Study Programme in Logopedics (Speech Pathology and Therapy) at Lund University
Confirmed by the Board of the Faculty of Medicine, June 19, 2002.

1 GENERAL INTRODUCTION
The activities of universities and university colleges in Sweden are regulated by the Higher Education Act (SFS 1992: 1434) and the Higher Education Ordinance (SFS 1993:100), applicable from July 1, 1993. Through these regulations earlier national and local syllabuses have been cancelled. Specific provisions with regard to professional degrees, including logopedics, are given in the Degree Ordinance (Appendix 3 to the HE Ordinance).

With regard to the study programme in logopedics at Lund University, the following apply:
- applicable portions of the Higher Education Act, the Higher Education Ordinance and the Degree Ordinance. Excerpts from these documents are given under paragraphs 2 and 3 below.
- the regulations given under paragraphs 4-8 below.

2 DIRECTIVES CONCERNING EDUCATION AT UNIVERSITIES AND COLLEGES
(from the Higher Education Act, chapter 1, section 9)
"Undergraduate education shall, in addition to knowledge and skills, provide the students with a capability of independent and critical judgment, an ability independently to solve problems and an ability to follow the development of knowledge, all within the field covered by the education. The education should also develop the students’ ability to exchange information at a scientific level.”

3 DESCRIPTION OF DEGREE IN SPEECH PATHOLOGY AND THERAPY ACCORDING TO THE DEGREE ORDINANCE
(HE Ordinance, Appendix 3)
Master of Science in Speech Pathology and Therapy (Logopedexamen)
Scope
A Master of Science in Speech Pathology and Therapy shall be obtained after completion of course requirements of 160 credits (240 ECTS credit points) in total.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)
In order to obtain a Master of Science in Speech Pathology and Therapy, the student shall have
- acquired the ability to examine and assess the communicative ability of children, adolescents, adults and the elderly with various forms of voice, speech and language
problems and to make logopedic diagnoses and assess the prerequisites for successful improvement in communicative ability,
- acquired a basic clinical and pedagogical experience of methodology used in rehabilitation/habilitation of voice, speech and language problems and the ability to plan, carry out and evaluate treatment programmes,
- acquired a holistic view of the individual's language and social situation and gained an understanding of the fact that voice, speech and language ability is an integrated part of the personality of the individual,
- developed his/her self-knowledge and ability to empathise and thus, while observing an ethical attitude and a holistic view of the human being, developed his/her ability to establish good relations with patients and their relatives,
- acquired knowledge of the role of speech pathology and therapy in health care and an ability to undertake preventive healthcare in the field of speech pathology and therapy/phoniatrics.

In addition, the objectives set by the institution of higher education concerned shall apply.

4 THE CONTENTS OF THE STUDY PROGRAMME IN LOGOPEDICS

The basic programme consists of eight terms of full-time study totalling 160 credits (240 ECTS credit points) including 20 credits (30 ECTS credit points) of psychology, 40 credits (60 ECTS credit points) of linguistics and phonetics and 100 credits (150 ECTS credit points) of logopedics.

*Basic theoretical instruction* is given in logopedics, psychology, linguistics, phonetics and medical subjects which are of relevance to the diagnosis and treatment of voice, speech, language and perception disorders. The integration between theory, clinical instruction and the student's own skills is supported by the use of problem-based learning (PBL) as the predominant pedagogical model in the programme.

*The clinical part* of the programme deals in detail with logopedic methodology through auscultation/observation, diagnosis and treatment. Parts of the clinical practice take place outside Lund.

In *the practical skills training* the student is to develop his/her self-knowledge and the aptitude for empathy through observation and analysis of his/her own communicative skills, and by applying knowledge of scientific theories. A therapeutic attitude is successively developed through both theoretical and practical studies. Furthermore, the student should develop proficiency in the use of conversational techniques and his/her own voice in treating patients, and also an ability to listen to and transcribe spoken language.

The study of the *theory of science* and the *degree thesis* are important elements in imbuing the student with an ability to develop a scientific attitude, thus promoting a critical mode of thought. Practice in scientific methodology involves continuous laboratory exercise, observation and seminar assignments in addition to an empirical scientific report in logopedics/phoniatrics, linguistics/phonetics and psychology.
5 AIMS AND OBJECTIVES OF THE STUDY PROGRAMME IN LOGOPEDICS AT LUND UNIVERSITY

The programme is divided into the following three parts.

Basic year – terms 1 and 2
The overall aim is to provide the student with basic knowledge concerning:
• normal human communication, in part through theoretical studies in linguistics, phonetics and psychology with practice in linguistic, phonetic and psychological models of description and, in part, through the training of communicative skills;
• the structure and mechanisms of language and communicative functions, alternative communication, and the structure of dialogue/conversation;
• the anatomy and function of the organs of speech, voice and hearing, and the production, perception and acoustics of voice and speech;
• psycho- and socio-linguistic as well as personality- and socio-psychological aspects of human communication.

