

BORYS GRINCHENKO KYIV UNIVERSITY

«CERTIFIED»

Decision of the Academic Council of Faculty of
Psychology, Social Work and Special Education
May 17, 2023, protocol № 4

Head of Academic Council, Dean
Nataliia A. Klishevych

**CHANGES
TO EDUCATIONAL AND PROFESSIONAL PROGRAM**

016.01.01 Speech therapy

The second (master's) level of higher education

| | |
|---------------------|---|
| Field of knowledge: | 01 Education/Pedagogy |
| Specialty: | 016 Special Education |
| Specialization: | 016.01 Speech therapy |
| Qualification: | Master of Special Education by specialization "Speech Therapy" |

Effective date 01.09.2023
(order on __.__.2023, № __)

CERTIFICATION LIST
of new edition of educational and professional program
016.01.01 «Speech therapy»

Department of Special and Inclusive Education

Protocol on 05.05.2023, № 9

Head of Department _____ (Olena V. Martynchuk)

Academic Council of Faculty of Psychology, Social Work and Special Education

Protocol on 17.05.2023, № 4

Head of Academic Council _____ (Nataliia A. Klishevych)

Scientific-methodical centre of standardization and education quality

Head _____ (Yevhen B. Antypin)

__.__.2023

Vice-rector on scientific-methodological and educational work

_____ (Oleksii B. Zhyltsov)

__.__.2023

I. Profile of the educational program

016.01.01 Speech therapy

| 1 – General information | |
|--|--|
| Full name of the higher educational institution and structural division | Borys Grinchenko Kyiv University Faculty of Psychology, Social Work and Special Education |
| Higher education level | Second (master's) |
| Higher education degree | Master |
| Field of knowledge | 01 Education / Pedagogy |
| Specialty | 016 Special education |
| Specialization | 016.01 Speech therapy |
| Educational program | Educational and professional program «Speech therapy» |
| Qualification | Master of Special Education by specialization «Speech therapy» |
| Diploma qualification | Higher education degree – Master, Specialty – Special education Specialization – Speech therapy Educational program – Speech therapy |
| Form of study | Institutional (full-time, part-time) |
| Language(s) of teaching | Ukrainian |
| Cycle / level | NQF of Ukraine – level 7, FQ-EHEA – second cycle, EQF-LLL – 7 level |
| Type of diploma and scope of the program | Master's degree, single, 90 ECTS credits, term of study – 1 year 4 months |
| Preconditions | Having a bachelor's degree |
| Accreditation availability | Ministry of Education and Science of Ukraine, Certificate (YK № 111007590) on accreditation of specialty 016 Special education, The certificate is valid until July 1, 2024. National Agency for Quality Assurance of Higher Education, Ukraine. The deadline for submitting the program for accreditation is 2024. |
| Internet address of the permanent placement of the description of the educational program | https://kubg.edu.ua/ |
| 2 – The purpose of the educational program | |
| Training of highly qualified and competitive specialists in the field of special and inclusive education, speech therapy, capable of solving complex tasks of a research and innovative nature in the professional activity of providing speech therapy services, within which to fulfill the mission of serving the person, community, and society. | |
| 3 – Characteristics of the educational program | |
| Description of the | Objects of study: corrective and developmental and rehabilitation |

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| subject area | <p>processes; ways of organizing the effective interaction of participants in the educational process determined by the regularities and features of the content of correctional and pedagogical activities; organization of special and inclusive education; intervention strategies for speech disorders.</p> <p>Learning objectives: training of specialists capable of solving complex tasks of a research and/or innovative nature in the field of special and inclusive education, in particular the provision of speech therapy services to persons with speech disorders.</p> <p>Theoretical content: a system of scientific theories and concepts regarding special and inclusive education, functioning, limitation of life activities, development, training, upbringing and socialization of persons with special educational needs; technologies for the development of persons with special educational needs, in particular persons with speech disorders.</p> <p>Methods, techniques and technologies: general scientific (theoretical, empirical, mathematical, statistical), psychological and pedagogical methods of analyzing the problems of special and inclusive education; information and communication technologies; methods and technologies of corrective and developmental work with children with special educational needs, in particular with severe speech disorders.</p> <p>Instruments and equipment: specialized laboratory and technological equipment and software in accordance with the specialization, which is necessary for the provision of psychological-pedagogical and correctional-developmental services to persons with speech disorders.</p> |
| Program structure | <p>The ratio of the volumes of mandatory and optional components of the EP:</p> <p><u>Compulsory part (67,5 credits, 75 %):</u> disciplines aimed at the formation of general competences and special (professional) competences (36.5 credits), certification (5.5 credits). Share of internship and pre-diploma practice: 25.5 credits.</p> <p><u>Selective part (22,5 credits, 25%):</u> disciplines of free choice</p> |

