations that promote the profession of speech-language pathology, the role of the speech-language pathologist, and the major components of the code of ethics for speech-language pathology. In addition, students identify and maintain procedures for clients' privacy and confidentiality. They also demonstrate professional behavior in a clinical setting, including timeliness, respectfulness, and sensitivity to clients and family. This internship comprises 60 hours of clinical observation. **Corequisite: SPTH 272; Prerequisites: SPTH 201, SPTH 202, and SPTH 291.**

#### **SPTH 294 Part B. Internship II B – Clinical Observation (Spring Semester)**

This internship allows students to integrate principles of speech-language-hearing sciences with principles of professional practice. During this internship, students realize the clinical process of collecting information, screening, assessment, and treatment in speech-language pathology. They also identify the procedure of collaboration with a multidisciplinary team and realize the role of each discipline in the global intervention project. This internship enables students to advance their knowledge of how to inform professionals, parents and patients about the specificities of the disorders and the associated difficulties and their implication on the patient's life, in order to detect and prevent them. In addition, students identify the means to establish and maintain a good therapeutic relation with parents,



family members and patients. This internship also supports students in identifying the function of specialized schools and institutions as they realize the appropriate adaptations performed to each disorder. This internship prompts students' knowledge and understanding of people with disorders or disabilities in their socio-cultural context as well as the cultural and linguistic diversity. During this internship, students advance their understanding of professional practice in speech-language pathology by identifying the major professional organizations that promote the profession of speech-language pathology, the role of the speech-language pathologist, and the major components of the code of ethics for speech-language pathology. In addition, students identify and maintain procedures for clients' privacy and confidentiality. They also demonstrate professional behavior in a clinical setting, including timeliness, respectfulness, and sensitivity to clients and family. This internship comprises 60 hours of clinical observation. **Corequisite: SPTH 273; Prerequisite: SPTH 294A.**

### **SPTH 296 Part A. Internship III – Institution Intervention (Fall Semester)**

This internship prompts students' critical thinking and decision-making skills while engaging them in identification, evaluation, diagnosis, planning, implementation, and intervention. Students demonstrate appropriate professional skills while collaborating with a multidisciplinary team. During this internship, students put into practice their acquired knowledge to inform professionals, parents and patients about the specificities of the disorders and the associated difficulties and their implication on the patient's life, in order to detect and prevent them. In addition, they practice the means to establish and maintain a good therapeutic relation with the members of a multidisciplinary team and children. They also realize the appropriate adaptations performed to each child and relate it to his/her difficulties. Students also demonstrate their understanding of professional practice in speech-language pathology, the role of a speech therapist with a child/patient and within a multidisciplinary team, and the major components of the code of ethics for speech-language pathology. In addition, students identify and maintain procedures for clients' privacy and confidentiality. They also demonstrate professional behavior in a clinical setting, including timeliness, respectfulness, and sensitivity to clients and family. This internship comprises 125 hours of clinical intervention in collaboration and under the supervision of a speech therapist.

**Corequisite: SPTH 274; Prerequisites: SPTH 225, SPTH 227, SPTH 231, SPTH 293B, and SPTH 294B.**

### **SPTH 296 Part B. Internship III – Institution Intervention (Spring Semester)**

This internship prompts students' critical thinking and decision-making skills while engaging them in identification, evaluation, diagnosis, planning, implementation, and intervention. Students demonstrate appropriate professional skills while collaborating with a multidisciplinary team. During this internship, students put into practice their acquired knowledge to inform professionals, parents, and patients about the specificities of the disorders and the associated difficulties and their implication on the patient's life, in order to detect and prevent them. In addition, they practice the means to establish and maintain a good therapeutic relation with the members of a multidisciplinary team and children. They also realize the appropriate adaptations performed to each child and relate it to his/her difficulties. Students also

demonstrate their understanding of professional practice in speech-language pathology, the role of a speech therapist with a child/patient, and within a multidisciplinary team and the major components of the code of ethics for speech-language pathology. In addition, students identify and maintain procedures for clients' privacy and confidentiality. They also demonstrate professional behavior in a clinical setting, including timeliness, respectfulness, and sensitivity to clients and family. This internship comprises 125 hours of clinical intervention in collaboration and under the supervision of a speech therapist. **Corequisite: SPTH 275; Prerequisite: SPTH 296A.**

