



PHOENICIA UNIVERSITY

Innovation . Inspiration . Integrity

College of Public Health

Suggested Speech Therapy Degree Plan

Effective for students enrolled from the academic year 2022-2023

2024-2025

www.pu.edu.lb

College of Public Health

Bachelor of Arts in Speech Therapy

Program Description

The BA program in Speech Therapy at Phoenicia University requires students to complete 102 credit hours for those joining as sophomores. Of the total credit hours required, 72 credit hours must be completed in major courses, including 8 credits for seminar internships and 2 credits for seminars related to the graduation diploma thesis, with the remainder (30 credit hours) allocated to general education courses.

Graduation Requirements

Students must obtain a minimum “Program GPA” of 2.0; no rounding (e.g., a GPA of 1.99)—whatsoever will be applied.

Students must obtain a minimum “Cumulative GPA” of 2.0; no rounding (e.g., a GPA of 1.99)—whatsoever will be applied.

Students must obtain “Graduation Clearance” as detailed in the following section.

University Graduation Requirements (30 credit hours)

To graduate with a Bachelor of Arts in Speech Therapy, students will need 30 credit hours in university general requirements. The 30 credit hours in general educational requirements for degree programs include the following:

- 6 credits in Basic Sciences (Statistics and Biology)
- 3 credits in Social Sciences (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 (Introduction to Computing for Arts)

Speech Therapy Graduation Requirements (72 credit hours)

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

- 72 credits of mandatory core courses, including 8 credits for internship seminars and 2 credits for graduation diploma thesis seminars.

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 provides an introductory exploration of speech therapy and its relationship to other fields. Students have the opportunity to delve into the roles and responsibilities of speech therapists within multidisciplinary teams. Foundational knowledge is established for organizing practical work in speech therapy. Additionally, students examine the functions, roles and expectations of the health and rehabilitation disciplines. **Concurrent Prerequisite: ENGL 101.**

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

In this course, students gain an overview of non-verbal and pre-verbal communication in children from birth to three years old. The course covers the nature, etiology and assessment of communication delays, highlighting the services offered by early intervention specialists and the significance of parental guidance. Emphasis is placed on team approaches, culturally diverse backgrounds and the application of evidence-based strategies. **Prerequisite: SPTH 201.**

SPTH 204. Anatomy and Neurology of Speech – 3cr.

Delving into the intricate components contributing to speech pathology, this course examines the anatomy and neurology of speech. Students explore the interconnections of brain structures, neck muscles and thoracic components, gaining a comprehensive understanding of their roles in sound production. The course investigates how the brain processes and interprets auditory information, providing insights into the neural basis of speech production. **Concurrent Prerequisite: SPTH 201.**

SPTH 205N. Anatomy, Physiology, and Pathology of the Ear – 2cr.

This course explores the structures, functions and disorders of the ear, this course focuses on auditory anatomy, physiology and the intricate connection between the ear and the brain. Students develop an understanding of various types of hearing loss, ear pathologies and their effects on auditory function. The course equips students with skills in assessing hearing abilities using techniques such as pure-tone audiometry, speech audiometry and acoustic-emittance audiometry. **Prerequisites: SPTH 201, and SPTH 204.**

SPTH 206N. Dyslexia Learning Disorders, Assessment and Rehabilitation – 4cr.

This course offers students a thorough comprehension of dyslexia, encompassing its pathology, diagnosis, assessment and subsequent treatment and rehabilitation components. Students will

investigate the process of acquiring reading and writing skills in children with typical development, explore the various factors that impact this acquisition and analyze the specific learning challenges faced by individuals with dyslexia. Additionally, students will delve into evidence-based intervention strategies, educational methods and assistive technologies that aim to aid individuals with dyslexia.

Prerequisite: SPTH 231.

SPTH 207. 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. **Prerequisite: 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 their impact on the language and speech development. This course highlights the role of the speech therapist in genetically linked speech and language disorders. **Prerequisites: SPTH 202, and SPTH 204.**

SPTH 209. Neuropsychology – 3 cr.

This course explores the anatomical, functional and cognitive foundations underlying human behavior and neuropsychological disorders, with a particular focus on their relevance to speech-language pathology. The course covers the assessment and interpretation of cognitive, emotional and behavioral functions of the nervous system, specifically as they relate to language and communication development. Students will also examine adult and pediatric cognitive and neurological disorders, including memory disorders, mild cognitive impairment, dementia, aphasia and the neuropsychological presentation of Alzheimer's disease and other neurodegenerative diseases. By the end of the course, students will have gained essential knowledge about the field's assessment methods, the role of speech therapists in the examination process, and the implementation of intervention strategies in medical neuropsychology. **Prerequisite: SPTH 204.**

SPTH 210. Lifespan Psychopathology: Childhood, Adolescence and Adulthood – 3 cr.