4 – Graduates' suitability for employment and further education

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| Suitability for employment | <p>Workplaces: special preschool and general secondary education institutions, preschool and general secondary education institutions with special and inclusive groups/classes, inclusive resource centers, extracurricular educational institutions, educational and rehabilitation centers, rehabilitation and medical institutions, research institutions and others state and private institutions of the Ministry of Education and Science of Ukraine, Ministry of Social Policy of Ukraine, Ministry of Health, which provide psychological-pedagogical, correctional-developmental and rehabilitation services to children with special educational needs, persons with disabilities, clients who need speech therapy assistance.</p> <p>According to the National Classifier of Professions ДК 003:2010, specialists who have obtained an education under the educational program «Speech therapy» can hold the following positions:</p> <p>2340 – teacher-speech therapist, 2340 – special education teacher, 2340 – correctional education teacher, 2229.2 – speech and language therapist</p> |
|----------------------------|--|

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| | 2340 – special education teacher 2340 – specialist (consultant) of the inclusive resource center. |
| Further education | The opportunity to continue studying at the third (educational and scientific) level of higher education. Acquisition of additional qualifications in the post-diploma education system |
| 5 – Teaching and assessment | |
| Teaching and training | <p>The educational process is built on the principles of: student-centered, person-oriented learning, competence-based, system-integrative approaches, research-based learning.</p> <p>Teaching is carried out in the form of: lectures, seminars, practical classes, laboratory works. Independent work is provided (performance of individual tasks, based on textbooks, manuals, Internet sources); consultations with teachers; e-learning according to individual educational components, passing practices, writing a qualifying master's thesis.</p> <p>E-learning, group project work, mentoring support for practitioners, training in practical training centers: "Logotrainer", "Center for Inclusive Education" are introduced.</p> <p>Teaching is carried out using information technologies on the distance learning platform "Moodle" in the digital university campus, organizing communication on the Google Meet platform, ZOOM, etc.</p> <p>Educational and methodological support of the educational process is carried out through the use of electronic training courses.</p> <p>Stimulation of self-study of higher education students and organization of group work with the aim of acquiring teamwork skills and independent search for problem solving, in particular, when solving practical cases.</p> <p>The use of elements of non-formal education when studying individual modules of disciplines on educational online platforms and during participation in scientific conferences, congresses, webinars, master classes, professional festivals, etc.</p> |
| Assessment | <p>Cumulative point-rating system, which provides assessment of students for all types of classroom and extracurricular educational activities in the form of intermediate, final (semester) control, as well as certification.</p> <p>Intermediate control (oral survey, essay, written express control/computer testing, etc.), module control, final semester control (credits, exams in oral, written (testing), combined forms, defense of practice reports), certification (defense final qualification work).</p> <p>The evaluation of higher education applicants is carried out in accordance with the unified system of evaluation of academic achievements of students of Borys Grinchenko Kyiv University.</p> |
| 6 – Program competences | |
| Integral competence | The ability to solve complex tasks of a research and/or innovative nature in the field of special and inclusive education. |
| General competences | <p>GC-1. Ability to act based on ethical considerations (motives).</p> <p>GC-2. Ability to act socially responsible and consciously.</p> <p>GC-3. Ability to work in a team.</p> <p>GC-4. Ability to communicate in the national language both orally and in writing.</p> <p>GC-5. Ability to communicate in a foreign language.</p> <p>GC-6. Ability to make informed decisions.</p> <p>GC-7. Ability to search, process and analyze information from various sources.</p> <p>GC-8. Ability to apply knowledge in practical situations.</p> |