Middle years – terms 3 to 6
The overall aim is to study the causes, evaluation and therapy of various logopedic/phoniatric diagnoses, through the application and deeper study of theoretical and practical elements in linguistics/phonetics and psychology. Medical disciplines, such as anatomy and physiology, audiology, general pathology and medicine, paediatrics, neuro-paediatrics, odontology, child psychiatry, psychiatry, neurology, plastic surgery, occupational and social medicine, geriatrics, phoniatics, medical habilitation/rehabilitation, are studied in connection with various types of related communicative disorders. In connection with e.g. aphasiology, neurology, audiology, general pathology and medicine etc. are studied. The importance ascribed to each individual field of medicine is determined by their relation to various logopedic/phoniatric diagnoses and treatments in the case-studies (problems).

During the five terms of clinical practice, a great deal of emphasis is placed on the practical treatment of patients, ethical questions, diagnosis, methods of treatment, therapeutic attitude, keeping patient records, communication aids, health care methods, team-work, indirect treatment and other pedagogical efforts etc. Therapeutic and diagnostic methods are discussed, tested and evaluated in relation to performance/results.

Through tuition and supportive conditions the student is given the time necessary to obtain a professional logopedic knowledge of those areas of practice which are central to logopedics, such as health care, schools, habilitation, and enterprises.

Specialisation – terms 7 and 8
The overall aim is to
• deepen the theoretical knowledge of logopedics;
• produce, document and defend a scientific study in the form of a degree thesis;
• deepen the practical clinical skills by way of general practice in speech therapy, preferably in a location outside Lund. This experience should be documented and presented at clinical seminars.
6 THE ORGANISATION OF THE PROGRAMME

Each term consists of a number of individual courses totalling 20 credits (30 ECTS credit points). For each course there is a syllabus which can be obtained from the department. At the same time, the programme is process-orientated with successively more depth of study during the course of the programme. The responsibility for the programme lies with the Department of Logopedics, Phoniatrics and Audiology in collaboration with the Department of Linguistics and Phonetics and the Department of Psychology. In this study programme the department/departments responsible are indicated for each course.

- **The basic year (A level)**, based at the three participating departments, gives a general introduction into the fields of knowledge relevant for the speech pathologist. Terms 1–3 constitute the A level.
- **The middle years (B and C level)** focus on theoretical and practical studies of logopedics.
- **The specialisation year (D level)** consists of a deepening of theoretical and practical/clinical knowledge and skills, general logopedic practice, and a degree thesis.
7 COURSE OUTLINE

Term 1

Log 401 Communication, 4 credits
  0101 Introduction and skills training (3 credits) Logopedics/Phoniatries/Audiology, Linguistics/Phonetics, Psychology
  0102 Behaviour observation (1 credit) Linguistics/Phonetics, Psychology

Log 402 Linguistics, 10 credits
  0103 Linguistics (10 credits) Linguistics/Phonetics

Log 403 Human development, 11 credits (during terms 1 and 2)
  0104 Human development I, (6 credits), Psychology

Term 2

Log 404 Anatomy, neuro-anatomy, and physiology, 4 credits
  0105 Anatomy, neuro-anatomy and physiology (4 credits) Logopedics/Phoniatries/Audiology

Log 405 Phonetics, 10 credits
  0106 Phonetics (10 credits) Linguistics/Phonetics, Logopedics/Phoniatries/Audiology

Log 403 Human development, 11 credits (during terms 1 and 2)
  0107 Human development II (5 credits), Psychology

Log 406 Clinical practice and clinical skills training, 25 credits (during terms 2–7)
  0108 Clinical skills training (1 credit) Logopedics/Phoniatries/Audiology

Term 3

Log 407 Normal and impaired development of language and communication, 24 credits (during terms 3 and 4)
  0109 The communicative development of pre-school children, and language impairment in children (7 credits) Linguistics/Phonetics, Logopedics/Phoniatries/Audiology
  0110 Multilingualism (2 credits) Linguistics/Phonetics, Logopedics/Phoniatries/Audiology
  0111 Communication in children with physical handicaps/mental retardation (7 credits) Logopedics/Phoniatries/Audiology

Log 406 Clinical practice and clinical skills training, 25 credits (during terms 2–7)
  0112 Children with language impairment – clinical teaching (3 credits) Logopedics/Phoniatries/Audiology
  0113 Clinical skills training (1 credit) Logopedics/Phoniatries/Audiology

Term 4

Log 407 Normal and impaired development of language and communication, 24 credits (during terms 3 and 4)
  0114 Child neuro-psychiatry (8 credits) Linguistics/Phonetics, Logopedics/Phoniatries/Audiology

Log 408 Orofacial clefts, 3 credits
  0115 Orofacial clefts (3 credits) Logopedics/Phoniatries/Audiology, Linguistics/Phonetics

Log 409 Empirical scientific report, 2 credits
  0116 Empirical scientific report (2 credits) Linguistics/Phonetics, Logopedics/Phoniatries/Audiology