#### **SPTH 297 Part A. Internship IV A – Institutions Intervention (Fall Semester)**

This internship allows students to integrate principles of speech-language-hearing sciences with principles of professional practice while evaluating, intervening, and interacting with children who present voice, swallowing, communication, and language (oral/written) disorders as well as with family members and other professionals. During this internship, students develop their evaluation capabilities as they: a) collect case history information and integrate information from patients, family, caregivers, teachers, and relevant others (including other professionals), b) select and administer appropriate evaluation procedures, and c) interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention. In addition, students develop setting- appropriate intervention plans while using suitable materials and instrumentation for prevention and intervention. As they build their clinical intervention capabilities, students measure and evaluate patients' performance and progress and modify intervention plan accordingly. They also identify and refer patients for services as required. During this internship, students develop effective communication strategies, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the patient, family, caregivers, and relevant others. They collaborate with other professionals in case management and provide counseling to patients, family, caregivers, and relevant others. Throughout their internship experience, students adhere to the code of ethics, and fully abide by the requirements of professional conduct. This internship comprises 125 hours of clinical intervention. **Corequisite: SPTH 276; Prerequisites: SPTH 206, SPTH 226, and SPTH 296B.**

#### **SPTH 297 Part B. Internship IV A – Institutions Intervention (Spring Semester)**

This internship allows students to integrate principles of speech-language-hearing sciences with principles of professional practice while evaluating, intervening and interacting with children who present voice, swallowing, communication, and language (oral/written) disorders as well as with family members and other professionals. During this internship, students develop their evaluation capabilities as they: a) collect case history information and integrate information from patients, family, caregivers, teachers, and relevant others (including other professionals), b) select and administer appropriate evaluation procedures, and c) interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention. In addition, students develop setting-appropriate intervention plans while using suitable materials and instrumentation for prevention and intervention. As they build their clinical intervention capabilities, students measure and evaluate patients' performance and progress and

modify intervention plan accordingly. They also identify and refer patients for services as required. During this internship, students develop effective communication strategies, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the patient, family, caregivers, and relevant others. They collaborate with other professionals in case management and provide counseling to patients, family, caregivers, and relevant others. Throughout their internship experience, students adhere to the code of ethics and fully abide by the requirements of professional conduct. This internship comprises 125 hours of clinical intervention. **Corequisite: SPTH 277; Prerequisite: SPTH 297A.**

### **SPTH 298 Part A Internship IV B – Clinical Intervention (Children) (Fall Semester)**

This internship allows students to integrate principles of speech-language-hearing sciences with principles of professional practice while evaluating, intervening, and interacting with children who present voice, swallowing, communication, and language (oral/written) disorders as well as with family members and other professionals. During this internship, students develop their evaluation capabilities as they a) collect case history information and integrate information from patients (children), family, caregivers, teachers, and relevant others (including other professionals), b) select and administer appropriate evaluation procedures, and c) interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention. In addition, students develop setting-appropriate intervention plans to children patients while using suitable materials and instrumentation for prevention and intervention. As they build their clinical intervention capabilities, students measure and evaluate patients' (children) performance and progress and modify intervention plan accordingly. They also identify and refer patients (children) for services as required. During this internship, students develop effective communication strategies, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the patient, family, caregivers, and relevant others. They collaborate with other professionals in case management and provide counseling to patients, family, caregivers, and relevant others. Throughout their internship experience, students adhere to the code of ethics and fully abide by the requirements of professional conduct. This internship comprises 50 hours of clinical intervention with children. **Corequisite: SPTH 276; Prerequisites: SPTH 206, SPTH 226, and SPTH 296B.**

### **SPTH 298 Part B. Internship IV B – Clinical Intervention (Children) (Spring Semester)**

This internship allows students to integrate principles of speech-language-hearing sciences with principles of professional practice while evaluating, intervening, and interacting with children who present voice, swallowing, communication, and language (oral/written) disorders as well as with family members and other professionals. During this internship, students develop their evaluation capabilities as they a) collect case history information and integrate information from patients (children), family, caregivers, teachers, and relevant others (including other professionals), b) select and administer appropriate evaluation procedures, and c) interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention. In addition, students develop

setting-appropriate intervention plans to children patients while using suitable materials and instrumentation for prevention and intervention. As they build their clinical intervention capabilities, students measure and evaluate patients' (children) performance and progress and modify intervention plan accordingly. They also identify and refer patients (children) for services as required. During this internship, students develop effective communication strategies, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the patient, family, caregivers, and relevant others. They collaborate with other professionals in case management and provide counseling to patients, family, caregivers, and relevant others. Throughout their internship experience, students adhere to the code of ethics and fully abide by the requirements of professional conduct. This internship comprises 50 hours of clinical intervention with children. **Corequisite: SPTH 277; Prerequisites: SPTH 206, SPTH 226, and SPTH 298 A.**