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| | <p>GC-9. Ability to generate new ideas (creativity).</p> <p>GC-10. Ability to conduct research at an appropriate level.</p> |
| <p>Special (professional, subject) competences</p> | <p>SC-1. Ability to carry out theoretical, methodological and empirical analysis of current problems of special and inclusive education.</p> <p>SC-2. Ability to develop and implement innovative methods of speech therapy influence and technologies of corrective and developmental work with persons with special educational needs, in particular, with severe speech disorders.</p> <p>SC-3. Ability to carry out diagnostic-analytical, corrective-developmental, advisory activities, taking into account the special educational needs of applicants.</p> <p>SC-4. Ability to effectively interact with parents, colleagues, other specialists in the process of psychological and pedagogical support of a child with special educational needs on the basis of partnership.</p> <p>SC-5. Ability to make effective decisions in difficult and unpredictable conditions, adapt to new situations of professional activity.</p> <p>SC-6. Ability to assess the limits of one's own professional competence, make decisions and continue training and/or improving professional qualifications in accordance with existing needs and requests.</p> <p>SC-7. Ability to organize the educational process in special preschool and general secondary education institutions using modern means, methods, techniques, technologies.</p> <p>SC-8. Ability to organize the process of learning, upbringing and development of children with special educational needs in the conditions of an inclusive educational space.</p> <p>SC-9. Ability to organize a safe and healthy educational space, including an inclusive educational space.</p> <p>SC-10. Ability to develop and implement scientific and/or educational projects in the field of special and inclusive education.</p> <p>SCU-11. Ability to interdisciplinary complex analysis of brain mechanisms of speech and cognitive dysfunctions of children and recovery of speech and other mental functions of adults in order to create neurospeech compensation programs in accordance with modern neuropsychological, neurospeech, neurolinguistic research.</p> <p>SCU-12. Ability to develop and implement individual speech therapy massage programs for persons with congenital or acquired speech disorders of different levels of body functioning.</p> |
| <p>7 – The normative content of the training of students of higher education, formulated in terms of learning outcomes.</p> | |
| <p>LO 1. Carry out an analysis of evolutionary processes in the field of education of persons with special educational needs, to justify one's own vision of ways to solve existing problems.</p> <p>LO 2. Conduct research and/or conduct innovative activities in order to obtain new knowledge, create new and improve traditional teaching and support technologies and in wider multidisciplinary contexts.</p> <p>LO 3. Develop and implement innovative methods and technologies of correctional and developmental work with persons with special educational needs, generate new ideas for improving education, upbringing, development and socialization of these persons.</p> <p>LO 4. Select and apply effective methods of comprehensive assessment of children's development, reflect and critically analyze the reliability of the obtained assessment results, determine, based on their interpretation, the special educational needs of children and the level of educational support.</p> <p>LO 5. Argue, plan and provide psychological-pedagogical and correctional-developmental services (assistance) in accordance with the level of functioning, limitation of life activities and development</p> | |

of a child with special educational needs, ensure the effectiveness of own actions.

LO 6. Establish effective interaction with parents, colleagues, specialists, various social institutions in order to ensure the quality of special and inclusive education on the basis of partnership.

LO 7. Make a professional contribution to professional knowledge and practice and to evaluate the results of the team's activities in the field of psychological and pedagogical support of children with special educational needs in an inclusive educational space, to motivate the members of the support team to achieve common goals.

LO 8. Make effective decisions on issues of special and inclusive education, including in difficult and unpredictable conditions; to forecast their development; determine the factors affecting the achievement of set goals, in particular, consumer requirements; analyze and compare alternatives; to assess the risks and possible consequences of decisions.

LO 9. Communicate freely orally and in writing in Ukrainian and foreign languages when discussing professional issues, research and innovations in the field of special and inclusive education.

LO 10. Search for the necessary data in scientific literature, databases and other sources, analyze and evaluate this data.

LO 11. Manage complex activities in the field of special and inclusive education and in wider contexts, develop plans and measures for their implementation, ensure the quality of education, evaluate the effectiveness and efficiency of activities.

LO 12. Organize and provide methodological support for the process of learning, upbringing and development of children with special educational needs in the conditions of special educational institutions and an inclusive educational space.

LO 13. Develop and implement measures to create a safe and health-preserving educational space, ensure its quality and effectiveness of the educational process, taking into account the special educational needs, opportunities and abilities of children.

LO 14. Create and implement scientific developments and/or educational projects aimed at improving the quality of the organization of the educational space for children with special educational needs.

LOU 15. Develop neurospeech programs for compensation and recovery of congenital and acquired speech dysfunctions of persons with various difficulties in the functioning of the body, taking into account the mechanisms of their occurrence, and to implement them in speech therapy practice in combination with neurotechnologies in the process of complex habilitation/rehabilitation of children and adults with developmental disorders.

LOU 16. Develop individual programs of speech therapy massage for persons with congenital or acquired speech disorders of different levels of body functioning based on a differentiated selection of a complex of massage movements depending on the state of the muscle tone of the articulatory apparatus and to implement them in speech therapy practice, to be able to analyze the results of their activities and improve the created programs of speech therapy massage.