This course delves into the understanding of various mental disorders, their manifestations and the intricacies of assessing disturbances in thought, emotion and behavior across different developmental

stages. Students will examine the characteristics and psychopathology associated with psychiatric syndromes, considering their impact on language and communication development. Emphasis is placed on recognizing the significance of a multidisciplinary team, with special attention given to the role of speech therapists. Through case studies and research, students will develop a comprehensive understanding of psychopathology throughout different life stages and gain insights into effective approaches for evaluation and intervention. **Prerequisites: PSYC 201, and SPTH 273.**

SPTH 211. Hearing Impairment Speech Therapy Assessment and Rehabilitation – 2 cr.

This course focuses on the assessment and rehabilitation of speech impairments. Students will explore the critical role of speech therapists within a multidisciplinary team and their involvement in the evaluation and treatment of speech disorders related to hearing impairments. The course will delve into the techniques, strategies and approaches employed by speech therapists to facilitate spoken language development in individuals with hearing impairment. **Prerequisite: SPTH 205N.**

SPTH 212. Dyscalculia – 2 cr.

This course explores the principal theories and concepts related to learning disabilities, with a specific focus on dyscalculia. Students will gain a foundational understanding of the causes and characteristics of dyscalculia, enabling them to identify and support individuals with this specific learning difficulty. Students will also understand the impact dyscalculia on academic and social aspects. Additionally, strategies to address numeracy difficulties will be explored. **Prerequisites: SPTH 202, SPTH 225, and SPTH 291.**

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. **Prerequisites: 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.

Prerequisite: 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 such disabilities — physical and mental — in special-needs schools or specialized associations. It offers an overview of the role of the speech therapist in providing therapeutic techniques and adaptations related to the feeding and swallowing problems in patients with cerebral palsy. 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 271, 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 227, and SPTH 231.**

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 229N Aphasia – 3 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 – 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, and SPTH 291.**

SPTH 234. Dysphagia and Swallowing Disorders – 3 cr.

This course explores 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 associated swallowing. 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 240 Diploma Thesis I

The Diploma Thesis I course provides students with an opportunity to undertake a significant research project on a topic of their choice within the field of speech language pathology. This course aims to enhance students' understanding of research principles and develop their research methodology skills. Throughout the course, students will gain a comprehensive understanding of the research process framework and learn how to identify various sources of information for literature review and data collection. Additionally, they will collaborate with a faculty member to review relevant literature in their chosen area and formulate a research proposal. In the initial phase of the course, students will be required to engage with a diverse range of sources related to their chosen topic. They will critically evaluate the relevance, purpose and authority of these sources, eliminate some and then formulate a hypothesis based on the remaining sources. **Prerequisites: SPTH 296A, SPTH 296B, and SPTH 275; Corequisite: SPTH 240S.**

SPTH 240S. Diploma Thesis I Seminar – 1 cr.

The Diploma Thesis I Seminar is a concurrent course that complements the Diploma Thesis I course. It provides students with a platform to discuss and share their progress and challenges in their research endeavors. This seminar aims to further develop students' research skills and foster a collaborative learning environment. During the seminar, students will have the opportunity to engage in discussions with their peers and faculty members, sharing insights and receiving constructive feedback. They will also receive guidance on refining their research proposals and addressing any methodological or theoretical concerns. **Prerequisites: SPTH 296A, SPTH 296B, and SPTH 275; Corequisite: SPTH 240.**

SPTH 241. Diploma Thesis II

In part two of the diploma thesis course, 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.**

SPTH 241S. Diploma Thesis II Seminar – 1 cr.

Diploma Thesis II is the continuation of the diploma thesis course, where students further explore the role of theories in research and develop their skills in writing research proposals. This course focuses on equipping students with both qualitative and quantitative research methods, enabling them to effectively develop a research proposal, which includes designing a methodological approach, collecting data when relevant and reporting research findings. In parallel to the theoretical aspects, students are required to implement their research proposal, which will culminate in a thesis 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; Corequisites: SPTH 291, and SPTH 292.

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. **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. **Prerequisite: SPTH 274; Corequisite: SPTH 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 **Prerequisite: SPTH 275; Corequisites: SPTH 297A, SPTH 298A, and SPTH 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 and SPTH 299. 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, and SPTH 299.**

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. **Prerequisites: SPTH 270, and SPTH 290; Corequisites: SPTH 271, and SPTH 292.**

SPTH 292. Internship I B – 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. **Prerequisites: SPTH 204, SPTH 270, and SPTH 290. Corequisites: SPTH 271, and SPTH 291.**

SPTH 293 Part A. Internship II A – Institution Observation

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. **Prerequisites: SPTH 202, and SPTH 291; Corequisite: SPTH 272.**

SPTH 293 Part B. Internship II B – Institution Observation

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. **Prerequisites: SPTH 293A, and BCOM 300; Corequisite: SPTH 273.**

SPTH 294 Part A. Internship II A – Clinical Observation

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. **Prerequisites: SPTH 202 and SPTH 291; Corequisite: SPTH 272.**

SPTH 294 Part B. Internship II B – Clinical Observation

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. **Prerequisite: SPTH 294A; Corequisite: SPTH 273.**

SPTH 296 Part A. Internship III A – Institution Intervention

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

SPTH 296 Part B. Internship III B – Institution Intervention

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. **Prerequisite: SPTH 296A; Corequisite: SPTH 275.**