#### **SPTH 299 Part A. Internship IV C – Clinical Intervention (Adults/Children) (Fall Semester)**

This internship allows students to integrate principles of speech-language-hearing sciences with principles of professional practice while evaluating, intervening, and interacting with adults/children who present voice, swallowing, communication, and language (oral/written) disorders as well as with family members and other professionals. During this internship, students develop their evaluation capabilities as they a) collect case history information and integrate information from patients (adults/children), family, caregivers, teachers, and relevant others (including other professionals), b) select and administer appropriate evaluation procedures, and c) interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention. Additionally, students develop setting-appropriate intervention plans to adult/children patients while using suitable materials and instrumentation for prevention and intervention. As they build their clinical intervention capabilities, students measure and evaluate patients' (adults/children) performance and progress and modify intervention plan accordingly. They also identify and refer patients (adults/children) for services as required. During this internship, students develop effective communication strategies, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the patient, family, caregivers, and relevant others. They collaborate with other professionals in case management and provide counseling to patients, family, caregivers, and relevant others. Throughout their internship experience, students adhere to the code of ethics and fully abide by the requirements of professional conduct. This internship comprises 50 hours of clinical intervention with adult's/children patients. **Corequisites: SPTH 276 and SPTH 298 A; Prerequisites: SPTH 234, SPTH 217, SPTH 209, and SPTH 296 B.**

#### **SPTH 299 Part B. Internship IV C. Clinical Intervention (Adults/Children) (Spring Semester)**

This internship allows students to integrate principles of speech-language-hearing sciences with principles of professional practice while evaluating, intervening, and interacting with adults/children who present voice, swallowing, communication, and language (oral/written) disorders as well as with

family members and other professionals. During this internship, students develop their evaluation capabilities as they a) collect case history information and integrate information from patients (adults/children), family, caregivers, teachers, and relevant others (including other professionals), b) select and administer appropriate evaluation procedures, and c) interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention. Additionally, students develop setting-appropriate intervention plans to adult/children patients while using suitable materials and instrumentation for prevention and intervention. As they build their clinical intervention capabilities, students measure and evaluate patients' (adults/children) performance and progress and modify intervention plan accordingly. They also identify and refer patients (adults/children) for services as required. During this internship, students develop effective communication strategies, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the patient, family, caregivers, and relevant others. They collaborate with other professionals in case management and provide counseling to patients, family, caregivers, and relevant others. Throughout their internship experience, students adhere to the code of ethics and fully abide by the requirements of professional conduct. This internship comprises 50 hours of clinical intervention with adult's/children patients. **Corequisites: SPTH 277 and SPTH 298B; Prerequisite: SPTH 299 A.**

### **BCOM 300. Workplace Etiquette**

This is a mandatory workshop that all students should successfully complete prior to their internships. The course comprises a series of workshops that focus on workplace etiquette and communication in formal and professional settings. In this course, students develop their business etiquette and professional practice skills in addition to their presentation skills so that they are well-equipped for their internships. **Prerequisite: ENGL 201.**

## Degree Plan

(1) Speech Therapy Courses	
Core SPTH Courses	61 credits
Internship	8 credits
<b>Total speech therapy courses</b>	<b>69 credits</b>
(2) General Education Courses	
Basic Sciences (Statistics, Biology, and Chemistry)	9 credits
English	6 credits
Civilization	6 credits
Arabic	3 credits
Communication	3 credits
Social Sciences	3 credits
Computing	3 credits
<b>Total GE courses</b>	<b>33 credits</b>
<b>Total</b>	<b>102 credits</b>



### Suggested Speech Therapy Degree Plan

First Year					
Fall 1			Spring 1		
Course	Title	Wt.	Course	Title	Wt.
ENGL 201	Academic English I	3	CIVL 201	World Civilizations I	3
BIOL 201	General Biology	3	CHEM 201	General Principles of Chemistry	3
STAT 201	Statistics	3	SPTH 202	Introduction to Pre-Verbal Communication and Early Intervention	3
SPTH 201	Introduction to Speech Therapy and Health Rehabilitation Professions	3	SPTH 204	Head and Neck Anatomy	3
SPTH 270	SPTH Internship Seminar I A - 15 hrs.	1	SPTH 271	SPTH Internship Seminar I B - 15 hrs.	1
SPTH 290	Internship I A- School Observation – 50 hrs. (Mandatory Internship)		SPTH 291	Internship I B - Nursery Observation - 50 hrs. (Mandatory Internship)	
SPTH 292	Internship I C - Physicians Observation - 40 hrs. (Mandatory Internship)				
Total Credits		13	Total Credits		13