8 – Resource support and program implementation

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| Staff | <p>The personnel support of the educational and professional program consists of professors and teachers of the Department of Special and Inclusive education of Institute of Human Sciences, who provide 90% of professionally oriented disciplines.</p> <p>The teaching staff of the Department of Foreign Languages (Faculty of Law and International Relations) and the Department of Information Technologies and Mathematical Disciplines (Faculty of Information Technologies and Management) are involved in the teaching of individual disciplines in accordance with their competencies and experience.</p> <p>The practically oriented nature of the educational and professional program provides mentoring support of practitioners who correspond to the direction of the program, which strengthens the synergistic connection between theoretical and practical training.</p> <p>Personnel support of the EP meets the requirements defined by the License conditions for the conduct of educational activities.</p> |
| Material and technical support | <p>Teaching of academic disciplines is carried out in general and special classrooms, for practical classes - practical training centers "Logotrainer", "Center for Inclusive Education". The University has a sufficient number of specialized computer classes and laboratories, which are equipped with computers with appropriate software, multimedia equipment complexes, visual and methodical materials. All workplaces in computer classes are connected to the Internet.</p> <p>The areas of the premises used in the educational process meet accessibility requirements, sanitary standards, and requirements of fire safety rules.</p> <p>All the necessary social and household infrastructure, canteen, buffets are available, the number of places in the dormitories meets the requirements.</p> |
| Informational and educational and methodological support | <ul style="list-style-type: none"> - The official website of the Borys Grinchenko Kyiv University https://kubg.edu.ua/, which contains information about educational programs, educational, scientific and educational activities, structural subdivisions, admission rules, contacts, etc. - digital campus https://digital.kubg.edu.ua/, which contains information about: all digital education services, digital science with access to various platforms; digital management of regulatory bases, registers, document flow; image and leadership; digital space with personal offices and corporate mail; infrastructure of the university - e-learning system Moodle - services for organizing online classes: Google Meet (corporate), Google Chat, Google Hangouts, Google Classroom - wireless Internet access points - library, reading rooms - electronic library, repository http://elibrary.kubg.edu.ua/ - access to electronic scientific databases Scopus, Web of Science, EBSCO, etc. - study and work curricula - educational process schedule - working programs of academic disciplines - internship programs - methodical recommendations for writing and design of master's theses, etc |

9 – Academic mobility

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| National credit mobility | |
| International credit mobility | |
| Education of foreign students of higher education | |

II. List of components of the educational and professional program and their logical sequence

2.1. List of EPP components

| Component code | Code | Components of the educational program (educational disciplines, course projects (works), practices, qualification work) | Number of credits | Final control form |
|--|---------|--|-------------------|--------------------|
| 1 | 2 | 3 | 4 | 5 |
| Mandatory components | | | | |
| MC 1 | MD.1 | Foreign language professional communication | 4 | Exam |
| MC 2 | MD.2 | Digital technologies in professional activity | 4 | Credit |
| MC 3 | MD.3 | Actual problems and research methodology in special and inclusive education | 4 | Exam |
| MC 4 | MD.4 | Management of special and inclusive education | 5 | Exam |
| MC 5 | MD.5 | Assessment of special educational needs, planning, implementation and monitoring of the effectiveness of support, advisory support of families | 5 | Credit |
| MC 6 | MD.6 | Neurologopedia | 6 | Exam |
| MC 7 | MD.7 | Neurologopedic studios | 4 | Credit |
| MC 8 | MD.8 | Speech therapist massage techniques | 4 | Credit |
| MC 10 | MP.1 | Internship (in educational institutions) | 6 | Credit |
| MC 11 | MP.2 | Internship (in inclusive resource centers) | 4,5 | Credit |
| MC 12 | MP.3 | Internship (in medical institutions) | 7,5 | Credit |
| MC 13 | MP.4 | Pre-diploma practice (research) | 7,5 | Credit |
| MC 14 | MS.1 | Writing and defense of a qualifying master's thesis | 5,5 | Defense |
| The total volume of mandatory components: | | | 67 | |
| II. Selective components of the EP (appendix 1) | | | | |
| <i>Selective block 1 - "Myofunctional therapy"</i> | | | | |
| SC 1.1 | SD.1.01 | Clinical anatomy of the head and neck | 6 | Credit |
| SC 1.2 | SD.1.02 | Intervention strategies for myofunctional disorders | 4 | Credit |
| SC 1.3 | SD.1.03 | Orthodontics: speech therapy aspects | 4 | Exam |