Log 406 Clinical practice and clinical skills training, 25 credits (during terms 2–7)
  0117 Children with language impairment – clinical teaching (2 credits) Logopedics/Phoniatries/Audiology
  0118 Communication in children with physical handicaps/mental retardation – clinical teaching (4 credits) Logopedics/Phoniatries/Audiology
  0119 Clinical skills training (1 credit) Logopedics/Phoniatries/Audiology
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<th>Term 5</th>
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<th>Course Title</th>
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<tr>
<td></td>
<td>Log 410</td>
<td>Communication disorders in adults, 14 credits</td>
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<td></td>
<td>0120</td>
<td>Aphasia and dysarthria, neurology, geriatrics and dementia (12 credits)</td>
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<td></td>
<td>0121</td>
<td>Communication in adults with mental retardation(2 credits)</td>
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<td>Logopedics/Phoniatrics/Audiology</td>
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<td></td>
<td>Log 411</td>
<td>The psychology of the therapeutic process, 4 credits (during terms 5 and 6)</td>
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<td></td>
<td>0122</td>
<td>The psychology of the therapeutic process part I (2 credits) Psychology</td>
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<td>Log 406</td>
<td>Clinical practice and clinical skills training, 25 credits (during terms 2–7)</td>
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<td>0123</td>
<td>Aphasia and dysarthria – clinical teaching (3 credits) Logopedics/Phoniatrics/Audiology</td>
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<td></td>
<td>0124</td>
<td>Clinical skills training (1 credit) Logopedics/Phoniatrics/Audiology</td>
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<tr>
<td></td>
<td>Log 412</td>
<td>Voice and stuttering, 12 credits</td>
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<td>0125</td>
<td>Voice disorders (7 credits) Logopedics/Phoniatrics/Audiology, Linguistics/Phonetics</td>
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<td>0126</td>
<td>Stuttering (4 credits) Logopedics/Phoniatrics/Audiology, Linguistics/Phonetics</td>
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<td>0127</td>
<td>Rehabilitation of laryngectomized patients (1 credit) Logopedics/Phoniatrics/Audiology, Linguistics/Phonetics</td>
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<td></td>
<td>Log 411</td>
<td>The psychology of the therapeutic process, 4 credits (during terms 5 and 6)</td>
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<td></td>
<td>0128</td>
<td>The psychology of the therapeutic process part II (2 credits) Psychology</td>
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<td>Log 406</td>
<td>Clinical practice and clinical skills training, 25 credits (during terms 2–7)</td>
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<td></td>
<td>0198</td>
<td>Voice disorders – clinical teaching (4 credits) Logopedics/Phoniatrics/Audiology</td>
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<td>0130</td>
<td>Stuttering – clinical teaching (1 credits) Logopedics/Phoniatrics/Audiology</td>
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<td>0131</td>
<td>Clinical skills training (1 credit) Logopedics/Phoniatrics/Audiology</td>
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<td>Log 413</td>
<td>Normal and impaired development of reading and writing skills, 8 credits</td>
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<td>0132</td>
<td>Normal and impaired development of reading and writing skills (8 credits), Logopedics/Phoniatrics/Audiology, Linguistics/Phonetics</td>
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<td>Log 414</td>
<td>Scientific methodology, 4 credits</td>
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<td>0133</td>
<td>Scientific methodology, (4 credits) Psychology, Logopedics/Phoniatrics/Audiology</td>
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<td></td>
<td>Log 406</td>
<td>Clinical practice and clinical skills training, 25 credits (during terms 2–7)</td>
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<td>0134</td>
<td>Clinical specialisation (3 credit) Logopedics/Phoniatrics/Audiology</td>
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<td>Log 415</td>
<td>Degree thesis, 20 credit points</td>
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<td>0135</td>
<td>Degree thesis (20 credits) Logopedics/Phoniatrics/Audiology (during terms 7 and 8)</td>
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<td>Log 415</td>
<td>Degree thesis, 20 credits – see above</td>
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<td>Log 416</td>
<td>Elective course, 5 credits</td>
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<td></td>
<td>0136</td>
<td>Elective course (5 credits) Logopedics/Phoniatrics/Audiology</td>
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8  TEACHING FORMATS

The main teaching method in the study programme in logopedics at Lund University is problem-based learning (PBL). During the initial, basic year, other forms of teaching also occur. Problem-based learning means that the student’s theoretical studies will be based in for example patient cases. Internet-based teaching also occurs.

Attendance and active participation is compulsory and is continuously evaluated.

The following teaching formats occur throughout the programme:
- PBL group sessions
- Lessons/lectures are given in areas where suitable teaching materials are unavailable, and as a complement to problem-based studies
- Seminars, run by students and/or teachers
- Laboratory exercises/skills practice
- Auscultations/observations. Written and/or oral reports
- Study visits in areas of practice close to logopedics. Written and/or oral reports
- Clinical practice Supervised skills practice in logopedic diagnostics and treatment

9  EVALUATION

Students’ knowledge and skills are continuously tested both orally and in writing with regard to theoretical, practical and clinical aspects. Only the grades pass and fail are given.

10  DIPLOMA AND DEGREE TITLE

When the student has completed and has passed all the required parts of the programme, he/she is awarded a diploma for “Logopedexamen” which in English is translated as “Master of Science (Msc) in Speech Pathology and Therapy”. This degree is a sufficient basis for an authorisation to practice within the field which is granted by the National Swedish Board of Health and Welfare upon application by the holder of the degree.