

**Department of Speech Language & Hearing Sciences
MSc (Speech Language Pathology)**

Program Outcomes

The outcome of the M.Sc.(Speech-Language Pathology) program are to equip the students with knowledge and skills to

- function as teachers and researchers in institutions of higher learning,
- diagnose and manage disorders of speech, language, and swallowing across life span,
- counsel and guide persons with disorders of speech, language and swallowing as well as their family members,
- implement rehabilitation programs for persons with speech, language and swallowing disorders,
- function as the disability certification authority in the field,
- liaise with professionals in allied fields and other stake holders,
- implement prevention and public education programs,
- undertake advocacy measures on behalf of and for persons with speech, language and swallowing disorders,
- advise government and other institutions on legal and policy issues related to persons with communication disorders, and
- establish and administer institutions of higher learning.

Course Outcome

Course Title: Speech Science and Instrumentation

At the end of the course, the student will be able to:

- a) discuss about speech science as a distinct field focusing on physiology aspects of speech production and different levels of observation of speech
- b) analyze acoustic and aerodynamic aspects of speech production
- c) discuss different techniques for physiological measurements of speech
- c) discuss clinical and non-clinical application of speech science

Course Title: Neurobiology of Speech-Language and Cognition

At the end of the course, the student will be able to:

- a) discuss the anatomy and physiology of nervous system and role of neurotransmitters in relation to speech-language and its disorders,
- b) analyze and interpret different neuro-diagnostic findings,
- c) discuss the neural basis of speech-language and cognition
- d) apply information on neurophysiological and functional changes with aging in relation to speech, language and cognition

Course Title: Augmentative and Alternative Communication

At the end of the course, the student will be able to:

- a) identify and discuss various components of AAC
- b) discuss the assessment procedures determining candidacy for AAC among individuals with complex communication needs and select appropriate AAC strategies
- c) discuss the treatment plan for implementation of AAC for individuals with complex communication needs
- d) discuss the current status in practice of AAC in India and identify issues for research

Course Title: Clinical Linguistics and Multilingual Issues

At the end of the course, the student will be able to:

- a) discuss the relationship of clinical linguistics to the field of speech-language pathology
- b) discuss the acquisition process and related disorders pertaining to various components of language,
- b) discuss general concepts, and issues related to socio-linguistics affecting speech-language and communication,
- c) discuss the multilingual and multicultural issues in rehabilitation with reference to India

Course title: Research Methods, Statistics & Epidemiology

At the end of the course, the student will be able to:

- a) evaluate research material/publications in terms of types of research designs and statistical methods used.
- b) discuss epidemiological concepts in relation to speech-language, hearing disorders
- c) appraise evidence-based practice in different fields of speech-language and hearing disorders
- d) develop a research proposal for research project

Course Title: Research Seminar -1

At the end of the course the student will be able

- a) to identify a research question within a broad research theme
- b) submit a summary of literature related to broad area of research

Semester II**Course Title: Advances in Speech Sound Disorders**

At the end of the course, the student will be able to:

- a) Analyze recent theories and concepts related to phonological development and its disorders,
- b) discuss comprehensive evidence-based assessment for children with speech sound disorders
- c) develop an evidence-based intervention plan for children with speech sound disorders,
- c) provide comprehensive care including speech therapy for persons with CLP as a member of the cleft palate team.

Course Title: Voice: Science and Disorders

At the end of the course, the student will be able to:

- a) discuss the bio-mechanics of voice production in normal individuals and in those with voice disorders,
 - b) explain and assess the roles of breathing mechanism, vocal fold vibration, vocal tract resonance and enunciation in voice production,
 - c) delineate the roles and responsibilities of an SLP in a trans-disciplinary (medical) team to assess and treat voice disorders in children, adults, geriatrics and specific population including professional voice users, and
- appraise different service delivery models and procedures to run a voice clinic

Course Title: Disorders of Fluency

At the end of the course, the student will be able to:

- a) analyze the current theoretical concepts on nature of stuttering and other fluency disorders
- b) discuss the assessment and differential diagnosis of children and adults with fluency disorders,
- c) develop an evidenced -base management plan for children and adults with fluency disorders
- d) counsel the clinical clientele, their family members and community members for effective management

Course Title: Language Disorders in Children

At the end of the course, the student will be able to:

- a) discuss recent concepts related to classification, characteristics and etiology of child language disorders in young children.
 - b) conduct evidence-based assessments (formal and informal) and differentially diagnose various language disorders in children
- apply evidence-based strategies and approaches to management of language disorders in children

Course Title: Language and Literacy Disorders

At the end of the course, the student will be able to:

- a) discuss relationship between oral language and development of reading and writing
- b) identify characteristics of language and literacy disorders in school-age children
- c) discuss methods of screening and specific diagnostic assessments for language and literacy skills in preschool and school-age children.
- d) plan evidence-based intervention strategies for literacy in preschool and school years and language in school years

Course Title: Research Seminar - 2

At the end of the course the student will be able

- a) write a research proposal in the prescribed format
- b) submit research proposal to the IEC for approval

Semester III

Course Title: Neurogenic Speech Disorders

At the end of the course, the student will be able to:

- a) apply models of speech motor control and explain neurogenic speech disorders in children and adults
- b) discuss assessments of different components of speech leading to differential diagnosis of motor speech disorders in children and adults
- c) develop an evidence-based intervention plan for children and adults with motor speech disorders

Course Title: Dysphagia

At the end of the course, the student will be able to

- a) discuss the neuroanatomical and neurophysiological bases of normal and abnormal swallowing
- b) delineate the roles and responsibilities of an SLP in a trans-disciplinary team to assess and treat swallowing disorders in infants, children, adults and geriatrics in multiple work settings.
- c) discuss evidence-based assessment for swallowing across the lifespan.
- d) develop management plan for swallowing disorders in the context of different service delivery models

Course Title: Aphasia

At the end of the course, the student will be able to:

- a) demonstrate knowledge on the neuroanatomical, pathophysiological and linguistic aspects of aphasia
 - b) discuss assessment protocol for profiling linguistic and non-linguistic skills in aphasia (monolinguals, bilinguals, illiterates, sign language users)
 - c) critically evaluate theories and factors influencing spontaneous recovery of aphasia
 - d) appreciate associated reading and writing disorders in individuals with aphasia
- select and use various general and specific intervention strategies for aphasia

Course Title: Cognitive-Communication Disorders

At the end of the course, the student will be able to:

- a) Discuss various conditions such as primary progressive aphasia, dementia, traumatic brain injury, right hemisphere damage in adults leading to cognitive communication disorders
 - b) Demonstrate skills on assessment of linguistic and non-linguistic skills of cognitive communication disorders
 - c) Appreciate cognitive communication changes related to ageing
- Plan evidence-based intervention strategies for management of cognitive communication disorders

Course Title: Research Practicum

At the end of the course the student will be able:

- a) demonstrate progress in relevant sections of the research study depending on the individual requirements of the study.

Semester IV

Course Title: Speech-language Pathology in Practice

At the end of the course, the student will be able to:

- a) liaise with other professionals in setting-up a speech-language clinic.
- b) implement acts and legislations relating to persons with speech-language impairment.
- c) advise Governments and other agencies on the formulation of policies and legislative acts relating to speech-language disability
- d) audit speech-language practices in existing set-ups.

Course Title: Seminars in Practices related to Medical Speech-language Pathology

At the end of the course, the student will be able to:

- a) identify clientele within a medical set-up for services of an SLP
- b) demonstrate procedures and requirements for practice including infection control and basic life support
- c) discuss the procedures and protocols for documentation of patient care in a medical set-up
- d) discuss concepts for collaborative professional practice in a medical model.

Course Title: Dissertation

At the end of the course the student will be able

- a) analyze data by applying statistical analyses as required for the research study
- b) interpret the findings of the study with reference to previous research
- c) write a dissertation in the prescribed format