| | | | | |
|--|---------|---|-----------|----------------|
| SC 1.4 | SD.1.04 | Myofunctional screening | 5 | Exam |
| SC 1.5 | SD.1.05 | Workshop on myology | 4 | Credit |
| <i>Selective block 2 - "Psychological technologies in speech therapy practice"</i> | | | | |
| SC 1.1 | SD.2.01 | Neuropsychological diagnostics and correction | 6 | Credit |
| SC 1.2 | SD.2.02 | Alternative and additional communication | 4 | Credit |
| SC 1.3 | SD.2.03 | Methods of behavioral therapy | 4 | Exam |
| SC 1.4 | SD.2.04 | Sensory integrative therapy | 5 | Exam |
| SC 1.5 | SD.2.05 | Psychological workshop | 4 | Credit |
| <i>Selective block 3 - «Speech therapy for adults»</i> | | | | |
| SC 1.1 | SD.3.01 | Therapeutic aspects of voice and swallowing disorders | 6 | Credit |
| SC 1.2 | SD.3.02 | Therapeutic aspects of speech recovery in aphasia | 4 | Credit |
| SC 1.3 | SD.3.03 | Therapeutic aspects of speech therapy support for persons with neurodegenerative diseases of the nervous system | 4 | Exam |
| SC 1.4 | SD.3.04 | Therapeutic aspects of speech therapy support for the wounded and traumatized during the military conflict | 5 | Exam |
| SC 1.5 | SD.3.05 | Workshop on speech therapy for adults | 4 | Credit |
| <i>Selection from the catalog of courses</i> | | | | |
| SC | SD.4 | Selection of academic disciplines from the catalog for the appropriate number of credits | 23 | Credits, Exams |
| The total amount of selective components: | | | 23 | |
| TOTAL VOLUME OF THE EDUCATIONAL PROGRAM | | | 90 | |

2.2. Structural and logical scheme

| 1 semester | 2 semester | 3 semester |
|--|--|---|
| Foreign language professional communication | | |
| Digital technologies in professional activity | | |
| Actual problems and research methodology in special and inclusive education | | |
| Management of special and inclusive education | | |
| Assessment of special educational needs, planning, implementation and monitoring of the effectiveness of support, advisory support of families | | |
| Neurologopedia | Neurologopedia | |
| | Neurologopedic studios | |
| | Speech therapist massage techniques | Speech therapist massage techniques |
| Selective components | Selective components | Selective components |
| | Internship (in educational institutions) | Internship (in medical institutions) |
| | Internship (in inclusive resource centers) | Pre-diploma practice (research) |
| | Writing of a qualifying master's thesis | Defense of a qualifying master's thesis |

III. Form of attestation of applicants of higher education

Certification of graduates of the educational and professional program 016.01.01 Speech therapy of the second (master's) level of higher education is carried out in the form of *public defense of the master's thesis*.

The certification is carried out openly and publicly.

Qualification work involves the independent solution of a complex task or a complex problem in the field of psychology, which is accompanied by research and/or the use of innovative approaches and is characterized by the uncertainty of conditions and requirements.

The qualifying master's thesis is checked for plagiarism. The qualifying work must not contain academic plagiarism, fabrication and/or falsification.

The qualifying master's thesis is published on the University's website (in the repository).

Completion of the educational and professional program in its entirety is completed by issuing a document of the prescribed format to the graduate.

IV. Matrix of correspondence of program competencies to the components of the educational program

| | MC 1 | MC 2 | MC 3 | MC 4 | MC 5 | MC 6 | MC 7 | MC 8 | MC 9 | MC 10 | MC 11 | MC 12 | MC 13 |
|--------|------|------|------|------|------|------|------|------|------|-------|-------|-------|-------|
| GC 1 | | | + | + | + | + | + | + | + | + | + | + | + |
| GC 2 | | | + | + | + | + | + | + | + | + | + | + | + |
| GC 3 | + | + | + | + | + | + | + | + | + | + | + | + | + |
| GC 4 | | + | + | + | + | + | + | + | + | + | + | + | + |
| GC 5 | + | | + | | + | + | + | | | | | | + |
| GC 6 | | | + | + | + | + | + | + | + | + | + | + | + |
| GC 7 | + | + | + | + | + | + | + | + | + | + | + | + | + |
| GC 8 | + | + | + | + | + | + | + | + | + | + | + | + | + |
| GC 9 | | + | + | + | + | | + | | + | + | + | + | + |
| GC 10 | | | + | | | | | | | | | + | + |
| SC 1 | | | + | + | + | + | + | | | | | + | + |
| SC 2 | | | | | | + | + | | + | | + | + | + |
| SC 3 | | | | | + | + | + | + | + | + | + | + | + |
| SC 4 | | | | + | + | + | + | | + | + | + | + | + |
| SC 5 | | | + | + | + | + | + | + | + | + | + | + | + |
| SC 6 | + | + | + | + | + | + | + | + | + | + | + | + | + |
| SC 7 | | | | + | + | | | | + | + | | | |
| SC 8 | | | | + | + | | | | | + | | | |
| SC 9 | | | | + | + | | | | + | + | | | |
| SC 10 | | | + | + | | | | | | | | + | + |
| SCU 11 | | | | | | + | + | + | + | | + | | |
| SCU 12 | | | | | | | | + | | | + | | |