Summer 1		
Course	Title	Wt.
PSYCH 201	Introduction to Psychology	3
Total Credits		3

Second Year					
Fall 2			Spring 2		
Course	Title	Wt.	Course	Title	Wt.
ENGL 202	Academic English II	3	CIVL 202	World Civilizations II	3
SPTH 205	Diagnostic Audiology and Hearing Impairments	3	CMPS 202	Introduction to Computing for Arts	3
SPTH 208	Genetic Diseases and Speech Therapy	3	SPTH 234	Dysphagia and Swallowing Disorders	3
SPTH 225	Oral Language	3	SPTH 230	Speech Sound Disorder and Phonological Disorder	2
SPTH 227	Phonetics	3	SPTH 231	Bilingual Language Development (Plus Lab)	3
SPTH 272	SPTH Internship Seminar II A - 15 hrs.	1	SPTH 273	SPTH Internship Seminar II B - 15 hrs.	1
SPTH 293 Part A	Internship II A - Institution Observation - 60 hrs. (Mandatory Internship)		SPTH 293 Part B	Internship II A - Institution Observation - 60 hrs. (Mandatory Internship)	
SPTH 294 Part A	Internship II B - Clinical Observation -60 hrs. (Mandatory Internship)		SPTH 294 Part B	Internship II B - Clinical Observation -60 hrs. (Mandatory Internship)	
BCOM 300	Workshop Etiquette (Mandatory Workshop)				
<b>Total Credits</b>		<b>16</b>	<b>Total Credits</b>		<b>15</b>

Summer 2		
Course	Title	Wt.
COMM 201	Public Speaking	3
<b>Total Credits</b>		<b>3</b>

Third Year					
Fall 3			Spring 3		
Course	Title	Wt.	Course	Title	Wt.
SPTH 207	Autism Spectrum Disorders	3	SPTH 206	Dyslexia Learning Disorders, Assessment and Rehab	3
SPTH 209	Neuropsychology	3	SPTH 217	Voice Therapy 1 and 2 (Plus Lab)	3
SPTH 210	Lifecycle Psychopathology: Child, Adolescence and Adulthood	3	SPTH 219	Down Syndrome	2
SPTH 226	Developmental Language Disorder (DLD)	3	SPTH 224	Cerebral Palsy and Augmentative Alternative Communication (AAC)	3
SPTH 228	Childhood Onset Fluency Disorder	2	SPTH 275	SPTH Internship Seminar III B – 15 hrs.	1
SPTH 274	SPTH Internship Seminar III A - 15 hrs.	1	SPTH 296 Part B	Internship III - Institution Intervention - 125 hrs. (Mandatory Internship)	
SPTH 296 Part A	Internship III - Institution Intervention - 125 hrs. (Mandatory Internship)				
Total Credits		15	Total Credits		12

Summer 3		
Course	Title	Wt.
ARAB 201	Arabic	3
Total Credits		3

Fourth Year					
Fall 4			Spring 4		
Course	Title	Wt.	Course	Title	Wt.
SPTH 229	Aphasia	2	SPTH 212	Dyscalculia	2
SPTH 240	Diploma Thesis I		SPTH 241	Diploma Thesis II	
SPTH 240 S	Diploma Thesis I Seminar -15 hrs. (Mandatory Seminar)	1	SPTH 241 S	Diploma Thesis II Seminar -15 hrs. (Mandatory Seminar)	1
SPTH 276	SPTH Internship Seminar IV A - 15 hrs.	1	SPTH 250	Ethics for Speech Therapy	1
SPTH 297 Part A	Internship IV A - Institution Intervention - 125 hrs. (Mandatory Internship)		SPTH 277	SPTH Internship Seminar IV B - 15 hrs.	1
SPTH 298 Part A	Internship IV B – Clinical Intervention (Children) – 50 hrs. (Mandatory Internship)		SPTH 297 Part B	Internship IV A - Institution Intervention - 125 hrs. (Mandatory Internship)	
SPTH 299 Part A	Internship IV C - Clinical Intervention (Adults/Children) - 50 hrs. (Mandatory Internship)		SPTH 298 Part B	Internship IV B – Clinical Intervention (Children) – 50 hrs. (Mandatory Internship)	
			SPTH 299 Part B	Internship IV C - Clinical Intervention (Adults/Children) - 50 hrs. (Mandatory Internship)	
Total Credits		4	Total Credits		5



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