SPTH 297 Part A. Internship IV A – Institutions Intervention

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. **Prerequisites: SPTH 206N, SPTH 226, and SPTH 296B; Corequisite: SPTH 276.**

SPTH 297 Part B. Internship IV B – Institutions Intervention

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. **Prerequisite: SPTH 297A; Corequisite: SPTH 277.**

SPTH 298 Part A Internship IV A – Clinical Intervention (Children)

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. **Prerequisites: SPTH 206N, SPTH 226, and SPTH 296 B; Corequisite: SPTH 276.**

SPTH 298 Part B. Internship IV B – Clinical Intervention (Children)

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. **Prerequisites: SPTH 206N, SPTH 226, and SPTH 298A; Corequisite: SPTH 277.**

SPTH 299 Part A. Internship IV A – Clinical Intervention (Adults/Children)

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. **Prerequisites: SPTH 234, SPTH 217, SPTH 209, and SPTH 296B; Corequisites: SPTH 276, and SPTH 298A.**

SPTH 299 Part B. Internship IV B – Clinical Intervention (Adults/Children)

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. **Prerequisite: SPTH 299 A; Corequisites: SPTH 277, and SPTH 298B.**

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	62 credits
Internship Seminars	8 credits
Graduation Diploma Thesis Seminars	2 credits
Total Speech Therapy Courses	72 credits
(2) General Education Courses	
Basic Sciences (Statistics and Biology)	6 credits
English	6 credits
Civilization	6 credits
Arabic	3 credits
Communication	3 credits
Social Sciences	3 credits
Computing	3 credits
Total GE courses	30 credits
Total	102 credits

Suggested Speech Therapy Degree Plan

First Year					
Fall 1			Spring 1		
Course	Title	Wt.	Course	Title	Wt.
ENGL 201	English I	3	CIVL 201	World Civilizations I	3
BIOL 201	General Biology	3	SPTH 202	Introduction to Pre-Verbal Communication and Early Intervention	3
SPTH 204	Anatomy and Neurology of Speech	3	SPTH 205N	Anatomy, Physiology, and Pathology of the Ear	2
SPTH 201	Introduction to Speech Therapy and Health Rehabilitations Professions	3	STAT 201	Statistics	3
SPTH 270	SPTH Internship Seminar I A	1	SPTH 271	SPTH Internship Seminar I B	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 B – Physicians Observation - 40 hrs. (Mandatory Internship)	
Total Credits		13	Total Credits		12

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	English II	3	CIVL 202	World Civilizations II	3
SPTH 208	Genetic Diseases and Speech Therapy	3	CMPS 202	Introduction to Computing for Arts	3
SPTH 211	Hearing Impairment Speech Therapy Assessment and Rehabilitation	2	SPTH 230	Speech Sound Disorder and Phonological Disorder	2
SPTH 225	Oral Language	3	SPTH 234	Dysphagia and Swallowing Disorders	3
SPTH 227	Phonetics	3	SPTH 231	Bilingual Language Development	3
SPTH 272	SPTH Internship Seminar II A.	1	SPTH 273	SPTH Internship Seminar II B	1
SPTH 293 Part A	Internship II A - Institution Observation - 60 hrs. (Mandatory Internship)		SPTH 293 Part B	Internship II B - Institution Observation - 60 hrs. (Mandatory Internship)	
SPTH 294 Part A	Internship II A - 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)				
Total Credits		15	Total Credits		15

Summer 2		
Course	Title	Wt.
COMM 201	Public Speaking	3
Total Credits		3

Third Year					
Fall 3			Spring 3		
Course	Title	Wt.	Course	Title	Wt.
SPTH 207	Autism Spectrum Disorders	3	SPTH 206N	Dyslexia Learning Disorders, Assessment and Rehab	4
SPTH 209	Neuropsychology	3	SPTH 217	Voice Therapy 1 and 2	3
SPTH 210	Lifespan Psychopathology: Childhood, 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	1
SPTH 274	SPTH Internship Seminar III A.	1	SPTH 296 Part B	Internship III B - Institution Intervention - 125 hrs. (Mandatory Internship)	
SPTH 296 Part A	Internship III A - Institution Intervention - 125 hrs. (Mandatory Internship)				
Total Credits		15	Total Credits		13

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 229N	Aphasia	3	SPTH 212	Dyscalculia	2
SPTH 240	Diploma Thesis I		SPTH 241	Diploma Thesis II	
SPTH 240S	Diploma Thesis I Seminar	1	SPTH 241S	Diploma Thesis II Seminar	1
SPTH 276	SPTH Internship Seminar IV A	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	1
SPTH 298 Part A	Internship IV A – Clinical Intervention (Children) – 50 hrs. (Mandatory Internship)		SPTH 297 Part B	Internship IV B - Institution Intervention - 125 hrs. (Mandatory Internship)	
SPTH 299 Part A	Internship IV A - 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 B - Clinical Intervention (Adults/Children) - 50 hrs. (Mandatory Internship)	
Total Credits		5			5



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