V. Matrix of ensuring learning outcomes with the relevant components of the educational program

| | MC 1 | MC 2 | MC 3 | MC 4 | MC 5 | MC 6 | MC 7 | MC 8 | MC 9 | MC 10 | MC 11 | MC 12 | MC 13 |
|--------|------|------|------|------|------|------|------|------|------|-------|-------|-------|-------|
| LO 1 | | | + | + | | | | | | | | | + |
| LO 2 | | | + | | | | + | | + | | | + | + |
| LO 3 | | | | | | | + | | + | + | | + | + |
| LO 4 | | | | | + | | | | | + | | | |
| LO 5 | | | | + | + | | + | | | + | | | |
| LO 6 | | | | + | + | | | | + | + | | + | + |
| LO 7 | | | | + | + | | | | | + | | | |
| LO 8 | | | | + | | | + | | + | + | + | + | + |
| LO 9 | + | + | + | + | + | + | + | + | + | + | + | + | + |
| LO 10 | + | + | + | + | + | + | + | | | | | + | + |
| LO 11 | | | | + | + | | | | + | + | | | |
| LO 12 | | | | + | | | | | + | + | | | |
| LO 13 | | | | + | | | + | | + | + | | | |
| LO 14 | | | + | + | | | | | | | | + | + |
| LOU 15 | | | | | | + | + | + | + | | + | | |
| LOU 16 | | | | | | | | + | | | + | | |

SELECTIVE PART OF THE EDUCATIONAL AND PROFESSIONAL PROGRAM

Students exercise the right to free choice of academic disciplines, provided for in clause 15 of part one of Article 62 of the Law of Ukraine «On Higher Education» at Borys Grinchenko Kyiv University, in accordance with the Regulation on the procedure and conditions for students' choice of academic disciplines, approved by the rector's order dated November 25, 2016 № 642.

1. Selective block 1 - "Myofunctional therapy"

The student's choice of the "Myofunctional therapy" block creates conditions for deepening professional competences within the chosen educational and professional program.

The study of the disciplines of this block is aimed at students acquiring the ability to: evaluate the functional state of the articulating apparatus in a team with specialists of the orthodontic profile; determine myofunctional disorders of the articulating apparatus and create joint programs to overcome them by means of orthodontic treatment and myogymnastic exercises; differentiate orofacial myofunctional disorders and associated potential habits.

While studying the disciplines of the "Myofunctional therapy" block, students of higher education of the second (master's) level:

- will get acquainted with modern international and national experience in the field of orofacial myology;
- learn to conduct a myofunctional screening in complex diagnostics in partnership with an orthodontist and create complex programs for conducting joint measures of myofunctional correction;
- master the skills of creating and conducting myogymnastics complexes in accordance with the developed complex programs;
- learn to evaluate the results of myofunctional therapy and adjust programs in cooperation with an orthodontist;
- will know and adhere to the requirements of deontology in communicating with patients in the conditions of a medical clinic.

The block is selected during the first month of study. Each semester, students have control forms for various components of this block.

List of selective components of block 1 "Myofunctional therapy"

| | | | | |
|--|---------|---|----|--------|
| SC 1.1 | SD.1.01 | Clinical anatomy of the head and neck | 6 | Credit |
| SC 1.2 | SD.1.02 | Intervention strategies for myofunctional disorders | 4 | Credit |
| SC 1.3 | SD.1.03 | Orthodontics: speech therapy aspects | 4 | Exam |
| SC 1.4 | SD.1.04 | Myofunctional screening | 5 | Exam |
| SC 1.5 | SD.1.05 | Workshop on myology | 4 | Credit |
| The total amount of selective components: | | | 23 | |

The structural and logical scheme of the selective components of block 1 "Myofunctional therapy" is given below

| 1 semester | 2 semester | 3 semester |
|---------------------------------------|---|-------------------------|
| Clinical anatomy of the head and neck | Intervention strategies for myofunctional disorders | |
| | Orthodontics: speech therapy aspects | |
| | Myofunctional screening | Myofunctional screening |
| | | Workshop on myology |

Matrix of correspondence of program competencies to selective components educational program (selective block 1)

| | SC 1.1 | SC 1.1 | SC 1.1 | SC 1.1 | SC 1.1 |
|--------|--------|--------|--------|--------|--------|
| MC1 | | + | + | + | + |
| MC 8 | | + | + | + | + |
| SC 2 | | + | + | | + |
| SC 3 | | | + | + | + |
| SC 4 | | | + | + | + |
| SC 5 | | + | + | + | + |
| SC 6 | + | + | + | + | + |
| SCU 11 | + | + | + | + | + |
| SCU 12 | | | + | | + |

Matrix of providing learning outcomes with the relevant selective components of the educational program (selective block 1)

| | SC 1.1 | SC 1.1 | SC 1.1 | SC 1.1 | SC 1.1 |
|--------|--------|--------|--------|--------|--------|
| LO 3 | | + | + | | + |
| LO 4 | | + | + | + | + |
| LO 5 | | + | + | | + |
| LO 6 | | | + | + | + |
| LOU 15 | + | + | + | + | + |
| LOU 16 | | | + | | + |

2. Selective block 2 - "Psychological technologies in speech therapy practice"

The student's choice of the block "Psychological technologies in speech therapy practice" creates conditions for deepening professional competences within the chosen educational and professional program.

The study of the disciplines of this block is aimed at students acquiring the ability to apply psychological technologies as aids in the process of organizing complex support for persons with speech disorders. Disciplines united in this block make it possible to go beyond traditional ideas about the nature of speech disorders and focus on a systematic approach, thanks to which: the peculiarities of the personal characteristics of both persons with speech disorders and the psychological characteristics of the students themselves are revealed ("Psychological practicum "); there is a deeper understanding of the relationship between speech and the overall functioning of the body and the factors of its development ("Neuropsychological diagnosis and correction"); an understanding of alternative technologies appears, the use of which can significantly facilitate the activities of a speech development specialist ("Sensory-integrative therapy", "Alternative and additional communication", "Methods of behavioral therapy").

During the study of the disciplines of block 2 "Psychological technologies in speech therapy practice" students of higher education of the second (master's) level will:

- master effective psychological technologies covering both diagnostic and psychocorrective directions;
- learn to develop individual programs of psychological intervention, implement them and monitor the effectiveness of the implemented influence;
- form their own professional position, defend it on the basis of proven practice and acquired professional knowledge in the field of applied psychology;
- know and adhere to the requirements of deontology in communicating with clients with difficulties in the functioning of the body.

The block is selected during the first month of study. Each semester, students have control forms for various components of this block.

List of selective components of block 2 «Psychological technologies in speech therapy practice»

| | | | | |
|--|---------|---|----|--------|
| SC 1.1 | SD.2.01 | Neuropsychological diagnostics and correction | 6 | Credit |
| SC 1.2 | SD.2.02 | Alternative and additional communication | 4 | Credit |
| SC 1.3 | SD.2.03 | Methods of behavioral therapy | 4 | Exam |
| SC 1.4 | SD.2.04 | Sensory integrative therapy | 5 | Exam |
| SC 1.5 | SD.2.05 | Psychological workshop | 4 | Credit |
| The total amount of selective components: | | | 23 | |

The structural and logical scheme of the selective components of block 2 " Psychological technologies in speech therapy practice " is given below

| 1 semester | 2 semester | 3 semester |
|---|--|-----------------------------|
| Neuropsychological diagnostics and correction | Alternative and additional communication | |
| | Methods of behavioral therapy | |
| | Sensory integrative therapy | Sensory integrative therapy |
| | | Psychological workshop |

Matrix of correspondence of program competencies to selective components educational program (selective block 2)

| | SD.2.01 | SD.2.01 | SD.2.01 | SD.2.01 | SD.2.01 |
|--------|---------|---------|---------|---------|---------|
| MC 1 | + | + | + | + | + |
| MC 3 | + | + | + | + | + |
| MC 6 | + | + | + | + | + |
| MC 8 | + | + | + | + | + |
| SC 3 | + | + | + | + | |
| SC 4 | + | + | + | + | + |
| SC 9 | + | | + | + | + |
| SCU 11 | + | | | | + |

Matrix of providing learning outcomes with the relevant selective components of the educational program (selective block 2)

| | SD.2.01 | SD.2.01 | SD.2.01 | SD.2.01 | SD.2.01 |
|--------|---------|---------|---------|---------|---------|
| LO 4 | + | + | + | + | |
| LO 5 | + | + | + | + | + |
| LO 6 | + | + | + | + | + |
| LO 10 | + | + | + | + | |
| LO 13 | + | + | + | + | + |
| LOU 15 | + | | | | + |

3. Selective block 3 - «Speech therapy for adults»

The student's choice of the " Speech therapy for adults " block creates conditions for deepening professional competences within the chosen educational and professional program.

Studying the disciplines of this block is aimed at students acquiring the ability to: evaluate the functional state of speech with medical specialists; determine disorders of communication, speech, voice and swallowing; create joint support programs for patients with adult speech dysfunctions and provide consultations on the continuous implementation of speech therapy strategies in order to improve the quality of life.

While studying the disciplines of the " Speech therapy for adults " block, students of higher education of the second (master's) level:

- will familiarize themselves with modern international and national experience in the field of speech therapy for adults;
- learn how to conduct speech screening in complex diagnostics in partnership with an interdisciplinary team of doctors and rehabilitators and create complex programs for conducting joint speech rehabilitation activities for adults;
- learn to evaluate the results of speech therapy and adjust programs in cooperation with a neurologist, rehabilitator, occupational therapist and other specialists of the interdisciplinary team;
- will improve the skills of conducting consultations on issues of continuous implementation of speech therapy strategies in order to improve the quality of life of patients;
- will know and adhere to the requirements of deontology in communicating with patients in the conditions of a medical institution;
- will form clinical thinking when drawing up programs for interdisciplinary speech restoration of patients when selecting methods and practices.

The block is selected during the first month of study. Each semester, students have control forms for various components of this block.

List of selective components of block 3 «Speech therapy for adults»

| | | | | |
|--|---------|---|----|--------|
| SC 1.1 | SD.3.01 | Therapeutic aspects of voice and swallowing disorders | 6 | Credit |
| SC 1.2 | SD.3.02 | Therapeutic aspects of speech recovery in aphasia | 4 | Credit |
| SC 1.3 | SD.3.03 | Therapeutic aspects of speech therapy support for persons with neurodegenerative diseases of the nervous system | 4 | Exam |
| SC 1.4 | SD.3.04 | Therapeutic aspects of speech therapy support for the wounded and traumatized during the military conflict | 5 | Exam |
| SC 1.5 | SD.3.05 | Workshop on speech therapy for adults | 4 | Credit |
| The total amount of selective components: | | | 23 | |

The structural and logical scheme of the selective components of block 3 " Speech therapy for adults " is given below

| 1 semester | 2 semester | 3 semester |
|---|---|--|
| Therapeutic aspects of voice and swallowing disorders | Therapeutic aspects of speech recovery in aphasia | |
| | Therapeutic aspects of speech therapy support for persons with neurodegenerative diseases of the nervous system | |
| | Therapeutic aspects of speech therapy support for the wounded and traumatized during the military conflict | Therapeutic aspects of speech therapy support for the wounded and traumatized during the military conflict |
| | | Workshop on speech therapy for adults |

Matrix of correspondence of program competencies to selective components educational program (selective block 3)

| | SD.3.01 | SD.3.01 | SD.3.01 | SD.3.01 | SD.3.01 |
|--------|---------|---------|---------|---------|---------|
| GC 1 | + | + | + | + | + |
| GC 3 | + | + | + | + | |
| GC 8 | + | + | + | + | + |
| SC 2 | + | + | + | + | + |
| SC 5 | + | + | + | + | + |
| SC 6 | + | + | + | + | + |
| SCU 11 | + | + | + | + | + |
| SCU 12 | | | | + | + |

Matrix of providing learning outcomes with the relevant selective components of the educational program (selective block 3)

| | SD.3.01 | SD.3.01 | SD.3.01 | SD.3.01 | SD.3.01 |
|--------|---------|---------|---------|---------|---------|
| LO 2 | + | + | + | + | + |
| LO 10 | + | + | + | + | + |
| LO 13 | + | + | + | + | + |
| LOU 15 | + | + | + | + | + |
| LOU 16 | | | | + | + |

4. Selection from the catalog of courses

The choice of disciplines from the Catalog of courses, taking into account one's own needs and interests, enables the applicant to deepen professional knowledge and acquire additional competences, in particular within related specialties of the field of knowledge, and/or to get acquainted with the

current level of scientific research in various fields of knowledge and to expand and deepen knowledge in general and special (professional) competences.